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Articles

FEATURES OF TEACHING PREPOSITIONAL CONTROL TO STUDENTS IN RUSSIAN AS A FOREIGN LANGUAGE CLASSES

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Abstract:
The article considers the problem of methods of teaching Russian prepositions in the process of teaching Russian to students. The main objective of the article is to determine the most productive methods of studying Russian prepositions in Russian as a foreign language classes. The article shows that the semantics of a preposition is revealed in the process of its combination with various lexemes. Since words combined with prepositions can affect their meaning, it is necessary to study the semantics of the prepositional-case construction as a whole.

Keywords: Frequency of use, spatial relations, lexeme, semantics of prepositions, optimization of the learning process, typical models.

Introduction

Prepositional control in Russian is a complex and extremely important aspect of the grammatical system, which often causes difficulties for students for whom Russian is a foreign language. One of the main reasons for these difficulties is the richness of the case system of the Russian language and the variety of prepositions used in prepositional control. This article examines approaches to teaching prepositional control in Russian with an emphasis on the features of interference and methodological principles used in teaching Russian as a foreign language.

Prepositional control with spatial meaning is a great difficulty for students of the national audience studying Russian.

Prepositional control in Russian is a connection between nouns, adjectives, pronouns in the structure of a phrase, which are controlled by a preposition and determine its case. It is important to note that in Russian grammar, prepositions play a key role in the formation of structural and semantic connections between words in a sentence.

In the process of learning Russian, foreign students often face several difficulties. One of them is the interference of the native language, which may differ both in structure and in the rules for using prepositions, which can lead to errors in the use of prepositions and corresponding cases.

Already at the initial stage, students are introduced to the most commonly used prepositions. The reasons that make it difficult for Uzbek students to learn Russian prepositions are the following: the semantics of Russian and Uzbek prepositions (postpositions) do not always coincide, most Russian prepositions are polysemantic, there is a systematic difference between languages, and in some cases, the use of Russian prepositions is unmotivated. It is known that many verbs have a fixed prepositional control: играть на гитаре, играть в шахматы, надеяться на помощь. Let's look at some techniques for teaching students prepositions with contrasting meanings. In practice, typical models of phrases are usually used to teach this topic на земле, на небе, в школе, в университете. The use of typical models does not allow students to identify the meaning of prepositions and their functions, and they mechanically memorize text phrases with prepositional-case forms that have different meanings. The difficulties in learning and mastering grammatical norms are also caused by the insufficient explanation of the entire system of meanings and the role of prepositional-case forms.

Taking into account the above, a linguistic substantiation of this topic is appropriate and relevant. A correct and adequate presentation of the grammar topic, in particular the grammar of prepositions, can guarantee the optimization of teaching this material.

The main meaning of prepositions is that they mostly express spatial relationships. The emergence of other meanings (temporal, causal, etc.) occurs on the basis of spatial meanings. Based on this, it is necessary to pay attention to the study of the spatial meanings of prepositions using a systemic approach. These meanings of prepositions are most often expressed in nominal phrases: книги на столе, цветы в вазе, солнце на небе. In phrases with spatial relations,

prepositions denote a relationship of place, which can be determined by asking a question, in this case, где? This group of phrases also includes phrases that answer questions куда? откуда?: прибытие домой, возвращение из командировки, приезд в город, выход из окружения. In phrases with the meaning of place, there is a controlling word denoting the object-theme and the controlled one - the object-landmark. Conventionally, it is possible to make a diagram of this construction: what is located where. But such a diagram may not always be present in the text. Sometimes its structural parts may be absent, may be folded or implied: в путь, за горами, в селе.

It is advisable to begin work on the topic «Предлоги с пространственными значениями» with an analysis of simple, verbless phrases. In such phrases, it is easier to identify the theme and reference point. It is more appropriate to move on to verb phrases sequentially, gradually adding verbs of location, then verbs of motion. The system of prepositions in the Russian language is a set of rules that differentiate the meanings of individual prepositions. Of the 70 prepositions, the most common на, в, за, при, у, с, из, от, etc. Adverbial prepositions are also common: мимо, вокруг, около, рядом с, напротив, навстречу. All these prepositions represent a network of different polar oppositions: под-над (Тв.п); перед-за (Тв.п.); в-на (П.п.): под деревом - над деревом, перед домом - за домом, в столе - на столе. Prepositions are divided into prepositions denoting directionality (откуда? куда?) and non-directionality (где?). The same meanings of oppositions are observed in pronominal adverbs. In this case, the division into directionality and non-directionality occurs through the indication of the limit, the boundary of space: directionality – откуда (начальный предел) – докуда (конечный предел), непредельность – куда, не направленность – где. Distinctions between the features of direction and limit are also observed in non-pronominal adverbs: сверху-снизу; доверху-донизу – marginal; вверх-вниз – non-limiting. The distinction between directionality and limiting in the meanings of prepositions is the basis in the system of prepositions.

Let's consider some principles of using contrastive grammar of prepositions. The principle of step-by-step study of prepositions and their compatibility with verbs and names suggests starting the study of the material with verbless combinations. The system of prepositions is worked out in combination with names, and then with verbs. Verbs of location interact with prepositions of the group где?, and verbs of movement interact with prepositions of the group куда?, откуда?

At the end, prefixed verbs are introduced. Many verb prefixes coincide in meaning with the meanings of prepositions: над – prefix; над, под - prefix под, prefix пред. Opposite meanings of prepositions reflect real relationships between objects in space. Therefore, text material should be selected taking into account the demonstration of the use of prepositions. Prepositions that denote orientation in space in a coordinate system are usually called coordinate. Non-coordinate prepositions include a preposition that is in opposition to many prepositions: над, под: над самой землёй - у самой земли; под крышей - у самой крыши.

Contrastive grammar involves a number of learning exercises. Here are some of them:

Exercise #1. What preposition should be inserted to make a meaningful phrase? (над или под). Put the second noun in the correct case: Лампа…диван. Туфли…диван. Картина …стол. Дом…гора. Дом…река. Самолет…лес. Речка … гора. Самолет…облака Залежи угля… земля. Усы… нос.

Exercise #2. Make sentences from words using one of the prepositions (над-под). Фотография, стол. Ведро, скамейка. Полка, диван. Волосы, лоб. Зонтик голова. Птицы, деревья. Рыба, вода. Тучи, земля. Глаза, брови. Небо, земля.

Exercise #3. Answer the questions by opening the brackets and choosing one of the prepositions (над or на) Где находятся брови? (глаза). Где носят медаль? (грудь). Где видны звезды? (небо) Где летают птицы? (небо) Где показался корабль? (горизонт). Где заметили пар? (кастрюля). Где расположена тундра? (север).

These exercises are aimed at developing the skills of using the prepositions "над" and "под", which is an important aspect of formulating grammatically correct and meaningful sentences in Russian. Each exercise has its own specific purpose and promotes the acquisition of various aspects of the language.

Overall, these exercises are aimed at strengthening students' grammar skills and confidence in using prepositions in different situations, which ultimately helps improve their written and spoken language.

The usefulness of such exercises is that they help develop the ability to analyze language material with prepositions, which will allow students to form a conscious attitude towards them and improve their literacy.

Effective teaching of prepositional control requires the use of a variety of methodological approaches, including both theoretical and practical training.

The communicative approach involves active interaction of students in the learning process. The use of role-playing games, dialogues and situational tasks can help students better master the ways of using prepositions and their corresponding cases.

Thus, teaching prepositional control in Russian for students of a foreign language audience is a complex and multifaceted process that requires attention to both the lexical and grammatical aspects of the language. The use of a variety of methodological approaches - from communicative and contextual teaching to game technologies - can significantly simplify the process of mastering prepositional control. Successful overcoming of difficulties associated with interference will lead not only to an increase in the level of proficiency in the Russian language, but also to a deeper understanding of its structure.

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TEXT AS A UNIT OF TEACHING COHERENT WRITTEN SPEECH IN RUSSIAN AS A FOREIGN LANGUAGE CLASSES

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Abstract:

The article is devoted to the problem of teaching students of a foreign language audience writing as the main type of speech activity in Russian language classes. One of the effective means of learning new language material and mastering all speech activities is an educational text. This article examines the features of organizing work on a text in Russian as a foreign language classes.

Keywords: Text, speech activity, speech competence, written communication, speech exercises, reproductive tasks, production.

Introduction

Teaching coherent written speech is an important part of language education. In this process, the text acts as the main unit around which practical and theoretical teaching is built. Coherent written speech requires the learner to not only correctly use grammatical and lexical norms, but also to create logically structured and meaningful texts. This article will consider the meaning of the text as a unit of teaching coherent written speech, its structure, types and methods of working with it at various stages of training.

The text is a holistic statement that has meaning and sense. It performs several functions: informative, communicative, expressing emotions, etc. In the learning process, the text becomes a means of transmitting knowledge and skills, as it helps students develop the ability to adequately perceive and generate information. It is the text that helps learners develop the skills of analysis,

interpretation and synthesis of information, which is critically important for the formation of coherent written speech.

Practice has shown that the text plays an important role in teaching students of foreign language groups various types of speech activity, including writing. At the present stage, the text is not just a teaching material, but also a teaching unit that plays an important role in teaching Russian as a foreign language. When working with the text, language and speech competencies are formed. The issue of teaching foreign language communication mainly affects the oral form of speech activity - speaking. Written speech seems to go into the background. However, the ability to express one's thoughts in writing, which is what written speech implies as a creative communicative skill, is no less important, since without relying on writing, it is difficult for students to retain educational material in their memory.

Teaching written speech includes various types of speech exercises: speech exercises for teaching how to compose a written message; written speech exercises for working with printed text; written speech exercises conditioned by the process of reading, listening and oral communication. There are a number of exercises and tasks to solve the problem of developing written communication skills. For example, rewrite the text, excluding secondary information from it, reconstruct the dialogue based on the lines, compose a dialogue based on the text, compose a written message to a potential addressee, prepare a summary of an oral presentation based on the text read. When teaching Russian as a foreign language, an important place is occupied by the development of students' skills in written production of statements based on a text sample. The skill of written production acts as an independent complex skill of written speech and as a means of monitoring the assimilation of the material. Naturally, teaching written speech is determined by the tasks of real communication. It is desirable that the learning tasks performed in Russian language classes be closely related to real (professional) learning tasks (for example, writing an article on a topic related to a future specialty). Let us trace how the tasks of language communication are realized in the process of developing the skills of independent production based on the text.

Text is a carrier of information and a basis for independent production of students. The function of text material is ambiguous and multifaceted. Text can act as an illustration of a grammatical and lexical phenomenon of language, play the role

of a source of new vocabulary and structural material for a conversation, a message, serve as a model for a similar construction, etc. When producing an independent written statement based on text material, the text for students becomes, firstly, a source of information material for subsequent independent production, and secondly, a source and model for the design of a subsequent written statement. Thus, in the chemistry department, when composing a written microtext on the topic of «Коррозия металлов», the text «Что такое коррозия?» was used as a model, and students also composed a written text «Водород» by analogy with the sample text «Кислород». Multiple presentation of a text sample contributes to the fact that when preparing a written product, an extra link is omitted, which inevitably occurs when a source is presented once. In addition to transforming a text sample, various types of tasks can be used when teaching written speech. Let us follow the system of work using the example of language and speech exercises based on the text:

Task 1. Translate the text using passive constructions to characterize the subject. In this task, students must translate the given text into Russian, focusing on the use of passive constructions, which will allow the focus to be on the subject itself, rather than on the actions or the initiator.

Task 2. Specify the difference in the meanings of the cognate words *раствор, растворитель, растворяться, растворённый, растворяющий*. Make sentences with them. Students should explore the semantic differences between cognate words related to the concept of "раствор". They should explain how each word changes its meaning and context of use, and give examples of sentences demonstrating the use of each of these words.

Task 3. Which words are used in colloquial and which in scientific style? Write sentences with them: *клетка, сахар, плоды, коробочки, пазухи*. In this task, students analyze a set of words, determining their stylistic affiliation - colloquial or scientific style. First, you need to classify the words, and then make sentences where each word will be used in a context corresponding to the chosen style.

Task 4. Express in Russian in writing the similarity of any phenomena or processes, using the conjunctions "тоже", "также". Students should think of pairs of phenomena or processes that have similar or identical characteristics and express their similarity using the conjunctions "тоже" and "также". This will help develop the skills of coherent presentation and logical thinking.

Task 5. Contrast some phenomena, processes, properties of materials using the conjunction a. How can this conjunction be used when translating a text? In this task, students must select phenomena, processes or properties that can be contrasted and formulate statements using the conjunction "a". As part of the task, it is also necessary to discuss how "a" can be used in translating texts to create contrasting constructions and clarify information.

Task 6. Replace passive constructions in the text with active ones. Here, students are asked to take a text containing passive sentences and reformulate them so that they become active. This will provide an opportunity to develop active narration skills and improve understanding of sentence structure in Russian.

Task 7. Describe acids in writing (when working on the text "Кислоты"), using constructions to express the qualification of an object or phenomenon. Students must write a text in which acids will be described, using constructions to express their characteristics. This may include definitions, properties, applications, and other aspects that will help present information in a more formal and detailed style.

When characterizing the transformation of an information source in specific tasks, it is necessary to dwell on the following questions: what is the communicative essence of the task, from what point of view is this text analyzed, what skills and abilities are needed to complete the task, what preliminary language work is needed to prepare and conduct this type of task. Work on the sample text may consist of the following stages:

Task 1. Identify and formulate the problems of the text. To complete this task, students must be able to divide the text into semantic segments, highlighting the main information and information center of the parts of the text, ask a semantic question to a paragraph and a general question to the entire text. The options for written products of students contain either a simple listing of the problems of the text in the form of questions, or a description of the content of the text. The purpose of this task is for students to learn to identify and formulate the main problems of the text. To complete the task, they must master the skills of dividing the text into semantic segments, highlighting the main ideas and information centers in paragraphs. Students must be able to ask semantic questions to each paragraph and a general question to the entire text, which helps to better understand the content and main problems. The expected result can be presented

in the form of a list of questions identifying the problems of the text, or in the form of a brief description of its content.

Task 2. Create a coherent description of the text. The communicative essence of this task is to convey the author's position on this problem. To complete this task, students must be able to: determine the semantic relationship between the problems posed in the text, conduct a semantic analysis of the text sample, establish the types of interrelationships of the main information of the text. In this task, students must create a coherent description of the text, conveying the author's position on the problem under discussion. To do this, students must determine the semantic relationships between the problems set out in the text, as well as conduct a semantic analysis of the text sample. It is important that students are able to establish the types of relationships between different parts of the text and combine them into one coherent description that reflects the author's main idea.

Task 3. Create a short version of the text. Compressing the informative material of the text is an integral part of many more complex tasks. The linguistic basis for completing this task is: training in the interchange of simple and complex sentences and working on the word order in a sentence. This task helps develop the skills of compressing information material. Students must create a short version of the original text, selecting only the most significant and key ideas. To complete this task, it is important to be able to work with simple and complex sentences, as well as correctly structure the word order in new sentences. The end result is expected to be a shortened text that retains the main idea and meaning of the original.

Task 4. Comment on the text. Commenting on the text as a type of written work is a kind of transitional stage to independent production, that is, the construction of a coherent monologue without relying on the text. Own independent production of written statements based on a text source ends with work consisting of interpreting the information received, commenting and supplementing it with your own presentation. Commenting on the text is an important stage that helps students move on to independently writing a coherent monologue based on the information received. Students must interpret the text, comment on it, supplement it with their own thoughts and judgments, which contributes to the formation of critical thinking skills and a creative approach. This work will be the final stage

of preparation, where students will connect their ideas and understanding to the topic under discussion, creating their own presentation based on comments.

The skills developed by students when performing the described types of work are fully realized when performing tasks on commenting on the text: it is possible to comment on the text only if its problems are fully understood and can be formulated, the author's interpretation of the text is clear and can be expressed, and the informative material can be conveyed in a concise form.

Thus, the text as a unit of teaching coherent written speech plays a key role in the formation of written communication skills. It serves as the main tool both for the transfer of knowledge and for the development of critical thinking and creative individuality of the student. Approaches to teaching writing through text should be varied and adapted to specific goals and objectives in order to effectively develop coherent written speech in students.

By developing and practicing the skills of working with texts of various types, students will gain confidence in their abilities when writing and analyzing written works, which is an important step towards their further linguistic and professional development.

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ACTIVITIES OF RUSSIAN OIL COMPANY LUKOIL IN UZBEKISTAN

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Abstract:
Lukoil has invested billions of dollars in its projects in Uzbekistan, and a significant part of the gas produced is exported. At the same time, the company also contributes to social projects, charity work and infrastructure development.

Keywords: LUKOIL, investor, Khauzak, Hisor and Kandym, Uzbekistan, Operating, Company, oil and gas, Khauzak-Shadi, Northern Shadi, Kuvachi Olot GKTI.

ROSSIYANING LUKOYL NEFT KOMPANIYASINING O'ZBEKISTONDAGI FAOLIYATI

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Katta o'qituvchisi

Annotatsiya:
Lukoyl O'zbekistondagi loyihalariga milliardlab dollar investitsiya kiritgan bo'lib, qazib olingan gazning katta qismi eksport qilinadi. Shu bilan birga, kompaniya ijtimoiy loyihalar, xayriya ishlari va infratuzilmani rivojlantirishga ham hissa qo'shadi.
Kalit so'zlar: LUKOYL, investor,Xauzak , Hisor va Qandim, Uzbekistan, Operating, Company, neft va gaz, Xauzak-Shodi, Shimoliy Shodi, Quvachi Olot GKTI.

O'zbekiston Respublikasi "LUKOYL" XAJ faoliyatining eng muhim mintaqalaridan biri sanaladi. Ortda qolgan 20 yil davomida LUKOYL mintaqadagi ishtirokini izchil oshirib, bugungi kunda mamlakatdagi eng yirik investorlardan biriga aylandi. Kompaniya jami bo'lib 10 milliard dollardan ortiq

mablag'ni moliyalashtirdi, investitsiya xarajatlarining umumiy hajmi 7,5 milliard dollardan oshdi.

O'tgan yillar mobaynida "LUKOYL" gaz konlarini o'zlashtirishdan tortib O'zbekistondagi eng yirik neft va gaz obyektlarini ishga tushirishgacha bo'lgan uzoq yo'lni bosib o'tib, mamlakatimizda yirik sarmoyaviy loyihalarni muvaffaqiyatli tarzda amalga oshirib kelmoqda. Xauzak , Hisor va Qandimda noyob, yuqori texnologiyali loyihalar amalga oshirildi, konlar va ishlab chiqarish markazlari o'zlashtirildi. Cho'l va tog'li hududlardagi obyektlarning barcha infratuzilmasi noldan barpo etildi, mamlakat gaz transporti tizimining geografiyasi kengaytirilib, yuzlab kilometr quvurlar tortildi. LUKOYLning O'zbekiston Respublikasidagi eng yirik loyihasi Qandim gazni qayta ishlash majmuasi bo'lib, uning quvvati 8,1 mlrd. m gaz, umumiy sarmoyasi 3,5 mlrdni tashkil qiladi. Qandim majmuasi Markaziy Osiyodagi eng yangi texnologiyalarga ega gazni qayta ishlovchi yirik korxonalardan biriga aylandi. "LUKOYL" tomonidan qayta ishlanadigan gaz eng yuqori xalqaro standartlarga javob beradi. 2024-yil 1-iyun holatiga ko'ra, "LUKOYL" kompaniyasi tomonidan O'zbekistonda to'plangan gaz qazib olish hajmi allaqachon 134,4 milliard kub metrga yetgan.

Qandim gazni qayta ishlash majmuasi 2004-yil 9-iyulda O'zbekistondagi LUKOYL loyihalari operatori bo'lgan "LUKOYL Uzbekistan Operating Company" MChJ tashkil etildi.

Respublika va "LUKOYL" kompaniyasining o'zaro manfaatli hamkorligi tufayli O'zbekistonda uglevodorod resurslarini ishlab chiqarish va ulardan foydalanish samaradorligi oshdi, borish qiyin bo'lgan hududlarda gaz qazib olinib, qayta ishlanmoqda.

"Lukoyl" kompaniyating O'zbekistondagi loyihalari
Xauzak-Shodi va Quvachi-Olot

Asosiy omillar:

Ishlab chiqarish boshlanishi:

2007- yil noyabr Xauzak uchastkasida ,

2011-yil noyabr G'arbiy Shodi uchastkasida,

2015- yil may Shimoliy Shodi uchastkasida,

2015- yil may Quvachi -Olot konida

Investitsiyalar – **2,9** milliard dollar.

Jami ishlab chiqarish – **53,2** kub metr. m gaz

Nominal quvvat:

Xauzak-Shodi gazni qayta ishlash zavodi –yiliga **4,0** mlrd. m gaz,

Shimoliy Shodi gazni tozalash inshooti –yiliga **2,2** mlrd. m gaz,

Quvachi Olot GKTI - yiliga **1,5** milliard kub metr. m gaz.

Loyihaning birinchi ishga tushirilgan joyi – Buxoro viloyatidagi Xauzak-Shodi gaz konida burg'ulash ishlari 2006-yilning yozida boshlangan. Ish boshlanganidan bir yil o'tgach, 2007-yil 6-noyabrda Xauzak konida uzluksiz gaz qazib olish boshlandi. Bu sana "Erta gaz - Xauzak" loyihasining yakunlanishini belgilab berdi. Oradan roppa-rosa bir yil o'tib, yiliga 3 milliard m. kub metr gaz qazib olish ko'rsatkichiga erishildi.

Xauzak-Shodi. Siqish kompressor stansiyasi 2011-yil noyabr oyida shada uchastkasining g'arbiy qismidagi birinchi ishga tushirish kompleksi foydalanishga topshirildi va G'arbiy Shodi uchastkasida gaz qazib olish boshlandi, bu esa gaz qazib olish darajasini yiliga 4 milliard kub metrga oshirdi va Xauzak-Shodining loyihaviy yukiga erishish imkonini berdi.

2014-yil oxirida Xauzak uchastkasida O'zbekistonda o'xshashi bo'lmagan siqish kompressor stansiyasining ishga tushirilishi "LUKOYL" ishlab chiqarish faoliyatidagi muhim voqea bo'ldi. Uning ishga tushirilishi gazni dastlabki tozalash inshootini rekonstruksiya qilish bilan birga konda gaz qazib olish darajasini 20 foizga oshirdi.

Quvachi-Olot GKTI Quvachi-Olot konini o'zlashtirish alohida "Qandim erta gaz" loyihasi bo'yicha amalga oshirilgan bo'lib, uni amalga oshirish jarayonida Quvachi-Olot konini va Shimoliy Shodi uchastkasini birgalikda o'zlashtirish ishlari olib borilgan.

Qandimning erta gazi 2015-yil iyun oyida "Qandimning erta gazi" loyihasi doirasida Buxoro viloyatidagi Quvachi-Olot konida va Dengizko'l konining Shimoliy Shodi uchastkasida ikkita gazni qayta ishlash qurilmasi ishga tushirildi. Yiliga umumiy quvvati 3,7 milliard kub metr gaz ishlab chiqarish quvvatiga ega qurilmalar 34 ta quduqdan tabiiy gaz oladi. Yangi obyektlarning ishga tushirilishi "LUKOYL" kompaniyasiga O'zbekistonda qazib olinadigan gaz hajmini sezilarli darajada oshirish va Muborak gazni qayta ishlash zavodining ishlab chiqarish quvvatlaridan to'liq foydalanish imkonini berdi.

HISOR Hisor konlari guruhini o'zlashtirish 2007-yil aprel oyida 36 yil muddatga imzolangan Janubiy-G'arbiy Hisor va Ustyurt viloyatidagi konlar bo'yicha mahsulot taqsimoti to'g'risidagi shartnomaga muvofiq "LUKOYL" kompaniyasi

tomonidan boshlab berilgan. 2008-yil mart oyida LUKOYL Janubiy-G'arbiy Hisor loyihasiga kirdi, u yerda burg'ulash va quduqlarni o'zlashtirish, gazni tayyorlash va tozalash bo'yicha ishlab chiqarish obyektlarini, quvurlar tarmog'ini qurish bo'yicha keng ko'lamli ishlar amalga oshirildi.

Asosiy ko'rsatkichlar:

Ishlab chiqarish boshlanishi:

2011-yil 28 dekabr – Jarquduq uchastkasida,

2017-yil 29 mart – Gumbuloq uchastkasida,

2017-yil 21 iyul - Odamtosh konida,

Investitsiyalar – **1,6** milliard dollar.

Umumiy ishlab chiqarish – **36,9** kub metr. m gaz

Nominal quvvat:

Jarquduq GKTI – yiliga **4,4** mlrd kub metr.m gaz,

Odamtosh GOTQ – yiliga **1,8** mlrd kub metr.m gaz,

Hisor. Jarquduq GKTI

2011-yil oxirida Gumbuloq-Jarquduq-Yangi Qizilcha konida erta gaz qazib olindi.

2012-yilda konda ishlab chiqarish reja qilingan ko'rsatkichga yetdi

2017-yil sentabr O'zbekiston gaz qazib chiqarish sanoatida muhim voqea ro'y berdi. Hisorda nominal quvvati yiliga 4,4 milliard kub metr bo'lgan integratsiyalashgan gazni kompleks tayyorlash inshooti (Jarquduq GKTI) va Gazni oldindan tozalash qurilmasi (GOTQ Odamtosh), shuningdek, oltita gaz yig'ish punkti ishga tushirildi. Obyektlarning ishga tushirilishi Hisor konlar guruhida gaz qazib olishni loyihala darajasiga olib chiqish imkonini berdi.

QANDIM KONLARI GURUHI

Asosiy ko'rsatkichlar:

Ishlab chiqarish boshlanishi: 2017-yil 20-oktyabr,

Investitsiyalar – **5,2** milliard dollar.

Umumiy ishlab chiqarish – **44,3** kub metr.m gaz

Nominal quvvati – 8,1 mlrd kub metr. m

Mahsulotni taqsimlash to'g'risidagi bitim doirasida LUKOYL Qandim-G'arbiy Xoji-Xoji va Oqqum-Parsanko'l konlarini o'z ichiga olgan Qandim gaz-kondensat konlari guruhida o'zlashtirish va qayta ishlash ishlarini olib boradi

Markaziy Osiyo gaz sanoatidagi eng yirik obyektlardan biri bu Lukoyl tomonidan qurilgan zamonaviy muhandislik va transport infratuzilmasini yaratgan noyob Qandim gazni qayta ishlash majmuasi alohida e'tiborga loyiqdir. Yiliga 8,1 milliard kub metr gaz ishlab chiqarish quvvatiga ega majmua Qandim konlar guruhidan gaz ishlab chiqarish, barqaror gaz kondensati va tovar oltingugurt ishlab chiqarishga mo'ljallangan.

KGPK ning ishga tushirilishi viloyat infratuzilmasini rivojlantirishga katta turtki berib, yangi ish o'rinlarini yaratish va zamonaviy ishlab chiqarishga yosh kadrlarni jalb qilish imkonini berdi.

Chakana savdo biznesi LUKOYL yoqilg'i quyish shoxobchalari tarmog'i dunyodagi eng yetakchi tarmoqlardan biri bo'lib, O'zbekiston Respublikasida ham faol tarzda rivoj topib bormoqda. Ilk yoqilg'i quyish shoxobchasi 2018-yilda Toshkentda ochilgan bo'lib, yoqilg'i sifatiga eng talabchan avtoulovchilar orasida mashhur. 2024-yil aprel oyida Toshkent shahri chekkasida eng yuqori zamonaviy talablarga javob beradigan yana ikkita stansiyaning tantanali ochilish marosimi bo'lib o'tdi.

LUKOYL O'zbekistonda o'zining yoqilg'i quyish shoxobchalari tarmog'ini rivojlantirib borish bilan birga hamkorlariga ham franchayzing asosida biznes qurish imkoniyatini ham taklif qilmoqda. O'zbekistonda yoqilg'i quyish shoxobchalari tarmog'ini boshqaruvchi "LUKOYL O'zneftmahsulot" MChJ allaqachon respublikaning turli hududlaridagi tadbirkorlar bilan birinchi franchayzing shartnomalarini imzolagan.

Ijtimoiy loyihalar 20 yil davomida "LUKOYL" ijtimoiy masalalarni hal etishga o'z hissasini qo'shib kelmoqda. Xususan, yangi ish o'rinlari yaratish hamda hududlarning ijtimoiy infratuzilmasi rivojlantirish bo'yicha ilg'or harakatlar, ta'lim, madaniyat, sport va sog'liqni saqlashni qo'llab-quvvatlash bo'yicha xayriya loyihalari va boshqa ko'plab ijtimoiy sohalarni qo'llab-quvvatlash bo'yicha amalga oshirilayotgan xayriya loyihalari fikrimizning yaqqol dalilidir. Shuningdek, kompaniya tomonidan bir qator ijtimoiy obyektlar: reabilitatsiya markazlari bilan bolalar bog'chalari barpo etilib, sport obyektlari, internatlar va maktablar obodonlashtirildi. Bi so'z bilan aytganda, "LUKOYL" O'zbekiston bolalarining sog'lom va har tomonlama barkamol bo'lib ulg'ayishiga o'z hissasini qo'shib kelmoqda.Kompaniya faoliyat ko'rsatayotgan hududlar, Qashqadaryo va

Buxoro viloyatlarida ijtimoiy loyihalarni amalga oshirish, yangi kadrlar tayyorlashni qo'llab-quvvatlashga alohida e'tibor qaratilmoqda. LUKOYL xayriya loyihalarining aksariyati ijtimoiy qo'llab-quvvatlash va g'amxo'rlikka muhtoj bolalarga ko'mak berishga qaratilgan. LUKOYL madaniyat va mumtoz musiqani rivojlantirish bo'yicha loyihalarni faol qo'llab-quvvatlaydi. Har yili Kompaniya homiyligida xayriya konsertlari, Davlat konservatoriyasi Alisher Navoiy nomidagi davlat akademik katta teatri tadbirlari, yosh iste'dodlar festivallari o'tkazib kelinmoqda.

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PRINCIPLES OF WORKING WITH STUDENTS WHEN TEACHING PROBLEM SOLVING IN PRIMARY SCHOOL

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Abstract:
This article analyzes the need to change the methodology of teaching simple tasks in elementary school, which should include a practice-oriented approach, interdisciplinary communication and deep integration into modern society.

Keywords: Method, problem, relevance, innovative, skills, didactic material, technology, arithmetic, task, comparison of numbers, expressions, sets, result.

Introduction

The Decree of our President approved the National Program for the Development of School Education in 2022-2026. The main directions of the Development Program are: full implementation of the National Curriculum in school education, developed on the basis of advanced international experience, as well as the practical application of modern textbooks created by domestic and foreign authors[1].

The age period of a junior schoolchild implies a gradually increasing transition from simple to complex. It is important to understand that without proper consolidation of a certain stage of preparation for solving simple problems, the

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[1] Указ президента Республики Узбекистан от 11.05.2022 № УП-134 Об утверждении Национальной программы по развитию школьного образования в 2022 — 2026 годах.

student will lag behind and lose all interest in mathematics. To do this, the teacher must use all kinds of visual aids as motivation to improve the student's cognitive activity.

When solving simple problems in class, it is necessary to adhere to general didactic principles:

scientific nature includes understanding the material being studied, the importance of voicing mathematical terminology, as well as consistency in their actions. When solving problems, students from the first days should get used to voicing the arithmetic operations "add" and "subtract" instead of "plus" and "minus", since they are just mathematical signs. In simple problems, everything is basically subordinated to components: addition, subtraction, product, division. Knowing these basic components, any simple problem is solved easily;

the principle of education - includes many criteria that should be in every lesson, namely respect and humanity to the student, not hanging labels. Not everyone is born to be a mathematician, but there is always a chance to awaken motivation for activity. The teacher is the main center of attraction for his students. Therefore, it is important to consider: naturalness; inclusion in the activity; reliance on the positive;

creation of a situation of success; communicative education in the team; connection with life;

the principle of clarity - includes a conversation in the subject children's language until the student himself switches to visual-figurative thinking;

the principle of accessibility includes learning without difficulties for the student, that is, this includes: taking into account age characteristics, a person-oriented approach, gradual complication, the use of clarity, clear speech of the teacher and pedagogical diagnostics, which helps to track the student's performance. It follows that the principle of accessibility is a motivational path to knowledge. If this principle is violated, inhibition in learning occurs and the younger student loses interest in learning;

the principle of consciousness and activity is closely related to the principle of accessibility, there will be accessibility, then there will be consciousness and activity. Creating a situation of success, encouraging a non-standard solution will help younger students gain confidence in their abilities;

the principle of durability of knowledge acquisition paired with the principle of consistency - all joint activities of the student and teacher in elementary school

consist of exercises and systematic repetition of the material studied. The proverb: "Repetition is the mother of learning" is very appropriate here.

Narimbetova Z.A. highlights the focus of interactive tasks on the formation of universal learning activities in students; the basics of logical thinking; the acquisition of initial experience in applying knowledge obtained during the study of the subject in everyday life; promotes skills in project and research activities. Here I would like to dwell in more detail and note the important phrase "acquisition of initial experience in applying knowledge in everyday life". And where can primary school students gain invaluable experience? Of course, in a technology lesson! There is a direct connection here: construction, design depends on knowledge of mathematics. These two subjects are complementary, for example, when approaching topics related to volumetric figures, it is important to construct a scan of a volumetric figure, for example, a cube, in a technology lesson and glue it. It is also necessary to explain to children when constructing a scan of a cube that it consists of 6 flat squares. While they are constructing the scan, they will remember all this perfectly. In order for children to understand the topic well, they must gain their own invaluable experience by touching everything with their own hands and eyes.

All arithmetic problems can be divided into two groups: simple problems solved by one arithmetic operation, and compound problems, which consist of two or more simple problems. Solving simple arithmetic problems is one of the means that helps children learn arithmetic operations. Children approach the study of each of the four arithmetic operations from operations with sets of objects, and from them - to arithmetic operations with numbers.

When solving various types of simple problems, children understand the meaning of arithmetic operations; they learn in which cases this or that arithmetic operation is used, they are consolidated when solving problems in two or more actions, that is, compound problems.

The content of the problems includes numerical data that characterize the relevance of today. By solving problems, children acquire financial skills, learn to think logically, consolidate the ability to perform oral and written calculations, which in the eyes of students acquire meaning.

Starting from the first grade, practicing composing problems based on a given example, and then composing numerical formulas for solving problems in two or three steps, students establish a connection between problems and examples,

learn to consider an example as a record of a problem solution, and to represent a solution to a compound problem as a numerical formula.

The teacher uses problem solving to form basic mathematical concepts in schoolchildren. When solving problems, students understand, for example, the meaning of the expressions "two more", "two less", denoting a given difference, learn that the questions "how much more?", "how much less?" express the requirement to find the difference between two numbers. Thus, individual features are gradually imprinted in the children's minds, which will later be combined in the concept of "difference".

The expressions "a few units more", "a few units less" and others similar to them denote the relationship between the numerical values of the same quantity. For example, in the first grade textbook, part 1, topic: 13 "Comparison of numbers", page 29, task 6 students are asked to draw apples, those that Amir collected - 7 pcs. and Lola - 4 apples. It is necessary to find out who collected more and by how much? To solve this problem, children can visually: compare the number of objects visually;

calculate arithmetically 7-4 = 3; draw a conclusion, to find out how much one number is greater than another, it is necessary to subtract the smaller number from the larger number.

When solving simple problems, the teacher introduces children to the relationship between quantities, for example, between the price of one item, the number of items and their cost. By the price of one item and the number of purchased items, they find their cost; by the cost and price, they determine the number of purchased things; by the cost and quantity, they find out the total cost. Thus, simple problems solved by multiplication and division are the basis for familiarizing schoolchildren with the relationship between quantities. Children, learning to find the connection between the desired and the data when solving problems in two steps, first deal with quantities that are more familiar to them. Then they move on to finding the connection between the desired and the data to more difficult problems, when the relationship between less familiar quantities is given and more than two actions have to be used to solve the problem. For example, in the problem for the third grade, part 1, topic "Multiplication of a three-digit number by a single-digit number", page 86, task 9, they ask to buy goods from a list. It is necessary to find out how much you will have to pay for the entire purchase, if the price per unit of goods is indicated. The list consists of: 2 kg of carrots, 1 l of

butter, 5 kg of rice, 3 kg of meat. Cost data per kg and l: 1 l of butter - 12,000 sum, rice - 9,000 sum, meat - 56,000 sum, carrots - 6,000 sum.

Firstly, the task is very educational and economic. Here we study the market (the data can always be changed on the day of solving the task).

Secondly, the task is appetizing, you can add the missing ingredients, namely onions and spices. So, 2 kg of carrots * 6,000 sum = 12,000 sum; 1 l of oil * 12,000 sum = 12,000 sum;

5 kg of rice * 9,000 sum = 45,000 sum;

3 kg of meat * 56,000 sum = 168,000 sum

Total: 2 * 12,000 + 45,000 + 168,000 = 237,000 sum the cost of purchase according to the list.

Thirdly, when all the calculations are made, you can find out how many people they can feed with such an amount, as well as the cost of one serving of pilaf.

That is, each problem must not only be solved, but played to the student's advantage and linked to his level of thinking.

Students' mastery of the ability to solve simple problems is a necessary condition for successful learning to solve compound problems:

- Read the problem (understand the meaning of words in it, highlight key words).
- Highlight the condition and question, the known and the unknown (given and sought).
- Model the situation given in the problem.
- Establish a connection between the data and the sought, the result of which is the choice of an arithmetic operation.
-Write down the solution and the answer.
-Control the result (master the methods of checking the answer to the problem).

Main types of work on simple problems:

-Make up a problem: from a picture, from a drawing, from a schematic drawing, from a short note with key words, from a solution.
-Make up a question for a given condition or a condition for a question.
-Change the question (or condition) so that the problem is solved by another action.
-The problems are read, and the children write down only the solution.
-Comparison problem solving (one is solved in writing, the other orally, or we make changes to the short note of the problem with a pen of a different color, and below in the same color we write down the solution to the new problem).

-Solving problems with missing and extra data. Problems of this type teach children to analyze the content more carefully.

-Solving "problems-questions". It is necessary to solve as many of these problems as possible, since they are preparation for solving problems of the main type.

- Logical problems are introduced systematically, taking into account the increasing difficulty as students master them.

Methodology

The method of sequential reasoning - the simplest way to solve simple problems is sequential reasoning using all known conditions. Conclusions from the statements that are the conditions of the problem gradually lead to the answer to the question posed. Problems on pouring and weighing.

A type of reasoning method is "from the end". This method of solving is a type of reasoning method and is perfect for problems in which we know the result of performing certain actions, and the question is to restore the original picture.

M3.CHD.29 Knows the order of performing actions. Distinguishes between the order of actions with and without brackets.

Numbers from 1 to 9 are given. Abdullah was given the numbers 7, 2 and 4; Munise 6, 5 and 1; Firdavs is 8,3 and 9. Children can use 4 arithmetic operations (addition, subtraction, multiplication, division) and each number only once. -Who can't do 20?

The method of reasoning "from the end". Specifically for this task, it would be good to apply the method of "role play", each of the students takes on the role of the main characters of the task and receives the cherished numbers. The numbers are written on the board and the participants are told the result, with only one proviso that someone will get "inequality".

Numbers: 7,2,4 (7-2) * 4 = 20

Numbers: 6, 5,1 ‡20

Numbers: 8,3,9 8 + 3 + 9 = 20

Table method. The main technique used in solving text logic problems is to build tables. Tables not only allow you to clearly present the condition of the problem or its answer, but also greatly help to make the right logical conclusions in the course of solving the problem. The table method helps children with weak abstract thinking. In order to teach children to solve logical problems, they must be armed with different methods of solving. M3.ES.1 Collects, expresses and analyzes information about real situations (data series, diagrams (lines, columns), tables).

Yasmina, Sevara, Komila and Hilola have birthdays on March 1, May 17, July 20 and March 20. Komila and Sevara were born in the same month. Yasmina and Sevara have the same birthday number, but a different month. Whose birthday is May 17? The first column is the girls' names, the second column is their birth dates. If Komila and Sevara were born in the same month, then we write only "March" opposite, without putting the date. If Yasmina and Sevara have the date

Girls	Date of birth
Yasmina	20
Sevara	March 20
Hilola	
Comila	March 1

the same, but the month is different we put the same numbers opposite, and such numbers are in July and March, so we got that Sevara was born on March 20, which means Komila was born on March 1. Filling out the table
it is easy to see the missing data and all that remains is to simply enter them.

Conclusion

Simple tasks open the way to complex tasks. In mathematics lessons, it is important to work on developing the students' mental operations. I think it is very important to practice oral counting skills at the initial stage, because it will be impossible to return to this period, and many children have problems with tabular addition and subtraction, I will not even mention division and multiplication. The ability to count orally is one of the types of logical mental operations. To add or subtract within ten, you need excellent knowledge of the composition of the number, to add or subtract with the transition through ten, you need to mentally divide the numbers into tens and units, add up to ten to perform the action. Next, knowledge of the components of addition, subtraction, multiplication and division.

The general orientation in mathematical reality, the ability to master mental operations: comparison, analysis, synthesis, abstraction, generalization and concretization largely depend on the initial concepts learned by children. Simple tasks in our time are filled with new and interesting information for children, immersing them in the world of data and the sought.

Work on problems of different types must be carried out throughout all four years of study, consolidating skills until the skill appears. Apply various techniques and

methods for solving a complex of developmental problems, using various didactic materials for both individual, group and frontal solutions.

Using entertaining minutes in mathematics lessons, consolidating what has been covered on an ongoing basis, using new interactive and innovative technologies will help children master the necessary knowledge in solving both simple and complex problems.

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USING DIGITAL EDUCATION TECHNOLOGIES IN UZBEKISTAN

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Abstract:

The rapid advancement of digital technologies has significantly transformed the education sector worldwide, including Uzbekistan. With the implementation of the "Digital Uzbekistan 2030" strategy, digital tools have become an essential component of modern educational practices, fostering interactive learning, accessibility, and personalized education. This paper explores the role of digital technologies in education, focusing on their impact on teaching methodologies, student engagement, and overall academic performance. The study highlights key digital tools such as Learning Management Systems (LMS), artificial intelligence (AI)-based applications, and virtual learning environments (VLEs), which enhance the efficiency of education delivery. Moreover, the paper discusses the challenges faced by the education system in adopting digital technologies, including digital literacy, infrastructure development, and cybersecurity concerns. The findings indicate that digital technologies not only improve the quality of education but also contribute to lifelong learning opportunities and the global competitiveness of students. By integrating digital tools effectively, Uzbekistan can enhance its education system to align with global standards and meet the demands of the digital economy.

Keywords: Digital education, Learning Management Systems, virtual learning, artificial intelligence in education, student engagement, Digital Uzbekistan 2030, e-learning platforms, digital transformation, academic performance.

Introduction

The integration of digital technologies into the education sector has become a key priority for many nations, including Uzbekistan. The "Digital Uzbekistan 2030" initiative aims to modernize various industries, with education being one of the focal areas for transformation. As the world continues to embrace digitalization,

traditional educational models are gradually being replaced by more innovative and technology-driven approaches. This shift has led to the adoption of e-learning platforms, Learning Management Systems (LMS), artificial intelligence (AI)-based applications, and other digital tools that enhance the effectiveness of the learning process.

One of the primary reasons for the increased emphasis on digital technologies in education is the need for a more flexible and student-centered approach to learning. Unlike conventional classroom settings, digital education enables students to access learning materials at their own pace, engage with interactive content, and receive instant feedback through automated assessments. Additionally, digital tools allow for a more personalized learning experience, catering to individual learning styles and preferences. This level of customization helps improve student engagement and overall academic performance.

The COVID-19 pandemic further accelerated the adoption of digital education by highlighting the necessity of remote learning solutions. Many educational institutions in Uzbekistan and across the globe were compelled to shift to online learning platforms, making digital tools indispensable in ensuring the continuity of education. The rapid transition exposed several challenges, including issues related to digital literacy, inadequate infrastructure, and limited access to high-speed internet in certain regions. These challenges underscore the importance of a well-structured digital education strategy that considers both technological advancements and accessibility for all students.

Furthermore, the implementation of digital technologies in education extends beyond classroom learning. Universities and educational institutions are increasingly leveraging artificial intelligence and data analytics to monitor student progress, predict learning outcomes, and enhance administrative efficiency. Virtual and augmented reality (VR/AR) applications are also being used to provide immersive learning experiences, particularly in fields such as engineering, medicine, and science. These technological innovations are shaping the future of education, making it more interactive, dynamic, and effective.

Despite the numerous advantages of digital education, there are still obstacles that must be addressed. Cybersecurity threats, data privacy concerns, and the digital divide remain critical issues that need strategic solutions. Additionally, educators must be equipped with the necessary digital skills to effectively integrate

technology into their teaching methodologies. Without adequate training and support, the potential benefits of digital education may not be fully realized.

This paper explores the role of digital technologies in modern education, with a particular focus on the case of Uzbekistan. It examines how digital tools enhance learning outcomes, the challenges associated with digital education, and the future prospects of technology-driven learning. By understanding these aspects, policymakers and educators can make informed decisions to improve the quality and accessibility of education in the digital era.

Main Part

The role of digital technologies in education has expanded significantly, reshaping the way knowledge is delivered, acquired, and assessed. In Uzbekistan, the government's focus on digital transformation, particularly through the "Digital Uzbekistan 2030" strategy, has accelerated the integration of technology into the educational system. The adoption of e-learning platforms, artificial intelligence-driven applications, and digital teaching resources has created new opportunities for both students and educators. However, while digital education offers several advantages, it also presents challenges that need to be addressed to ensure its successful implementation.

One of the most significant contributions of digital technologies to education is the increased accessibility of learning materials. E-learning platforms and Learning Management Systems (LMS) allow students to access coursework, lecture recordings, and interactive assignments from anywhere with an internet connection. This accessibility is particularly beneficial in Uzbekistan, where geographical disparities often limit access to quality education. Through digital tools, students in remote areas can receive the same level of education as those in urban centers, reducing educational inequalities. Furthermore, digital technologies facilitate lifelong learning by providing flexible, self-paced study options that cater to different learning preferences.

Artificial intelligence (AI) is another transformative force in digital education. AI-driven applications assist educators in automating administrative tasks, analyzing student performance, and delivering personalized learning experiences. For example, AI-based tutoring systems can provide real-time feedback, detect areas where students struggle, and adapt lesson plans accordingly. Chatbots and virtual assistants further enhance student engagement by offering instant support and answering academic queries. In Uzbekistan, the use of AI in education is still in its early stages, but its potential to improve learning outcomes is substantial.

The emergence of virtual and augmented reality (VR/AR) has also revolutionized education by making learning more interactive and immersive. In subjects such as science, engineering, and medicine, VR simulations enable students to conduct experiments and practice complex procedures in a risk-free environment. This hands-on approach enhances understanding and retention of knowledge. While Uzbekistan has made some progress in integrating VR/AR into education, further investment is needed to expand its implementation across different academic disciplines.

Another major advantage of digital education is its ability to facilitate collaboration among students and educators. Online discussion forums, video conferencing tools, and collaborative platforms allow students to engage in group projects, exchange ideas, and participate in virtual classrooms. These digital interactions are crucial in developing communication and teamwork skills, which are essential for success in the modern workforce. Additionally, online assessment tools streamline the evaluation process, enabling teachers to provide prompt and data-driven feedback to students.

Despite the benefits, digital education in Uzbekistan faces several challenges. One of the primary obstacles is the digital divide, which refers to the gap between individuals who have access to technology and those who do not. Limited internet connectivity, lack of digital devices, and insufficient digital literacy hinder the widespread adoption of online learning. Rural areas, in particular, struggle with inadequate infrastructure, making it difficult for students to fully benefit from digital education initiatives. To address this issue, the government and educational institutions must invest in expanding internet coverage and providing affordable digital devices to students in need.

Cybersecurity is another critical concern in digital education. With the increasing reliance on online platforms, protecting students' and educators' data has become a priority. Cyber threats such as data breaches, phishing attacks, and online fraud pose significant risks to the digital learning environment. Educational institutions must implement robust cybersecurity measures, including data encryption, multi-factor authentication, and digital literacy programs to educate students on safe online practices.

The successful integration of digital technologies in education also depends on the readiness of educators. Many teachers lack the necessary digital skills to effectively use e-learning tools and digital resources in their teaching. Professional development programs and training workshops must be provided to equip educators with the technical knowledge required to navigate digital platforms, create engaging online content, and manage virtual classrooms. Without adequate teacher training, the full potential of digital education cannot be realized.

Moreover, digital education requires continuous updates and improvements to keep pace with technological advancements. Software applications, online platforms, and digital learning materials must be regularly upgraded to ensure they remain relevant and effective. The government, in collaboration with academic institutions and technology companies, should work towards developing a sustainable digital education framework that promotes innovation and adapts to changing educational needs.

As Uzbekistan continues its digital transformation journey, the role of digital technologies in education will only grow stronger. By addressing the existing challenges and leveraging the advantages of digital learning, the country can

enhance the quality of education, improve student engagement, and prepare its workforce for the demands of the digital economy.

Results

The integration of digital technologies into education has yielded significant improvements in teaching methodologies, student engagement, and academic performance. In Uzbekistan, where digital transformation is a national priority under the "Digital Uzbekistan 2030" strategy, the education sector has begun to witness tangible benefits from the adoption of digital tools. This section presents the key findings on the impact of digital education, the challenges faced during implementation, and the prospects for future development.

One of the most notable results of digital education is the enhanced accessibility of learning materials. Online platforms and digital libraries have made it possible for students across Uzbekistan, including those in remote areas, to access high-quality educational resources. This has led to a more inclusive education system, reducing geographical disparities in learning opportunities. E-learning platforms have enabled students to learn at their own pace, improving comprehension and retention of information. Additionally, digital tools such as video lectures, interactive simulations, and AI-powered tutoring systems have personalized the learning experience, allowing students to focus on areas where they need the most improvement.

Another key result is the increased efficiency of educational institutions. The adoption of Learning Management Systems (LMS) has streamlined administrative processes, reducing the burden on teachers and academic staff. Digital grading systems, automated attendance tracking, and AI-driven analytics help institutions monitor student progress more effectively. Data-driven insights enable educators to identify students at risk of falling behind and provide timely interventions to support their academic success. The shift to digital assessment methods has also improved the objectivity and accuracy of evaluations, making the grading process more transparent.

The use of digital technologies has also positively influenced student engagement. Traditional lecture-based learning is gradually being replaced by interactive and collaborative digital learning methods. Virtual classrooms, online discussions, and gamification techniques have made education more engaging, motivating students to participate actively in their studies. In particular, gamified

learning platforms have proven to be effective in increasing student motivation by incorporating elements such as quizzes, rewards, and interactive challenges. This approach has contributed to higher retention rates and improved learning outcomes.

Moreover, digital technologies have facilitated the development of essential 21st-century skills. Online learning environments encourage students to develop critical thinking, problem-solving, and digital literacy skills, which are crucial for success in the modern workforce. Collaboration tools and virtual teamwork projects have helped students improve their communication and interpersonal skills, preparing them for the demands of the digital economy. The integration of artificial intelligence and machine learning in education has further expanded students' exposure to advanced technologies, equipping them with relevant technical skills for the future job market.

Despite these positive outcomes, the implementation of digital education in Uzbekistan has also encountered several challenges. Limited access to reliable internet services and digital devices remains a significant barrier, particularly in rural regions. The digital divide continues to hinder equal access to education, highlighting the need for government initiatives to expand internet infrastructure and provide affordable digital tools to students. Additionally, cybersecurity concerns have become more prominent as educational institutions increasingly rely on digital platforms. Protecting student data and ensuring online safety have emerged as critical priorities that require stringent security measures and digital awareness programs.

Another challenge is the need for continuous training and support for educators. While many teachers recognize the benefits of digital education, not all possess the technical skills required to integrate technology into their teaching practices effectively. Professional development programs must be expanded to help educators adapt to digital learning environments and maximize the potential of available digital tools. Without proper training, the effectiveness of digital education may be limited, preventing students from fully benefiting from technology-enhanced learning.

Looking ahead, the future of digital education in Uzbekistan appears promising. Government support, combined with technological advancements, is expected to drive further improvements in the education sector. The adoption of artificial intelligence, virtual reality, and blockchain technology in education is anticipated

to enhance personalized learning, secure digital credentials, and create immersive educational experiences. Continued investment in digital infrastructure, teacher training, and cybersecurity measures will be essential to sustaining the progress achieved so far.

By addressing these challenges and leveraging the advantages of digital technologies, Uzbekistan can further strengthen its education system and align it with global standards. The successful implementation of digital education will not only improve academic outcomes but also contribute to the development of a skilled workforce capable of thriving in the digital economy.

Conclusion

The integration of digital technologies into education has proven to be a transformative force, reshaping teaching methodologies, improving student engagement, and enhancing overall learning outcomes. In Uzbekistan, the implementation of the "Digital Uzbekistan 2030" strategy has accelerated the adoption of digital tools, enabling a more modern and efficient education system. As digital learning continues to evolve, its impact on accessibility, personalization, and efficiency in education becomes increasingly evident.

One of the key benefits of digital education is the enhanced accessibility of learning resources. Online platforms and digital libraries have reduced geographical barriers, allowing students from remote areas to receive the same quality of education as those in urban centers. Learning Management Systems (LMS) and AI-powered tutoring solutions have further facilitated self-paced learning, ensuring that students can study according to their individual needs and preferences. Additionally, digital education has contributed to the development of essential 21st-century skills, including critical thinking, problem-solving, and digital literacy, which are crucial for success in the digital economy.

The use of artificial intelligence, virtual reality, and gamification in education has further improved student engagement and motivation. Interactive learning environments make education more dynamic, fostering a sense of curiosity and encouraging active participation. Digital technologies have also enabled educational institutions to optimize administrative tasks, automate assessments, and provide data-driven insights into student performance. These advancements have made education more efficient, reducing the workload of educators and allowing them to focus on delivering high-quality instruction.

Despite the positive outcomes, several challenges must be addressed to fully realize the potential of digital education in Uzbekistan. The digital divide remains a significant concern, with many students in rural areas lacking access to stable internet connections and digital devices. This gap must be bridged through government initiatives, infrastructure development, and the provision of affordable technological resources. Furthermore, the issue of cybersecurity has become increasingly important as educational institutions store vast amounts of student data online. Implementing robust cybersecurity measures and promoting digital awareness are essential steps toward ensuring a safe digital learning environment.

Another critical challenge is the need for continuous professional development among educators. Many teachers are still adapting to digital learning tools, and without adequate training, the effectiveness of these technologies may be limited. Investment in teacher training programs, workshops, and ongoing support will be necessary to equip educators with the skills required to integrate digital tools into their teaching practices effectively. Only by empowering teachers with digital competencies can the full benefits of digital education be realized.

Looking ahead, the future of digital education in Uzbekistan holds great promise. With continued government support, technological innovation, and strategic investments in digital infrastructure, the education system can become more resilient, inclusive, and globally competitive. Emerging technologies such as artificial intelligence, blockchain, and immersive learning environments will further revolutionize education, making it more personalized and efficient.

By overcoming existing challenges and capitalizing on the advantages of digital education, Uzbekistan can build a knowledge-based society that is well-prepared for the demands of the digital age. The successful implementation of digital learning strategies will not only improve academic outcomes but also contribute to national economic growth by developing a highly skilled and digitally literate workforce. In this rapidly evolving digital landscape, continuous adaptation and innovation will be key to ensuring that education remains a powerful tool for individual and societal development.

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A METHODOLOGY TO IMPROVE SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNING USING MOBILE APPLICATIONS
(Facebook, HelloTalk, Tandem, Duolingo)

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Abstract:

The development of mobile applications as language learning tools has created new possibilities for enhancing English speaking competence. The current paper presents an analysis of the effectiveness of Facebook, HelloTalk, Tandem, and Duolingo in facilitating speaking skill acquisition by learners. Based on close observation of the app-specific features and how they support language practice, this article gives a guide for students and teachers to incorporate these tools in the development of speaking skills. The paper has benefits, weaknesses, and useful tips, and it points to the potential of these apps to create interactive learning opportunities.

Keywords: English speaking skills, mobile applications, language learning, interactive learning, Facebook, HelloTalk, Tandem, Duolingo.

Introduction

Speaking is a crucial part of learning a language, but it can be quite challenging for learners who often lack opportunities for real-life practice. Fortunately, advancements in mobile technology have equipped learners with tools to tackle these challenges. Mobile applications like Facebook, HelloTalk, Tandem, and Duolingo present unique chances for immersive and interactive speaking practice. This article explores how these apps can improve speaking skills and provides a methodology for their effective use in learning English.

Mobile Applications and Their Role in Language Learning

1. Facebook: Facebook is a popular social media platform that offers an informal setting for practicing English speaking skills. Through groups, live chats, and video calls, learners can engage in conversations with native speakers or fellow learners. Language-specific groups create spaces for discussions, while live sessions enable real-time speaking practice.

Example: A learner joins an English-speaking group centered around hobbies and takes part in weekly live discussions. This experience allows for real-time speaking practice and builds confidence in conversational English.

2. HelloTalk: HelloTalk is a language exchange app that connects learners with native speakers of their target language. It features text, voice, and video chat options, providing users with a supportive and reciprocal environment for practicing speaking. Tools like voice notes and real-time corrections help improve pronunciation and fluency.

Example: A learner pairs up with a native English speaker and practices daily conversational phrases using voice notes. The partner offers corrections and feedback, which helps the learner use the language more accurately.

3. Tandem, much like HelloTalk, emphasizes language exchange by connecting learners with native speakers. Its features for video and audio calls enable comprehensive speaking practice. Additionally, Tandem offers access to professional tutors who can deliver structured speaking lessons.

Example: A learner arranges weekly video calls with a native speaker to discuss specific topics, gradually enhancing their fluency and pronunciation.

4. Duolingo is a gamified language learning app that integrates speaking exercises into its lessons. Users repeat phrases, respond to questions verbally, and participate in interactive speaking tasks. While it doesn't focus exclusively on speaking, Duolingo's organized exercises lay a solid foundation for pronunciation and fluency.

Example: A learner utilizes Duolingo's speaking exercises to practice sentence construction and pronunciation, supplementing other speaking activities.

Methodology for Using Mobile Applications to Improve Speaking Skills

Improving speaking skills using mobile applications begins with goal setting. Learners should define clear and measurable objectives tailored to their proficiency levels. For instance, beginners might aim to hold a five-minute

conversation, whereas intermediate learners could focus on fluently discussing complex topics. Once goals are established, selecting the right applications is critical. Learners should choose tools that align with their specific needs and preferences. Facebook serves as a platform for informal practice, while HelloTalk and Tandem provide opportunities for direct interaction with native speakers. For foundational speaking practice, Duolingo offers structured exercises.

Consistent practice is essential in language learning. Learners should dedicate specific times for using these applications and engage in activities such as live chats, voice notes, and video calls to build their speaking skills. Feedback and reflection are also crucial components of this methodology. Learners should actively seek feedback from native speakers or tutors to identify areas of improvement. Reflecting on this feedback allows learners to refine their speaking abilities and track progress over time.

Additionally, integrating mobile applications with other learning activities ensures a holistic approach to skill development. Classroom discussions, language meetups, and self-recording exercises can complement mobile-based learning, providing diverse opportunities to practice and apply speaking skills in real-world contexts.

Benefits of Using Mobile Applications

Mobile applications offer numerous advantages for learners aiming to improve their speaking skills. One significant benefit is accessibility, as these tools provide flexible and convenient access to speaking practice. The interactive nature of applications such as HelloTalk and Tandem enables dynamic and engaging learning experiences, while their real-life context connects learners with native speakers for authentic conversational practice. Moreover, applications like Duolingo incorporate gamification, which motivates learners to practice regularly and stay engaged with their learning journey.

Challenges and Considerations

Despite their benefits, mobile applications come with challenges that learners and educators must address. Technological barriers, such as limited access to smartphones or stable internet connections, can hinder usage. Privacy concerns also arise when interacting with strangers on language exchange platforms, making it crucial for users to exercise caution and prioritize safety. Over-reliance

on technology is another potential issue, as learners should balance mobile application use with offline speaking opportunities to ensure comprehensive development. Additionally, some applications provide limited corrective feedback, highlighting the need for supplementary resources or guidance from teachers.

Mobile applications like Facebook, Hello Talk, Tandem, and Duo lingo have revolutionized language learning by providing learners with tools for effective speaking practice. By setting clear goals, practicing consistently, and integrating these applications with other learning activities, learners can significantly enhance their speaking skills. However, addressing challenges such as privacy concerns and technological barriers is essential for maximizing their potential. With thoughtful implementation, these applications can serve as valuable resources for improving English speaking proficiency.

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THE POETICS OF QUARTETS IN THE WORK OF OMON MATJON

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Abstract:

This article analyzes quatrains in the poetry of Omon Matjon. Special attention is paid to the meter, rhyming system, and composition of quatrains in the poet's work. An attempt is made to reveal the degree of harmony in the form and content of the poet Matjon's poems through the analysis of the verses in the poet's work. It is concluded that analyzing the theme of nature in Omon Matjon's work by dividing it into separate groups according to its characteristics allows for a deeper understanding of both his artistic skill and his spiritual world.

Keywords: Symbol, social theme, stanza, quatrain, mixed genre, finger system, simple meter, triple rhyme.

Introduction

Poetry is the most delicate combination of language and art, which allows you to express deep meaning, images and emotions in each word. In the language of poetry, not only the correct grammatical form of the word, but also its meaning, tone, rhythm and image play an important role. One of the poets who was able to harmonize words in both form and content and take a place in the reader's heart is Omon Matjon. Omon Matjon is one of the poets who has taken a special place in Uzbek literature. One of the main themes in his poetry is expressing the inner world of people's life, the beauty of nature and life. In his poems, along with aesthetic images of great human values, national independence, patriotism and love, language and meaning are formed in harmony with each other. To analyze the poems of the poet Omon Matjon, it is necessary to look at his works and style. The poet Amon Matjon wrote poems that are unique, enriched with deep

meanings, simple in language and style, but rich in imagery. When analyzing Amon Matjon's poems, the following main aspects can be considered:

1. Thematic aspects

Amon Matjon's poems are often about society, the human spirit, nature, love for parents, and personal experiences. The poet's work reflects nationality, historical values, human feelings, and hopes for life. He emphasizes not only the promotion of the national language and literature, but also general love for humanity.

2. Personality and social issues

Amon Matjon's poems often show social injustices, problems in society, and various difficulties in a person's daily life. Through his poems, the poet calls on people to seek a purpose and ideal in life

3. Artistic language and style

The poet's artistic language is very impressive and beautiful. He uses images and images in his poems, and uses artistic forms, alliterations and metaphors in many places to express mental states, nature and relationships between people.

Omon Matjon's poems often have a rhythmic and melodic structure. He created his own poetic style in his poems. Matjon maintains a unique rhythm and melody in his works, which makes it easier for the reader to read and understand the poem. Often his poems are enriched with rhyming lines and cross-rhymes. Each poetic form has its own unique rhyming pattern and order. Genres in Uzbek poetry have maintained their rhyme patterns for centuries. Rhyme is a poetic device that serves to create poetic speech in quatrains, and it unites the lines of the quatrains rhythmically and compositionally. Rhyme plays a significant role in emotionally reviving the main idea of the quatrain and vividly expressing the inner experiences of the lyrical hero. To prove the essence of this

> Shimolda biz yozdan xazonga tushdik.
> Bu — janub. Yana «Yo ramozon!»ga tushdik.
> G'arbga ketdik — tubsiz qozonga tushdik.
> Sharqqa yurdik, yana ozonga tushdik

This quatrain of the poet is a four-rhyme poem, each line of which is considered to be rhymed. The words "xazonga", "ramazonga", "qozonga", "ozonga" in the lines are words that provide melodiousness, rhymed in the form of a-a-a-a. If we pay attention to the rhyming of many poetic genres written in the form of quatrains in our poetry, they consist of three rhymes. But this quatrain of ours is four-rhyme. The proportional occurrence of four melodious words in the lines

clearly demonstrates that the poem has its own rhythm and composition. In our opinion, the sides of the world are, of course, conditional symbols here. As if, by doing this, the poet wants to show how the Uzbek people, during the colonial period, imitated the nations and states of the four corners of the world and moved away from their national mentality, and the consequences of this. Radif also actively participated in this quatrain of Amon Matjon. Radif occupies an important place in the poetics of each genre and, in harmony with rhyme, performs a certain figurative-artistic function.Sen meni yolgonchi deding, ey ahmoq,

Shu so`zdan o`lishim bilibsan biroq.

Haq deb jon berurlar, sening maqsading

Yolg`onchi dunyoda ko`proq yashamoq!

Continuing our thoughts on the rhyme in the quatrain genre, we found it permissible to analyze the following verse. Unlike the above verse, this is a three-rhyme poem. The words "ahmoq", "biroq", "yashamoq" are rhyming words. It rhymes in the a-a-b-a style. Radif is not used. As we noted above, the rhyme of most poetic genres written in the form of quatrains in our classical poetry is three-rhyme. Due to the lack of rhyme, the poet complements and strengthens the main idea in the 3rd verse with various digressions. Sometimes he makes poetic emphases. In the third stanza, the poet emphasizes the true purpose of man, each person sets a goal in life based on his individual character and beliefs. The main content of the poem is that someone lives for the real life, while someone lives for this false, mortal world. If we observe the work of our poets, the reason for not using rhyme in the third stanza is that in most cases the creator very slowly determines the culmination of the issue and finds a solution to it in the last stanza. Doctor of Philology M. Yunusov explains this reason as "… the poet draws the attention of the listener and reader one breath more strongly, signaling that the most important moment of the issue is coming. A rhymeless stanza sounds like a logical culmination, but often reaches its end in the last stanza, which rises to the level of an aphorism." [Yunusov M.7:86]. If we pay attention to the general meaning of the verse, in our opinion, the poet Matjon wants to rebuke a person who is deceived by the glories of this transient world. You call poets writers of false, empty words, but you don't understand that they actually write the truth, the real world. If they die for the real life, it seems that you are trying to stay in the false world longer, for the mortal world.

<div align="center">

Ey zot, xanjar bilan sen dam talashma,

Olam uyindasan, olam talashma.

Mening o`z dardimdir elimning dardi,

O`z darding bo`lmasa, qalam talashma.

</div>

In the poems of Amon Matjon, the social, philosophical and spiritual state of humanity is expressed in many topics. The poet pays special attention not only to personal research, but also to issues of society and the homeland. Poets are such a creation that they consider the pain of the people as their own pain, and they live together with it. The above verse emphasizes that the pain of the people is what drives them to write, and the interests of the people, the problems that torment them, inspire representatives of this creation to create.

In conclusion, we should say that the quatrains in the work of Amon Matjon are a genre that has a unique approach in modern Uzbek poetry in terms of thematic, poetic style, and artistic language. Such approaches are also important in analyzing the development of new styles and poetic forms in Uzbek poetry. This allows for a greater understanding of poetry and the development of new directions in literary criticism.

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PECULIARITIES OF FORMING A SENSE OF NATIONAL PRIDE IN CHILDREN

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Abstract:
National pride is a feeling of belonging to the history of the country, the nation and the future. Osoboe vnimanie umestno udelyat formirovaniyu chuvstva Rodiny natsionalnoy gordosti u detey, nachinaya s doshkolnogo vozrasta.

Keywords: National pride, history of the people, involvement, preschool education, sense of the Motherland.

Introduction

It is advisable to pay special attention to the formation of a sense of homeland and national pride in children from preschool age. Since ancient times, all scholars, who were the center of Bukhara spirituality, intended to study in Bukhara-i-Sharif. Samarkand became a center for scholars and scholars during the Timurid era. The research we conducted showed that today, most of our young people growing up in our country know only the names of thinkers, and it is a pity that they do not know what they did to rise to the level of thinkers and scholars. In fact, the upbringing of a well-rounded child begins with preparing our girls and boys for motherhood and fatherhood, even before they reach puberty. We need to educate preschool children and young people in a sense of pride and honor by introducing them to the works and deeds of our scholars who have grown up in our homeland and informing them about their contributions to world civilization, so that our young people will strive to be worthy children of their ancestors and take an example from them. In this regard, the "Center for Islamic Culture" established at the initiative of the head of our country, Sh. Mirziyoyev, in his speech at this very important center, the head of our country said, among other things: "It is known that our region, first of all, the land of today's Uzbekistan, is one of the ancient cradles of Islamic science and culture. In order to comprehensively study the rich historical, scientific, and spiritual

heritage of our people, to make it widely known to the world's intellectual community, and most importantly, to deeply reveal the true humanistic essence of the Islamic religion, we decided to establish the Center for Islamic Culture in Uzbekistan in our great capital, Tashkent... Visitors to this place will have the opportunity to get acquainted with the lives and activities of dozens of the brightest figures of the Islamic world at the same time. For example, examples of the invaluable heritage of our dear ancestors such as Imam Bukhari, Yusuf Hamadoni, Abdukhaliq Gijduvani, Imam Termizi, Abu Muin Nasafi, Najmiddin Kubro, Mahmud Zamakhshari, Bohouddin Naqshband, Khoja Ahror Vali, Ghazzali, scholars and thinkers such as Muhammad Khorezmi, Ahmad Ferghani, Abu Nasr Farabi, Abu Rayhan Beruni, Ibn Sina, Mirzo Ulugbek, Ali Kushchi, Alisher Navoi, Zahiriddin Muhammad Babur, Jallaluddin Rumi, painters such as Kamoliddin Behzod, Mahmud Muzahhib, and the landscapes of the cities where they were born and worked are reflected through various unique exhibits" [12.468-469]. Such work and speeches indicate the high level of attention paid to great figures in our country. Instead, we need to draw the attention of generations to this from preschool age. Independence is the eternal dream of our people, and in the pursuit of this dream, many of our patriotic, nationalist, and people-loving compatriots have sacrificed for the independence of our Motherland. The present day has not been achieved easily. Thanks to independence, our centuries-old history, our rich cultural and spiritual heritage have been restored, and the spirituality of our people has regained its originality. Today, special attention is paid to spiritual and moral education in the education system. Since each nation has its own unique and appropriate mentality, it is appropriate to proceed from the educational process specific to the mentality of that nation and society in achieving spiritual maturity in the younger generation and instilling a sense of loyalty to the material and spiritual heritage of their ancestors.

National and universal values, customs, and beliefs in Central Asia are formed on the basis of Islam. The basis of spiritual and moral education is formed by the values of national pride, national identity, humanity, patriotism, universal humanity, and tolerance. The upbringing and appropriate use of these values in the minds of the senior and preparatory groups of the MTT are necessary conditions for children to achieve spiritual maturity. Without establishing in the minds of children a sense of national pride, national interests, national ideas, national values, patriotism, and national image as a way of life, it is nothing more

than empty talk to talk about the young heroes and devotees of building a democratic state based on the rule of law and a free civil society.

Indeed, it is of great importance for preschoolers to form a sense of national pride by introducing them to the lives and works of great figures, their spiritual heritage that has come down to us. The educational and moral ideas put forward in the works of great figures belonging to almost all genres of creativity (proverbs, stories, fairy tales, legends, epics, legends) are not only useful for raising children, but also for solving moral, educational and social problems that are common to all, such as wisdom, courage, entrepreneurship, intelligence, courage, loyalty, national pride, dignity, patriotism, tolerance, in short, the upbringing of a well-rounded person - a complete human being. By getting acquainted with the life path of great figures, the cultural heritage of education and upbringing, children learn about the past of our people and the activities of great scholars, thinkers, encyclopedists who have spread throughout the world, their contribution to world civilization, and the texts of scientific and popular, prose, poetic, and artistic works, they are formed as individuals, forming loyalty to their country, homeland, They are brought up in a spirit of respect for the values of their nation. They develop feelings of pride and honor for the great people of their country, their nation, and their soil, and in turn, they develop feelings of wanting to follow their example and imitate them.

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AMIR KHUSRAV'S LITERARY HERITAGE IN APPLIED ART RITUALS

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Abstract:

In the article Amir Khusrav Dekhlavi's huge heritage in the ruba'i genre is tried to study briefly. The aim of the article is to study the ideological and artistic system of the poet's works, to identify the poet's skills in the ruba'i genre, and also to define the role of his writings in the history of Persian-Tajik literature through analyzing his ruba'is. It is a scientific fact that he has profoundly influenced the other poets' works in the Islamic region who wrote in Persian and Turkic afterwards.

Keywords: Persian literature, sufizm, rubai, imige, poetry, poet, genre, analysis, work, language.

Introduction

There is no doubt that the role of literary heritage is large in the emergence of spiritual perfection. Independence created favorable conditions for acceleration of development not only in the economic and social spheres, but in the cultural sphere as well.

This article is devoted to the representative of world classic literature, poet, historian, musicologist, musician Yaminiddin Abulkhasan Amir Khusrav Dekhlavi (1253-1325). His life, scientific works, and poems are read with great love and interest not only in India, but also abroad-in Uzbekistan, Tajikistan, Azerbaijan, Iran, Afghanistan and in Western countries as well.

Amir Khusrav wrote in all the genres of Persian literature in his time. He is also a rarely found philosopher in the field of ruba'i writing. The poet's entire works are full of philosophical thoughts about the God, the universe, the human being, the life, the earth, the love, and has become a unique heritage due to the perfect

choice of words in his works. The great accomplishments in this sphere are also appertain to the poet's ruba'is. Although the subject of romance, which is characteristic of all types of poetry, is a dominant factor of his rubai's, the area of social and philosophical thought is also extensive. He impresses people by the fact that he is a master of talent, who is capable of delivering any theme by his poems. He states about it in his ruba'i:

خسرو ز زبان تست گوهر همه را

پیدا ز نهان تست جوهر همه ر

شد رانده سنان و تیغ و تیر از کلکت

زین گونه بیک چوب مران مر همه را

Meaning:

Khusrav your words like pearls to everybody (scattered),

Because of you, the secret treasures are revealed.

You throw spear, bayonet and arrow,

Do not disperse all with a stick in this way.

After reading these lines, an eloquent person becomes apparent in front of you who always shared with his beautiful pieces of writings with the people around him. He converted the words of poems into the strings of pearls, and his ability has been recognized by the past and contemporary experts. In the second line, we can find the philosophical and ethic spirit of his poems. Each line of his poems really serves to reveal the hidden aspects of life essence. His bravery in the poetry battlefield is demonstrated clearly in the second line of this ruba'i, which is written as a fakhriya (pride). All the words of the line that are clearly targeted, as a symbolic spear and arrow hit the target. Unlike the countries that were conquered by Knights with the help of "spear" and "arrows", the countries that are conquered by poets with the help of pen remains in their possession not only during their life time but after they pass away. His works are recited in these places repeatedly, and shower the author with blessings. Alisher Navoi called him as "Sohiri Hind" (Indian wizard) and this situation reminds the readers following last lines from "Lisonut-tayr" (The language of birds) by Alisher Navoi:

I have toiled away at writing poems in Turkic,

And made the whole country together by my pen.

The great genius of Persian word art Amir Khusrav Dekhlavi, knew how to make his works more colorful and powerful and used this ability for all his writings.

Nevertheless, Amir Khusrav is a prominent figure in the field of creativity. In the fourth verse of above given ruba'i, he acknowledges that all cannot be treated equally. Elsewhere, regardless of the value of his poetry, he never forgets about the merits of silence:

خسرو بسخن گرچه ترا بازاریست
این گفتن را نیز حد و مقداریست
تا کی گوئنکه گفت من بسیاری است
بسیار مگو که خامشی خوش کاریست

Meaning:
Khusrav, though your words have power,
There is also a limit of usage them.
How long you claim, "I have many sayings"
Do not speak much; keeping silent is a good quality.

The results of the poet's ruba'i writings are reminiscent of a magic world. The magic of this universe is certainly expressed in words. The poet himself devoted dozens of his ruba'is to describe the power of a word. Whichever topic he tried to write, he could give a distinct imagination to the readers of that topic or a hero. These kinds of topics and characters are many enough in the ruba'is of Amir Khusrav. Ruba'i is a genre, which has the characteristics of expressing the philosophical, sociopolitical, romantic, ethical and mystical content from the author's point of view briefly.

According to information, "Khusrav was a murid (apprentice) of Sheikh Nizamuddin Auliya from his early boyhood and was loyal to him (approximately from 1271 years) till the end of his life, who was a leader of Chishti order of that time" [1:96]. In order to understand the poet's outlook, we first need to focus on the literary environment he lived and worked that are inclined to the aesthetic principles and the contemporary ideology of the Indian nation.

It is worth mentioning that researchers who have been involved investigating the life and work of Amir Khusrav, especially scholars of the former Soviet Union, paid a little or no attention to this aspect of the poet 's ideology in order not to

"touch" the dominant ideology. Even in his monograph M. Boqoev, who widely and thoroughly studied the poet's life has dwelled on this aspect very few [2:98]. It is well known that Sufi groups, such as khaydari, suhrwardi, nizomiya and sabriya, which were rooted in the socio-political, scientific- philosophical, cultural and spiritual life of the nations in eastern Islamic countries, have been practiced in India. However, "Chishti" order under the leadership of Sheikh Nizamuddin Auliya was especially popular [3:24]. Amir Khusrav believed to the "Chishti" order, which played an important role in the spiritual environment of that time, and ideas of it were reflected in his ruba'is as well.

Amir Khusrav is, first of all, a great thinker. It is clear that the ideology of Sheikh Nizamuddin Auliya, his pir (mentor), were deeply rooted in his heart. He tries to disseminate Sufism views in his writings, which he mastered from his pir (mentor) due to liking them. The poet's today existing ruba'is show that his thoughts as his Sufi views were constantly occupied with the problems of the humanity and the world.

<div dir="rtl">

ای خیمه من که با فلک مانی راست

تو خود فلکی، کو همت از خیمه، خطاست

گر خیمهء من توئی کجا رفت فلک

ور تو فلکی خیمهٔ من گو که کجاست

</div>

Meaning:
O marquee, you are like a sky,
You are like the sky; is there any use of the marquee? It is an error.
If you are my tent, where is the sky?
If you are the sky, tell me, where is my tent?

It is true that the poet is addressing to the sky calling it "the marquee". It is like a simple tent-like world, which leaves no room for the answer to the questions that matter to humanity in this world. After all, human beings usually turn towards the sky when they face life problems. He hopes and expects for something from it.As a result, he faces hopelessness. For this reason, the poet simply compares it to a marqee. Hence, it is a mistake to wait for "the generosity" from it.

In Amir Khusrav Dekhlavi's world-view, socio-philosophical problems are interpreted with the mixture of chishti ideas, and at the same time their humanism

is provided. As we try to understand the content of his ruba'is deeper, due to the clear content we can see many problems that people may face. That is why many of his ruba'is have reached the standard of wisdom. Along with expressing deep philosophical thoughts within four lines, the poet conveys his ideological purpose to his readers in a very simple and exceptionally natural way. Dekhlavi has the ability to make his ruba'is memorable, impressionable, and he is capable to turn his works into a great work skillfully. In the following ruba'i opinions of open-hearted person is described in a lively mood who doesn't pay attention to the shortcomings of the era, as well as life aspirations.

نی سینه ز حرص زر بر آتش داریم

نی دل ز پی طمع مشوش داریم

نان جو و آب چاه و کنجی خالی

یا رب که چه زنده گانی خوش داریم

Meaning:

Neither we have breast suffered from gold,
No we have soul that is sad of greediness.
Barley bread, clear water, and quite corner,
O God, what a sweet life we have?

The task, Amir Khusrav loaded the tariqah with, is along with calling people for the sake of God, he encouraged them to follow the moral principles, that is, he taught to overcome desire and greediness easily. He was able to interpret the challenging rules, principles, and ideas of Islamic atmosphere easily in the form of Sufi views and with simple contexts that were difficult to comprehend in the Hindu Muslim social conditions. That is, Amir Khusrav shows his identity as a representative of Sufism tariqah, who promotes Islamic and moral views. In a result, he becomes famousin the community and among like-minded people around him. He delivers his beautiful ideas that he got from his mentor to others through artistic expressions. He deserved Sheikh Nizamuddin's love for the same quality.

According to the sources, Nizamuddin Auliya liked his outstanding and wise apprentice Khusrav so much, that was always excited about him and said: "On the Day of Judgment I will be asked: " What have you brought here?" "Then I answer proudly: "man so'zi siynai in turk ro ovardaam!" (I brought this turk's boiling heart!). Indeed, the bright fire in Amir Khusraw's chest was so strong that

the front of his blessed shirt had always been burned, writes Mukhammad Doro Shukuh [5:64].

There is a story about Sufistic simplicity of Khusrav Dekhlawi in Mukhammad Doro Shukuh's book called "Safinat al-Auliya". This story helps to understand the sincere attitude between Nizamuddin Auliya and Khusrav Dekhlavi and their mentor-apprentice relations can be example to others. Khusrav always asked his mentor great Sheikh in a complaint manner: "My mentor, I am a dervish, but my name is Amir, please change my name". His mentor Nizamuddin Auliya said, "This blessed name has been bestowed on you by your parents, and the God has revealed it on their minds. You, my dear, are with this blessed name till the end of your life. Keep in mind that you are not a simple dervish, but a king of dervishes. And also remember, that the dervish is the beloved of Allah, so you are the King of Allah's beloveds!" And also, the Sultan said the following couplet to his beloved apprentice:

خسرو، که به نظم و نثر مثلش کم خاست،
ملکیت ملک سخن این خسرو راست
این خسرو ماست، ناصر خسرو نیست
زیرا که خدای ناصری خسرو ماست

Meaning:
Khusrav is incomparable in the field of prose,
Khusrav is the owner of the property of words
He is Khusrav that we know, but not king Nosir Khusrav
As our Khusrav is always a winner.
(nosir Khusrav was the king)

From the article we can conclude that the poet's ruba'is are full of philosophical thoughts about the God, the universe, the human being, the life, the earth, the love, and has become a unique heritage due to the perfect choice of words. Advanced, common Islamic, and universal moral concepts like purity, honesty, truthfulness, compassion, divinity, worldliness, perfection, fighting against oppression, as well as progressive national and religious values are chosen as a thematic base in Amir Khusrav Dekhlawi's both secular and sufistic ruba'is. His ruba'is are, in many respects, characterized by the fact that they have enriched and updated the current topics.

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THE ROLE OF GAMES IN TEACHING FOREIGN LANGUAGES

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Abstract:

The integration of games into language teaching has gained prominence in recent years, reflecting a broader shift towards learner-centered, engaging, and dynamic educational strategies. This article explores the role of games in foreign language acquisition, examining their educational benefits, types of games suitable for language learning, and how they can be implemented in diverse classroom settings. Drawing upon existing research and practical examples, the article demonstrates how games promote active learning, enhance motivation, foster social interaction, and facilitate the acquisition of linguistic and cultural knowledge. It concludes by highlighting the challenges and limitations of using games in language teaching and suggesting strategies for overcoming them to maximize the effectiveness of this approach.

Keywords: Language Learning, Educational Games, Foreign Languages, Active Learning, Motivation, Interaction, Classroom Techniques, Language Acquisition, Game-Based Learning.

Introduction

In recent years, the integration of games in educational settings has attracted increasing attention from educators and researchers alike. Games, often seen as a tool for entertainment, have demonstrated a wide range of educational benefits,

particularly in the context of foreign language teaching. The traditional language learning methods, while still relevant, often lack the interactive and engaging elements that games provide. Games, by their very nature, offer opportunities for learners to practice language in context, engage in meaningful communication, and experience language in dynamic and enjoyable ways. As a result, they have become an increasingly popular tool in language classrooms worldwide.

This article examines the role of games in teaching foreign languages, providing an in-depth look at their benefits, the types of games that can be used in language instruction, and how they can be effectively incorporated into language curricula. Furthermore, the paper explores some challenges associated with game-based learning and offers suggestions for overcoming these obstacles to ensure the maximum effectiveness of games in foreign language acquisition.

The Educational Benefits of Games in Language Learning

The use of games in language learning has several educational benefits, which can be categorized into cognitive, affective, and social dimensions [1].

Cognitive Benefits

Games provide opportunities for active learning, which is essential for effective language acquisition. Unlike passive methods, such as rote memorization or listening to lectures, games require students to engage actively with the language. This interaction not only aids vocabulary retention but also helps develop language skills in context. For example, when students play a role-playing game or a language-based board game, they are compelled to use their language skills creatively to solve problems or engage in dialogue.

Additionally, games encourage learners to use critical thinking and problem-solving skills. When learners are presented with challenges or puzzles within a game, they must analyze the situation, think strategically, and use language to communicate solutions. This active problem-solving approach leads to deeper cognitive processing, which is essential for long-term retention and fluency.

Affective Benefits

Language learning can often be a daunting and anxiety-inducing process, especially for beginners. One of the most significant challenges in traditional language teaching is fostering motivation and reducing learners' fear of making

mistakes. Games, by their nature, create a non-threatening environment where mistakes are part of the process, and success is determined by effort rather than perfection. The playful atmosphere associated with games helps reduce anxiety and creates a positive emotional connection to the language learning process. They stimulate competition, achievement, and reward, which can enhance learners' intrinsic motivation to continue learning. Motivation plays a crucial role in language learning, as motivated learners are more likely to engage actively with the language, persist in the face of challenges, and apply their knowledge outside of the classroom [4].

Social Benefits

Many games are designed to be played in groups, which fosters social interaction among learners. In a foreign language classroom, interaction with peers is essential for language development, as it provides opportunities to practice speaking, listening, and negotiating meaning. Cooperative games, in particular, require students to collaborate and communicate effectively, further promoting language use in context.

Moreover, social interaction through games can help learners develop their cultural understanding. Through role-playing games or simulations, students can experience situations that expose them to the customs, values, and behaviors of the target culture, which enhances both linguistic and intercultural competence.

Types of Games for Language Learning

Several types of games can be effectively incorporated into foreign language teaching. These include board games, card games, digital games, role-playing games, and more traditional language learning games.

Board Games

Board games are a popular and versatile tool for language learning. They can be adapted to focus on vocabulary, grammar, and other language skills. Games like Scrabble or Taboo require players to form words or explain concepts in the target language, promoting both vocabulary acquisition and fluency. Teachers can modify traditional board games to suit specific language goals, such as creating a custom Monopoly game that involves questions in the target language[2].

We can take **Scrabble** as an example:

Scrabble is a classic word game that can be used to improve your vocabulary and spelling in the target language. The game challenges you to create words using available letters on your easel while placing them on a board for the highest score. Playing Scrabble in a foreign language will allow you to explore new words, understand the relationships between letters and improve your linguistic creativity.

Card Games

Card games, such as Memory or Go Fish, are excellent for reinforcing vocabulary and sentence structures. In addition to the vocabulary aspects, card games often require players to use language in spontaneous and meaningful contexts, making them ideal for practicing speaking and listening skills. Teachers can create flashcard sets with pictures, words, or phrases that students need to match or use in conversation.

Digital Games

With the rise of technology in education, digital games have become increasingly common in language classrooms. These can range from mobile apps like Duolingo and Babbel to interactive video games that immerse players in virtual environments where they interact with other characters using the target language. Digital games offer a high level of interactivity and can be used for individualized learning, making them ideal for students who require extra practice or those who are learning remotely[5].

Role-Playing and Simulation Games

Role-playing games (RPGs) and simulations are powerful tools for language acquisition. These games involve students taking on roles and acting out real-world scenarios, such as ordering food in a restaurant, negotiating a deal, or navigating a foreign airport. By engaging in these types of activities, learners develop their conversational skills and improve their ability to use language in real-world contexts. Furthermore, role-playing can build confidence, as students feel more comfortable experimenting with language in a structured but creative environment.

Traditional Language Games

Traditional language learning games, such as Simon Says, Hangman, or 20 Questions, are simple yet effective tools for reinforcing vocabulary, pronunciation, and grammar structures. These games encourage active participation, repetition, and peer interaction, all of which are essential for language acquisition. Simon's commands can be given in two different ways: beginning a command by saying "Simon says", i.e., "Simon says hop on one foot" or simply stating the command, "Stand on one foot". Simon's goal is to eliminate as many listeners as possible, until there is one listener remaining as the winner.

Implementation of Games in Language Teaching

While games offer numerous benefits, their successful integration into language teaching requires careful planning and thoughtful implementation. Here are some key strategies for incorporating games effectively into the language learning process:

Aligning Games with Learning Objectives

Games should be selected or designed based on the specific language learning objectives. For example, if the goal is to teach vocabulary related to food, a Memory game or Pictionary can be used to reinforce the target words. Similarly, if the objective is to practice question forms or conversational structures, a role-playing game might be more appropriate. Clear alignment between the game's goals and the language objectives ensures that students remain focused on learning outcomes [3].

Balancing Fun with Learning

While games are a fun and engaging tool, they must be used strategically to ensure that the learning process is not overshadowed by entertainment. Teachers should maintain a balance between fun and educational value, ensuring that the game is not too distracting and that students are actively engaging with the language during play.

Adapting Games for Different Proficiency Levels

Games must be adapted to suit the proficiency levels of learners. For beginners, simple games that focus on vocabulary recognition and basic sentence structures are appropriate, while more advanced learners can engage in games that require nuanced language use, such as debates or discussions. Tailoring the difficulty of games ensures that learners remain challenged but not overwhelmed.

Using Games to Promote Collaboration

Collaboration is key in language learning, and games are a perfect vehicle for promoting teamwork. Many language games encourage collaboration through pair work or group activities, allowing students to work together to solve problems or achieve common goals. This collaborative learning fosters peer support, which can be particularly valuable for language learners who may feel isolated or unsure of their abilities.

Challenges and Limitations

Despite the numerous advantages of using games in language teaching, there are several challenges and limitations that teachers must address [6].

Time Constraints

Games can be time-consuming, particularly if they involve preparation or if students need time to fully understand the rules. Teachers must be mindful of time management to ensure that games do not take up too much class time at the expense of other learning activities.

Classroom Management

Games can sometimes lead to classroom management challenges, particularly if students become overly excited or distracted. It is important for teachers to establish clear rules and guidelines for behavior during games to maintain a productive learning environment.

Not All Games Are Suitable

Not all games are appropriate for every classroom setting. Some games may not align well with the learning objectives or may be culturally insensitive. Teachers must select games carefully to ensure they are appropriate for the students' age, proficiency level, and cultural background [7].

Conclusion

Games are an invaluable tool in the foreign language classroom, offering numerous cognitive, affective, and social benefits. Through active engagement, problem-solving, and collaboration, games help learners develop essential language skills in an enjoyable and non-threatening environment. However, the successful implementation of games requires careful planning, alignment with learning objectives, and consideration of classroom dynamics. Despite some challenges, when used appropriately, games can significantly enhance language acquisition, making the process more interactive, enjoyable, and effective.

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SENSATION IN PSYCHOLOGY AND PHYSIOLOGY DIFFERENCES

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Abstract:

In this article, we have studied the anatomy of the human sense organs, in particular the development of the sense organs and the anatomical, physiological and psychological aspects of the sense organs. We have presented the similarities and differences obtained as a result of our research in our article below with clear examples and the latest information.

Keywords: Psychology, physiology, sense organs, nerve impulses, emotion.

Introduction

Sensation is the analysis of certain properties of objects and phenomena in the world in the brain . It arises on the basis of the excitation of the nerve center of the cerebral cortex by the action of matter on the sensory organs. Sensation is the first stage and component of knowledge of the world. On the basis of sensations, such forms of sensory knowledge as perception and imagination arise. Depending on the specific properties of external stimuli, all sensations are divided into bodily sensations (touch), visual sensations , auditory sensations, olfactory sensations, gustatory sensations and other types. Sensation arises in physical, physiological, psychological processes. In the physical process, any objects and phenomena affect the sensory organs and excite the peripheral ends of the corresponding sensory nerve. In the physiological process, excitation passes through the nerve conduction pathway to the corresponding central cell system of the cerebral cortex. In the psychological process, an analysis of the stimulus that affected us during nervous excitation occurs and it turns into synthesis - perception appears. The sense organs are associated with the activity of the large hemispheres of the

brain. The sense of sight occupies a leading place in the perception of reality in humans. The senses can be divided into 3 depending on where they are located:

1) extroreceptors - these are located on the surface of the body and include the senses of sight, hearing, smell, taste, and touch;

2) interoreceptors - sensations inside our body, including sensations in the intestines, liver, and lungs;

3) proprioceptors - located in muscles, tendons, ligaments. All sensations have their own characteristics . and has laws.

General Laws of Sensations The emergence of sensations occurs on the basis of certain laws.

The sensory organs are a specialized peripheral anatomical and physiological system that, thanks to its receptors, provides the receipt and initial analysis of information from the surrounding world and other organs of the body, that is, from the external and internal environments of the body.

The sense organs perceive the stimulus from a distance (for example, the organs of vision, hearing, smell); other organs (taste and touch) - only by direct contact. Some senses can compensate for others to some extent. For example, a developed sense of smell or touch can compensate for a poorly developed sense of sight (eyes) or smell (nose) .

Human sensory organs

The information received by the human brain from its sensory organs shapes its perception of the world around it and of itself .

Humans receive information through six primary senses.

eyes (sight),

ears (hearing),

tongue (taste),

nose (smell),

skin ,

vestibular apparatus (sense of balance and position in space, acceleration)

Information about stimuli that affect the receptors of the human senses is transmitted to the central nervous system . It analyzes the incoming information and identifies it (sensations arise). Then a response signal is produced, which is transmitted along the nerves to the appropriate organs of the body.

There are 6 types of external senses (motor faculties do not have a separate sensory organ, but they produce sensations). A person can experience 6 types of external senses: vision, hearing, smell, touch, taste, and kinesthetic sensations.

The pathways that emerge from the sensory organs in humans are the vestibular, auditory, visual, olfactory, tactile, and gustatory pathways of the central nervous system.

The ubiquitous media and the technology and consumerism that drives it, our attention is captured, held, and force-fed the beliefs, opinions, and "facts" of others. The social engineers who create the algorithms of our information ecosystem are so skilled that we can become confused and even disconnected from our own thoughts, feelings, and beliefs. In this new reality, it is increasingly important that we know the difference between what comes from outside and what is acting from within. It is crucial that we learn to listen to the thoughts, feelings, and intuitions that come from within us.

While it may be easier to passively accept the perspective of others without consulting ourselves, turning inward long enough to tune out the noise from the outside world and listen to the signals from our own mind, body, and brain better equips us to make the right decisions in this confusing and turbulent world. Decision-making theories are traditionally based on the logical and rational application of conscious analysis of benefits and costs. Yet, for most of us, making the right decision is more about feeling than making a list of pros and cons. While we are thinking, other processes seem to be happening inside us that influence our choices, sometimes overriding what we think makes the most sense. The successful gambler, business strategist, or athlete always seems to have a sixth sense about what to do—a intuition they may not even be able to articulate, which helps them overcome odds.

There is a lot of input and interpersonal processing going on outside of conscious awareness in the neural networks that process emotion and sensory and somatic information. So we learn things without even realizing it. Often, in hindsight, after something has gone wrong , we become aware of all the clues that were drowned out or ignored in the stream of conscious processing. These clues, only vaguely recognized and often ignored at the time, take on meaning and clarity in the rearview mirror. They are assessments of the world around us that we often don't realize we are doing. Sometimes they manifest in the body as a stomachache

or a muscle tension; other times there is an unknown feeling of what to do or what to do. As Jonas Salk put it, "Intuition tells the thinking mind where to look next." Neurobiologist Antonio Damasio has hypothesized that we evolved to use bodily cues, such as muscle tone, heart rate, and endocrine activity, to make quick decisions about how to act in the physical and social world. These "somatic cues" translate unconscious feelings and emotions into felt instincts. This evolutionary strategy allows us to make quick decisions that require minimal thought in order to survive. In the modern world, these instincts can be combined with rational thinking to improve decision-making and trust that intuition is based on science . Gut feelings are the result of multiple channels of information processing and provide a roadmap that connects our emotions and physical sensations to a given environment[4]. This is why it is so important for all of us to develop our center, our self-awareness, and our intuition at this time in history. Learning to read all the information coming from the world means balancing reason with the feeling that resides within the silence at our core. In these confusing and challenging times, as we struggle to make decisions about our lives, it is more important than ever to listen to and nurture these vital instincts.

physiologists and psychologists in the study of sensation is reflected in their approaches:

1. Physiological approach (Physiologists)

Physiologists study sensation primarily as a process related to the functioning of the nervous system and brain.

the sensory organs (eyes , ears, skin, nose, tongue) and their processing by the brain.

They study biological processes such as neural signals, receptor sensitivity , and the transmission of nerve impulses.

2. Psychological approach (Psychologists)

Psychologists view intuition as a subjective experience within the human mind .

sensation and perception in relation to human emotions, consciousness, attention, and thinking.

They analyze aspects such as sensory experiences generated through perception, illusions, psychological adaptation, and the influence of attention on perception.

Conclusion:

Physiologists study sensation as a biological process, while psychologists study it as a psychic experience. The two disciplines complement each other because, while human sensations have a physiological basis, how they are reflected in the mind is the subject of research in psychology.

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COMPETENT APPROACH IN EDUCATION: THEORETICAL AND PRACTICAL CONCLUSIONS

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Abstract:
Education based on a competency-based approach does not require students to develop knowledge, skills and abilities separately, but to acquire them comprehensively. Accordingly, teaching methods will also change. The basics of choosing and constructing teaching methods in the competence approach were considered. For this, the concepts of competence and competence were clarified. Its structure and function were defined. Then, after the construction of the design technology of basic and subject-related competences, the principles of choosing teaching methods are derived from this approach. In the article, the above-mentioned theoretical ideas are proved in practice.

Keywords: Educational competence, Competency-based learning, Cognitive activity, Interdisciplinary integration, Health education.

Аннотация

Образование, основанное на компетентностном подходе, требует от учащихся не развития знаний, умений и навыков по отдельности, а их комплексного приобретения. Соответственно, изменятся и методы обучения. Рассмотрены основы выбора и построения методов обучения в компетентностном подходе. Для этого были уточнены понятия компетентности и компетентности. Определены его структура и функции. Затем, после построения технологии проектирования базовых и предметных компетенций, из этого подхода выводятся принципы выбора методов обучения. В статье изложенные теоретические идеи доказываются на практике.

Introduction

Educational competence models the activity of the student in his future fulfilling life. For example, a citizen cannot apply certain competencies until he reaches a certain age. But this does not mean that they cannot be formed in the student. In this case, we are talking about educational competence. For example, although a student learns civic competence at school,

he uses it fully after finishing school. Accordingly, such competencies are manifested as educational competencies during the study period.

Integrated programs include:

- 6 topics repeated in general secondary education and at the next stages of education were released in the subject of biology;

- attention was paid to the interdisciplinary integration approach;

- revised on the basis of the principle of formation of life skills of students, taking into account their age characteristics and psycho-physiological development.

Competence is divided into levels according to the methods of content acquisition and importance in a person's life.

Competencies that prepare the ground for the general development of the student's personality are called basic competences, and competencies that are formed only through the subject of study are called special competencies.

He showed that the competencies that students acquire are divided into three levels:

1. Basic competencies - the content of all subjects included in the curriculum and the competencies that are formed through the teaching process are counted.

2. Competencies related to science - competences that are formed through the implementation of interdisciplinary connections in the teaching of socio-humanitarian, natural-mathematical and applied academic subjects included in the curriculum.

3. Special competences are the competences that are formed on the basis of knowledge, skills and qualifications in the educational process1.

In recent years, in the continuous education system of our country, specific views on the issue of competency approach have been formed. In particular, it can be observed that pedagogical, psychological and methodical aspects of the issue have been revealed in the studies of A. Abduqadirov, N. Azizkhodjayeva, Y. Asadov, U. Begimkulov, N. Muslimov, N. Turdiyev, J. E. Usarov, R. Fayzullayev, M. M. Vahabov.

Professor N.A. Muslimov says that the concept of competence is "a certain level of formation of certain skills and professional experiences of an individual in interaction with the objects and subjects around him, which are necessary for the activity of the individual in the general society and in particular in the professional field".

The well-known psychologist scientist Y. Asadov emphasizes that competence is understood as "a person's socio-professional status of all knowledge, skills and experiences, ability to perform all tasks related to him, to solve problems, and the level of true compatibility."

According to methodologist R. Fayzullayev, competence is "a subject that a person has mastered perfectly, and if it serves as a criterion of preparation for working in the chosen field, competence, in contrast, is a focused classification of a person, a skill formed for a graduate to work in a certain field " describes.

In our opinion, competence is the ability to find a solution to unexpected problem situations based on the activity and independence of a person, to determine the optimal ways to solve a

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[1] https://www.ziyouz.com/books/kollej_va_otm_darsliklari/biologiya/

problem, to perform complex tasks based on life experiences, as well as to develop skills and abilities to work tirelessly on oneself.

Competencies are determined based on the nature of each subject, ensuring that students can gain in-depth knowledge and apply their knowledge in their daily activities. In particular, competencies related to primary education are divided into the following groups:

Acquisition of knowledge:

the role of biological sciences in the formation of the modern natural-scientific view of the whole world: methods of learning about the living world: living nature and its inherent laws: the role of living organisms in creating the structure, activity and environment: the knowledge that man is a biosocial species mastery Acquisition of knowledge application skills;

to be able to use information about modern achievements in the field of biology and ecology to understand the processes and phenomena of living nature, the activity of one's own organisms;

working with health and vitality factors, biological equipment and data: making observations on the state of one's organism and other biological objects: conducting biological experiments.

Development of intellectual and creative interests in knowledge:

observations on living organisms, conducting biological experiments: working on various information.

Appreciate living nature and have a positive attitude towards it.

Appreciation of living nature and a positive attitude, appreciation of one's own health and the health of people, behavior of nature, education of ecological culture. Use the ability and acquired knowledge and skills in everyday life. Provide first aid to oneself and others in caring for plants and pets, maintaining one's own health; assessment of the consequences of one's activity on the environment, one's organism, and the health of others; follow the rules of behavior in nature; healthy lifestyle norms; prevention of diseases, injuries and stress, harmful habits, HIV/AIDS infection.

In the educational process, the teacher develops students' abilities, self-control and management, effective conversation, working with peers, listening and understanding their opinions, independent, creative, critical thinking with the help of interactive educational technologies. , it is possible to develop such qualities as putting forward alternative proposals, expressing opinions freely, defending one's point of view, striving to find a solution to a problem, and being able to get out of difficult situations. Most importantly, by using interactive educational technologies, the teacher organizes actions of students based on mutual cooperation to achieve a specific goal in the educational process [89; 23-p.].

The content of education is considered the most important element of the education system, and it cannot fully respond to the future and development of students. it's worth it. The results of students' mastery of the educational content are determined by the way in which they use the acquired knowledge in practice. Educational content and competencies that students need to acquire

The educational content consists of subjects included in the subject curricula of general secondary education. Educational material provides coherence, continuity and periodicity in all types of education (1.1.1-pic.).
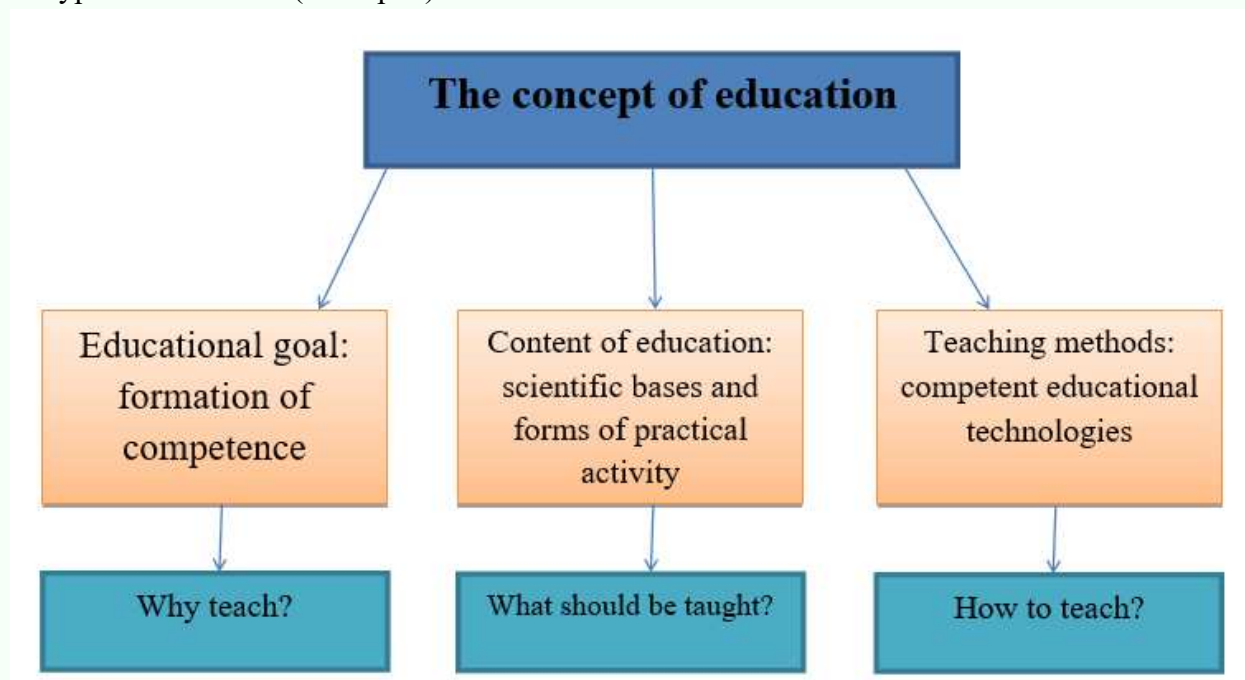
Picture 1. The essence of the competence approach in biology lessons

Based on the content of this standard, it is used as a minimum in the development of educational programs and textbooks at each level of education. Competencies that students need to acquire determine that they can use the concepts, rules, and laws presented in the science sections in practice.

O.G. Smolyaninova distinguishes the following competencies that determine the level of readiness for independent work in open educational conditions in the structure of the teacher.

An innovative approach to teaching in the framework of competence-based technologies depends on the content of education, teaching methods and forms of quality control of education.

In conclusion, innovations in education require continuous improvement of the set of pedagogical technologies, methods, methods and educational tools in the educational process. Currently, innovative pedagogical activity is one of the important components of the educational activity of educational institutions. It is the innovative activity that creates the basis for ensuring the competitiveness of education in organizations in the market of educational services, contributes to the personal growth of students, the formation of general and professional competences, the professional development of teachers, and creative research.

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IMPROVING PHYSICAL TRAINING INDICATORS OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS USING KURASH ELEMENTS

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Abstract:

This article uses the methods necessary to improve the physical fitness indicators of higher education students using kurash elements. On how important physical training is in the lives of students.

Keywords: Wrestling, sports, elements, speed, individual actions, technical and tactical exercises, factor, lifestyle, exercises, physical training, sports networks, pedagogical approach, repetition method, basic endurance, dynamic and static directions.

Introduction

The upbringing of the younger generation, possessing both physical and intellectual potential, is considered an urgent and timely task of today. A number of programs on this issue are being implemented by our state. We all know that the implementation of these programs depends mainly on teachers and mentors working in the field. Today, in our country, through the formation of a healthy lifestyle, the creation of conditions that meet the demands of the times for the population, especially young people, to regularly engage in physical culture and sports, the organization of

large-scale work is being carried out aimed at developing a sense of loyalty, as well as systematic organization of selection of talented athletes from among young people and further development of physical culture and sports. Physical education of kurash wrestlers occupies a special place in the general education

system, the main task of which is to ensure the harmonious development of kurash wrestlers, to raise healthy, physically developed and perfect kurash wrestlers. In this regard, a statistical analysis of the students' abilities was conducted by comparing their different types of physical activity. To determine the indicators, a control-experimental exercise on a high bar is first conducted to determine the strength and physical qualities of male students. During the control test of pulling on the bar, it was found that 20% of boys had "unsatisfactory" strength and physical qualities, and the evaluation criteria were:

At the beginning of the experiment, the physical fitness indicators of students in the control and experimental groups, consisting of boys, were determined (n=80)

Test	Group	2 points		3 points		4 points		5 points	
		oni	%	oni	%	oni	%	oni	%
Pull-ups (times)	NG	6	15,00	10	25,00	14	35,00	10	25,00
	TG	7	17,50	11	27,50	13	32,50	9	22,50
Rope jumping for up to 1 minute, (times)	NG	8	20,00	14	35,00	10	25,00	8	20,00
	TG	9	22,50	16	40,00	9	22,50	6	15,00
Bending the arms against the floor, (times)	NG	8	20,00	12	30,00	12	30,00	8	20,00
	TG	10	25,00	13	32,50	11	27,50	6	15,00
Total	NG	22	55,00	36	90	36	90,00	26	65,00
	TG	26	65,00	33	100,00	33	82,50	21	52,50

At the beginning of the experiment, the physical fitness indicators of students in the control and experimental groups, consisting of boys (n=80)

Legend: 2 baho soni, 2 baho %, 3 baho soni, 3 baho %, 4 baho soni, 4 baho %, 5 baho soni, 5 baho %
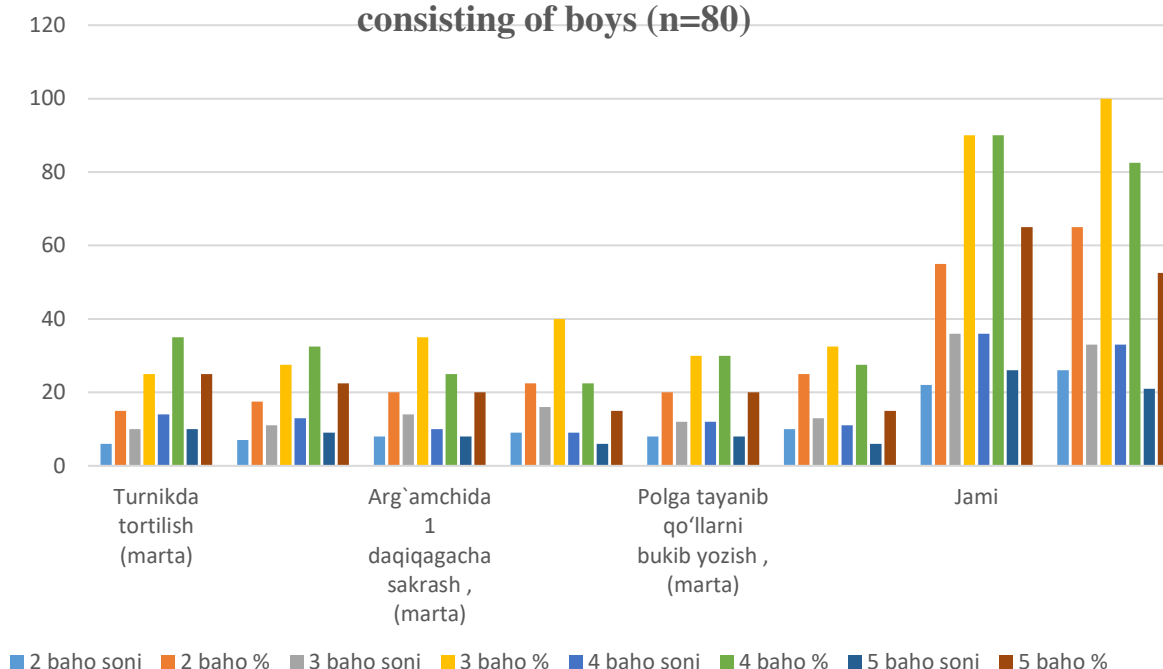
"Satisfactory" results were recorded in 30% of students, and they were rated "3" with low levels of strength and physical qualities. During the control test, "good" results were recorded in 30% of boys, who were rated "4" according to the evaluation criteria, and 20% of boys were rated "excellent" in terms of strength and physical qualities, and this control test was completed. In 50% of the results obtained, it was found that the indicators of the strength and physical qualities of students consisting of boys are at a low level. In this regard, special preparatory exercises are

Improving strength and endurance. Learning how to wrestle: Students need to perform various wrestling techniques (such as hard tension, grip) to increase strength and endurance.

Physical training: Performing exercises (e.g. squat, deadlift) that trigger strong muscle groups (hands, legs, back) during wrestling sessions.

The development of flexibility and coordination. Introduce stretching habits before and after wrestling training to increase rigid muscle flexibility. Hybrid training: Improving.

Rapid and dynamic battles between students, which helps develop their skills in speed and strategic decision-making

Competitiveness and psychological preparedness: Competitions and sparring: Encouraging students to participate in competitions and sparring, a process that contributes to the development of psychological preparedness and a competitive spirit.

Nutrition and recovery Nutrition plan: Teaching students to eat foods and liquids that are important for physical activity. Recovery and recovery activities: Correct recovery practices between activities (e.g. massage, light aerobics) and walking in the sun.

Monitoring and evaluation: Assessment of physical fitness indicators: regular monitoring and evaluation of the level of physical fitness of students, identifying areas that need further improvement if necessary. These approaches can be effective in improving the indicators of physical fitness of students through wrestling. They develop not only physically, but also spiritually and socially. These are the approaches we are considering, and through them, the creation of a new base of technical actions and their application in student activities.

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INTERRELATIONSHIP BETWEEN GENERAL AND SPECIAL PHYSICAL FITNESS OF YOUNG JUDOISTS AT THE TRAINING STAGE AGED 14-16

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Abstract:

The article presents the rationale for effective means of technical and tactical training of young female judokas at the educational and training stage: the impact on the success of attacking judo actions on the ground. It is important to note that at this stage in the process of educating young athletes, the following tasks are solved: health promotion, comprehensive physical development, training in various physical exercises, mastering technical and tactical actions and combinations of technical and tactical techniques. To do this, it is necessary to improve the existing methods of training young athletes. When developing the experimental methodology, it was necessary to determine the relationship between the parameters of general and special physical fitness. Based on the results obtained, we can say about the need to increase the volume of general and special physical fitness of young judokas aged 14-16 years, as the main factor in increasing their technical and tactical skills.

Keywords: Judo, methodology, general physical training, special physical training, ground game, physical qualities, speed-strength training, educational and training stage.

Introduction

In Uzbekistan, much attention is paid to the development and popularization of sports and physical culture. Over the years of independence, the country has created an effective system for training professional athletes, coaches and judges. The implementation of these goals in every possible way contributes to the widespread promotion of a healthy lifestyle, the education of comprehensively developed youth, and the further development of physical culture and sports in the republic.

Numerous studies and practice show the leading role of the development of physical qualities of female judoists, which are inextricably linked with the high functionality of all body systems. "Physical training plays a decisive and fundamental role in the preparation of female judoists" [1,2,3].

Thus, it is possible to state the necessity of allocating means and methods of special speed-strength training (SSST), which are an integral part of the means of special physical training (SPT) and should contribute to both the formation of a rational structure of motor action and, at the same time, the necessary increase in the energy potential of the working mechanisms that ensure their functioning. According to scientists [4,6], SPT should be divided into two parts: preliminary, mainly aimed at building a special "foundation", and the main one, the purpose of which is the highest possible development of motor potential in relation to the requirements of the chosen sport. In other words, in the SPT system, speed-strength training and sports technique should be considered in an inseparable unity with the physical and functional preparedness of female athletes.

The Purpose of the Study

To determine effective means of training based on the relationship between general physical and special physical fitness of young judokas aged 14-16 at the educational and training stage.

The basis of the relationship between technical methods and physical fitness is the unity of motor qualities and skills, which is determined by anatomical, physiological patterns, the commonality of the conditioned reflex mechanism underlying the development of both motor skills and physical qualities. We have carried out a special analysis of the structure of aspects of physical fitness of female judokas and the effectiveness of their competitive activity, which allowed

us to determine the significance of the influence of various aspects of physical fitness on the sports result. [5,7,8].

, scientific and scientific-methodological sources on combat sports almost always use exercises with a partner, which makes it quite difficult to separate special physical exercises from the main ones. We believe that only some exercises with a partner are considered to be the main ones.

Special exercises performed in contact with a partner (for example, uchi- komi in judo) do not raise serious questions. The issue of using exercise machines and mechanized means in special training is very unclear. To manage the physical fitness of female judokas, control is necessary, which involves the selection of informative indicators. This approach serves as an evaluation criterion for the methodology we use, and the training process should be adjusted based on the results obtained [9,10].

Methods and Organization of the Research

The study was conducted at the sports school specialized in combat sports in Tashkent region. 12 people, girls aged 14-16, were involved in the experiment.

Testing to determine the general and special physical fitness of the female judokas was conducted at the beginning of the study to form groups and at the end to analyze the results of the study. Normative tests were used to assess physical qualities: 60 m run (seconds); shuttle run 3×10 m (seconds); 800 m run (minutes); pull-ups on a low bar (number of times); standing long jump (cm).

To assess the level of special physical fitness of female judokas, directly related to attacking ground fighting, the following tests were developed, assessed using the expert assessment method: turning an opponent over from a ground position (60 sec.); escaping from a hold.

For the second test, a group of experts (3 people) with experience in judo judging give a score according to the majority rule; if 2 experts consider the element to be completed, the score is counted**.** To obtain the results for this test, the positions that the subject managed to achieve during the execution of the elements in the allotted time (60 seconds) were counted:

a) When turning the opponent onto her back from the parterre position, 1 point is given if the projection of her back is completely directed downwards and the attacker controls the position; 0.5 points are given if only one back is directed downwards. [11,12].

b) When leaving the hold, a score of 1 point is given if the subject completely left the " toket " hold; a score of 0.5 points is given if an exit was made, but the attacker immediately returned to the " osae -komi- waza " hold position. On a computer using the Microsoft program Office A correlation analysis of the subjects' data was performed in Excel.

Research results and their discussion

The above methods were used to test 12 subjects involved in the preliminary training stage of young men in judo in the first year of study. To determine and analyze the relationship between general physical training and special physical fitness of female athletes according to seven standards, of which four standards were responsible for the manifestation of various physical qualities, and two standards were related to determining the specific manifestations of young female judoists. (Table 1).

Table 1

Results of testing young female judokas aged 14-16 (n = 12)

No.	Full name	Shuttle run 3x10 m.sec	60m dash	Pull-ups on a low bar (number of times)	800m run	Standing long jump (cm)	Turning the opponent over from the ground position (sec)	Escape from hold (sec)
1.	Abu- ova A	6.7	7.3	16	3.49	165	5	5
2.	Tazh-eva Zh	7.5	8.9	13	4.20	155	7	5
3.	Abd - ova M	6.6	8.9	10	4.04	151	5	4
4.	Ashu - ova M	6.8	8.0	14	3.23	175	3	3
5.	Number of A	8.4	10.2	7	4.54	153	3	3
6.	Hur - ova B	7.5	8.4	9	4.15	151	3	5
7.	Uri - Eva M	7.0	8.8	9	3.45	152	4	4
8.	Umi - ova B	7.5	8.7	10	4.48	142	5	3
9.	Mum - ova A	7.4	9.6	9	4.11	166	5	4
10.	Abd - Eve B	8.3	9.5	7	3.22	140	3	4
11.	Glav - ova M	6.8	8.4	14	5.33	175	2	5
12.	Rus - ova N	8.3	8.9	15	4.06	180	2	3

Based on the critical value of the correlation coefficient at P = 0.05, statistically significant for 12 correlated pairs are values r ≥ 0.54, due to this, the values are less marked in red. Values r ≤ 0.63 show an average correlation and are marked in green. Values r> 0.63 reveal a strong relationship between the features and are marked in purple. A close relationship r> 0.90 is determined between the 60-meter run time and the 3x10-meter shuttle run, as well as the 800-meter run time and the 60-meter run time r> 0.84.

Conclusions

Analysis of the research results showed that individual physical qualities do not show a reliable relationship with the elements of motor actions in the ground position. This result proves that in order to improve attacking wrestling in the ground position, it is necessary to use special physical training. Isolated development of physical qualities of female judoists is not capable of providing significant progress in her technical and tactical skills. Specific means and methods used in training should play a decisive role in solving the problems of increasing the potential of young female judoists.

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THE ROLE OF WOMEN IN THE DEVELOPMENT OF THE EDUCATION SYSTEM IN UZBEKISTAN (1991-2023)

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Abstract:

This article analyzes the role and significance of women in Uzbekistan's education system since the country's independence. Since 1991, the government of Uzbekistan has implemented a series of reforms aimed at ensuring gender equality, expanding educational opportunities for women, and enhancing their participation in society. The article discusses the privileges provided to women in education, their achievements in the development of Uzbekistan's education system, and the impact of these processes on the country's sustainable development.

Keywords: Uzbekistan, education system, women, gender equality, master's degree, reforms, educational privileges, science, achievements, role of women, Uzbekistan's independence.

O'ZBEKISTONDA TA'LIM TIZIMINI RIVOJLANTIRISHDA XOTIN-QIZLARNING O'RNI (1991-2023-YILLAR)

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Annotatsiya:

Ushbu maqolada O'zbekistonning mustaqillik yillaridan boshlab, ta'lim tizimida xotin-qizlarning o'rni va roli tahlil qilingan. 1991-yildan keyingi davrda, O'zbekiston hukumati tomonidan gender tengligini ta'minlash, xotin-qizlarning ta'lim olish imkoniyatlarini kengaytirish va ularning jamiyatdagi faoliyatini rivojlantirishga qaratilgan bir qator islohotlar amalga oshirildi. Maqolada xotin-qizlarga ta'lim olishda ko'rsatilgan imtiyozlar, O'zbekistondagi ta'lim tizimining rivojlanishidagi xotin-qizlarning erishgan yutuqlari, shuningdek, bu jarayonning

mamlakatning barqaror rivojlanishiga qanday ta'sir ko'rsatganligi haqida so'z yuritiladi.

Kalit so'zlar: O'zbekiston, ta'lim tizimi, xotin-qizlar, gender tengligi, magistratura, islohotlar, ta'lim imtiyozlari, ilm-fan, yutuqlar, xotin-qizlarning roli, O'zbekistonning mustaqilligi.

Introduction

After Uzbekistan gained independence in 1991, the education system underwent serious reforms and changes. During this period, women's rights and opportunities for education were expanded. The achievements of women in education have made a significant contribution not only to their personal development, but also to the development of society as a whole. Through the reforms and programs implemented by the Uzbek government, new opportunities have been created for women in the education system. This article analyzes the role of women in the education system and the benefits created for them.

Although women were given educational opportunities in Uzbekistan during the Soviet era, gender equality was limited in some regions. Women were free to attend school, receive secondary specialized and higher education, but some social factors limited their educational opportunities. After Uzbekistan gained independence in 1991, new approaches were introduced to the education system, expanding educational opportunities for women.

In the early years of independence, major changes began in the education system of Uzbekistan. The level of higher education of women increased significantly, and state programs were developed to expand their educational opportunities. Scholarships were provided for women, and special attention was paid to attracting girls to scientific research. The number of women in higher education institutions increased, which strengthened their role in society.

In the 2000s, the achievements of women in education became even more noticeable. Gender equality in higher education was ensured, and the state created more opportunities for women to be educated. The level of higher education of women increased, which allowed them to participate more actively in society. During this period, the successes of women in science, sports, art, and business inspired many young people.

In the 2010s, the education system in Uzbekistan further developed. Special opportunities were created for women in higher education, including scholarships, grants, and financial support for scientific research. During this period, women demonstrated their success not only in education, but also in conducting scientific research. The role of women in social, political, and economic life in Uzbekistan was further strengthened. Women's participation in the creation of startups and the development of new technologies increased. They also had the opportunity to share their knowledge and experience in the field of education.

In recent years, Uzbekistan has created greater opportunities for women to receive education. Starting in 2020, new programs have been developed by the state and private sectors to help women succeed in science, technology, engineering and mathematics. Benefits and scholarships provided to women when enrolling in master's degrees help them further develop their scientific activities. Programs have also been introduced to support women's active participation in the digital economy and innovation sectors. Significant work is being done in our country to widely involve women in scientific activities, support their software development and innovative ideas. In order to systematically work with active women and prepare them for leadership, a reserve of talented girls has been created in educational institutions. In the last three years, 48 percent of the Presidential State Scholarship and other special scholarships awarded to talented students have gone to women. More attention is being paid to women in the implementation of scientific research results and the commercialization of scientific developments. In particular, all the reforms being implemented in the field of science, including the further increase in separate financial resources by the state and the elimination of rare, but still common, cases of discrimination against women in science, will undoubtedly bring Uzbekistan among the most developed countries.

The rapidly changing times require raising the field of science to a new level. Today, it is a fact that those who implement the most advanced innovative ideas faster than others are achieving success in any field. The experience of developed countries shows that any success can be achieved, first of all, through scientific achievements. It is not for nothing that science and innovative developments have become an important factor determining the present and future of every developing country. After all, the developments in the economies of countries

such as the USA, Japan, Germany and South Korea are clear evidence of this. The important thing is that these processes, which are the main factors of economic and social progress, are increasingly being improved. The concept of the President for the development of the higher education system in our country until 2030 sets the task of including at least 10 higher educational institutions in our republic in the top 1000 higher educational institutions of the rating of internationally recognized organizations, including two universities in the top 500 higher educational institutions. This, of course, is not an easy task that can be accomplished on its own. If we look at the experience of many countries, we can see that large-scale programs aimed at supporting national universities have been implemented in them, and such projects are bearing tangible fruit. Another issue is that the teacher is responsible for educating educated, enlightened young men and women, implementing reforms in the process of continuous education. In addition, it is his duty to direct students to various fields, to train a new generation of educated and qualified personnel. For this, the teacher is also required to study advanced foreign experiences in depth. Therefore, it is relevant to study world experience in teacher training and analyze advanced reforms in the international education system. At this point, it should be said that previously there was a stereotype that was ingrained in all of us - "Science is not a woman's job." But if we turn to the realities of history, the number of our women who contributed to the development of science on a par with men is not small. Our ancestors, such as Bibikhanim, Tomaris, Bopay Khanim, Kurbanjon Dodhoh, Nodirabegim, Nazira Kuljanova, Sayra Kiizbaeva, Sofya Hakimova, Balzhan Bultrikova, Khadicha Sulaymanova, Dilbar Abdurakhmonova, and Asal Sartbaeva, have become famous in the world for their talent and intellectual potential and have remained in the pages of history.

Today, it is more important than ever to promote the qualities that form the basis of our national and family values, such as loyalty and devotion, kindness, honesty, truthfulness, modesty, purity, patience, gratitude, and the pursuit of knowledge, and to instill them in the minds of our youth. In our country, turning the noble idea that "If a woman is happy, society will be happy" into a daily rule of our lives, creating decent conditions for our sisters, daughters, and respected mothers is a practical expression of the principle "For the sake of human dignity". In this regard, the newly established committee, together with the relevant ministries and departments, and khokimiyats, will ensure the implementation of the priority

tasks set by our esteemed President, and will use all possible means so that our dear sisters and mothers can live contentedly and gratefully. In Uzbekistan, special attention is paid to creating equal opportunities for women to fully use science, as well as expanding their rights. As a result, today, about 700 women doctors of science and 7 women academicians are working in scientific educational institutions of our country, and about 3 thousand women are conducting research in scientific research institutes of the Academy of Sciences of the Republic of Uzbekistan, which proves our point. The annual competition of initiative scientific projects "Women Scientists" held in our country is also significant in that it is aimed at strengthening the position of women in science. At the same time, it is worth noting that the time has come to establish prestigious awards for women scientists, increase grant and internship programs abroad, and social support projects. I believe that more attention should be paid to women in the implementation of scientific research results and the commercialization of scientific developments. For this purpose, the state should further increase separate financial resources. It is necessary to eliminate the cases of discrimination against women in the field of science, which, although rare, are found.

Conclusion

After Uzbekistan gained independence, the opportunities and privileges created for women in the education system have made a great contribution to the development of society. The success of women in obtaining higher education has strengthened their position in society and played an important role in ensuring gender equality. Changes and privileges in the education system have allowed women to achieve greater success in the fields of science, technology, politics and business. The education system of Uzbekistan continues to create all the conditions for women to realize their potential.

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INITIAL AND PROSPECTIVE FORMS OF KINDERGARTEN-FAMILY COOPERATION AS AN IMPORTANT FACTOR IN THE COMPREHENSIVE DEVELOPMENT OF PRESCHOOLERS

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Abstract:

The article explores the significance of collaboration between kindergartens and families in fostering the comprehensive development of preschool children. It examines initial forms of cooperation, such as parent meetings, consultations, and parental involvement in educational activities. Furthermore, it analyzes prospective directions, including digitalization of interaction, individualization of educational processes, development of family participation formats, and provision of psychological and pedagogical support to parents. The author emphasizes the importance of aligning educational approaches to ensure the harmonious development of the child, highlighting the necessity of creating a unified educational environment that integrates the efforts of educators and families.

Keywords: Preschool education, kindergarten, family, cooperation, interaction, comprehensive development, upbringing, individualization, psychological and pedagogical support, digitalization.

Introduction

Preschool age plays a key role in shaping a child's personality. It is during this period that the foundations of intellectual, social, emotional and physical development are laid. Kindergarten and family are the two most important institutions responsible for the upbringing and education of children at this stage. Their interaction is a complex but extremely necessary process that affects the success of a child's development. The consistency of approaches between

teachers and parents makes it possible to create favorable conditions for the harmonious formation of a child's personality.

The family performs the function of the primary social environment in which the child acquires his first ideas about the world, forms basic values and norms of behavior. Parents have a direct impact on children's emotional well-being and their motivation to learn. However, limited family experience and lack of professional training in parenting often lead to difficulties requiring external support. Kindergarten, in turn, acts as a professional educational environment where the child learns new social roles, develops communication skills and receives systematic knowledge.

At the initial stage, the interaction of kindergarten and family is based on the establishment of trusting relationships between teachers and parents. This work begins with creating a supportive atmosphere where parents feel like active participants in the educational process, rather than bystanders. The main purpose of this stage is to inform parents about the programs, methods and tasks of education implemented in kindergarten. This makes it possible to form a unified educational space where the child receives coordinated educational impulses.

One of the first steps towards establishing cooperation is holding regular meetings and consultations. Personal communication between teachers and parents allows for a deeper understanding of the individual characteristics of each child and the selection of the most effective parenting methods. Such a dialogue helps to build trusting relationships in which parents feel supported by teachers, and educators receive valuable information about the child's home environment.

Joint events and celebrations play an important role in strengthening the bond between family and kindergarten. The participation of parents in the organization of such events contributes to the creation of a positive emotional background, the formation of a child's sense of belonging to the team and the strengthening of family ties. In addition, such events help parents to better understand the educational tasks of the kindergarten and realize the importance of their participation in the development of the child.

With the development of technology, new forms of interaction are emerging, such as the use of digital platforms for communication between educators and parents. Electronic diaries, instant messengers, and video conferences are becoming effective tools for information exchange. Parents get the opportunity to quickly learn about their child's achievements, plan participation in events, and receive

parenting recommendations. This is especially true in the current pace of life, when face-to-face meetings are not always possible.

In addition to informing, an important task is to increase the pedagogical literacy of parents. Conducting lectures, seminars and trainings allows families to gain knowledge about the age characteristics of children, methods of their upbringing and education. Parents with such knowledge become more confident in their actions and are able to participate more actively in the child's development. The creation of psychological and pedagogical support centers at kindergartens is becoming a promising area providing qualified assistance to families.

Another important area is the individualization of the educational process. Taking into account the personal characteristics of the child, his interests and abilities requires close interaction between teachers and the family. Joint development of individual development plans allows you to adapt the educational environment to the needs of the child and create conditions for his successful learning.

An important perspective for cooperation is the development of family forms of participation in educational processes. Parents are increasingly becoming active participants in educational work, participating in joint projects, workshops and events. This contributes not only to strengthening the relationship between the child and the parents, but also to the formation of a positive family attitude towards kindergarten.

Effective interaction between kindergarten and family has a great impact on the formation of the social environment in which a child grows up. It helps children develop qualities such as independence, empathy, tolerance, and teamwork. In addition, the child sees a positive example of adult interaction, which creates a sense of security and self-confidence.

Cooperation also helps to strengthen family values and enhance parental responsibility. Parents involved in the educational process become more attentive to the needs of the child, better understand his emotional state and are able to respond in a timely manner to emerging difficulties.

To achieve maximum efficiency, it is important to improve the forms and methods of interaction between kindergarten and family. This requires an integrated approach that includes both organizational and substantive aspects. Successful cooperation is based on mutual respect, openness and willingness to dialogue.

In conclusion, it can be noted that the initial and prospective forms of cooperation between kindergarten and family play a key role in ensuring the comprehensive

development of preschoolers. Modern challenges require new approaches to the organization of this interaction, which opens up prospects for the further development of the educational system. The creation of a unified educational space based on partnership and mutual understanding is the key to the successful formation of a harmonious personality, ready for life in a dynamically changing world.

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WAYS TO DEVELOP THE PERSONALITY TRAITS OF AN "ACTIVE-POSITIVE CHILD" IN PRESCHOOL AGE

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Abstract:

The article highlights the social-psychological development characteristics of preschool children as communication subjects and explores methods for developing their personality traits. Specifically, it presents scientific research on forming the personality of an "active-positive child" based on the self-expression of 5-6-year-old preschool children as communication subjects.

Keywords: Child, personality, activity, positive, preschool, initiative, communication, awareness, self-awareness, traits, play, adults.

Introduction

Significant efforts are being made by UNICEF, in collaboration with state authorities and relevant organizations, to expand early development opportunities for preschool children. In developed countries such as South Korea, France, Japan, Germany, and Russia, systematic approaches are being implemented to foster preschool children's independent thinking, free expression, and active communication.

Global preschool education and research institutions are conducting studies on local-module technologies for forming communicative abilities, focusing on children's communication and their interaction with caring adults. In psychology, communication and interpersonal relationships are considered priorities in shaping children's behavior and personality development. Scientific studies emphasize the importance of social environment, family relationships, and socialization in a child's personality formation.

In Uzbekistan, efforts to improve the preschool education system include strengthening its infrastructure, expanding preschool organization networks,

providing qualified teaching staff, and integrating advanced international practices. These measures aim to develop children's intellectual, moral, aesthetic, physical, and communicative culture. Regulatory foundations have been established to enhance preschool education quality and improve teacher training and qualification mechanisms.

The "Concept for the Development of the Preschool Education System in Uzbekistan until 2030" emphasizes the importance of social-emotional skills as a foundation for children's future success. It highlights the need for scientific research in early childhood development[1].

Numerous Uzbek, Russian, and international psychologists have studied the formation of communication during the preschool period, including M. Davletshin, G'.Shoumarov, E.G'oziyev, V.Karimova, B.Umarov, M.Rasulova, Sh. Do'stmuxamedova, R.Sunnatova, Z. Rasulova, O'. Shamsiyev, L.Nazirova, and Sh. Bekova. Their research explores the role of communication, social environment, family dynamics, and the impact of social-psychological factors on children's behavior and communicative skills.

Renowned psychologists such as V. Davydov, D. Elkonin, B. Ananyev, L. Vygotsky, Abulkhova-Slavskaya, A. Petrovsky, A. Bodalev, L. Bozhovich, V. Mukhina, M. Gamezo, V. Gerasimova, L. Orlova, M. Lisina, A. Asmolov, T. Dumitrashku, G. Tagiyeva, A. Setinina, A. Kosheleva, and R. Mukhamedrakhimov have explored preschool psychological development as a critical phase for self-awareness, needs, motivation, and the formation of the "self-concept."

In the scientific research conducted by foreign specialists such as A. Maslow, I. Thompson, L. Harvey, W. Dammon, G. Craig, Z. Freud, K.A. Kerns, M.H. Mallers, A. Piz, and J. Piaget, it is highlighted that the success of a child's relationships with peers is one of the most crucial conditions for personal development during preschool age. These studies delve into psychological structures such as emotions, motives, self-awareness, personal activity, and the development of initiative.

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[1] Concept for the Development of the Preschool Education System in the Republic of Uzbekistan until 2030 National Database of Legislative Acts:
10.05.2019, No. 07/19/4312/310609.10.2020, No. 07/20/4857/1357

In our research aimed at identifying the socio-psychological development characteristics of preschool children as communication subjects, we explored the self-expression of 5-6-year-old children using the "Staircase" projective test. Additionally, we focused on enhancing the formation of positive personal traits in preschool children through play technologies such as developmental games, play-travel activities, exercises, and training sessions. These methods were designed to activate mechanisms like imitation, mimicry, identification, reflection, and projection.

To study self-awareness processes, we applied V.G. Shur's "Staircase" method. Analysis of the data revealed that most older preschool children (49%) perceived themselves as "very good children," 47% considered themselves "very good," and only 4% categorized themselves as "wanting to be good but perceived as bad." This indicates a high self-esteem among children, albeit with inadequate self-assessment.

The analysis shows that all children at this age tend to give themselves high self-ratings. However, the complexity of the self-assessment process is evident, as there is a correlation between children's self-perceptions and parental evaluations of their actual behavior. Some children choose a past self-image as an ideal, reflecting an increasing awareness of responsibilities associated with adult life as they grow older.

During preschool, play becomes the primary tool for developing communicative competence — the ability to use communication skills in various situations. The shared interests, goals, tasks, and collaborative efforts during play help foster warm relationships among peers. To develop communication culture, it is essential to conduct didactic, role-playing, and rule-based games, as well as joint activities involving both adults and children.

In conclusion, the growth in children's communication skills reduces egocentric behavior. This may be linked to parents' development of empathetic communication traits, allowing them to understand and assess the emotions of others. Parents and educators need to limit egocentric or authoritarian interactions, promoting a supportive atmosphere that encourages active communication and initiative in children. Educators must shift from traditional authoritarian approaches to cooperative, empathetic engagement with each child to foster positive communication dynamics.

According to psychological knowledge, the formation of mental development and distinctive individual characteristics occurs during the first 7-8 years of a child's life. Therefore, parents and educators should focus on shaping children as individuals during this critical period. Special attention must be given to fostering active communication, initiative, and creativity skills to develop the personality of an "Active-Positive Child."

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THE ROLE OF MODERN MULTIMEDIA TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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Abstract:
This article describes the theoretical and practical bases of applying for the role and training of e-learning resources for use in classes.

Keywords. E-learning resources, modern information technologies, computer science, education, presentation, design, virtual education.

Introduction
The prosperity of countries around the world is undoubtedly dependent on the attention and the attention of young people, and the interests of young people in the countries occupying it.

Expressing the spirit of the time, one of the most important issues is the introduction of access to information technology in secondary schools, higher education and higher education in general education schools, higher education and higher education. The global news network can provide the amount of information in any field, regardless of the speed, to receive it in any amount. The emergence of multimedia and Internet technologies has opened a wide range of access to information technology in general education schools, higher education institutions and higher education as an effective tool in the communication processes. It is impossible for the development of information technologies, choosing their independent profession, the role and effects of professional self-sufficiency, and growing professional skills.

Multimedia is derived from the term global multimedia, the words of the England Multimedia, Latin Multimedia - multiple, media - tool, engineer, users of different information (text, graphics, voice, video). Allows you to work in communication mode combined in a single information environment.

Multimedia is an interactive (communication) system, otherwise speaking, text, graphics, animation, voice, video, animation, sound, video, a speech:

It is the sum of the technology that allows you to enter, process, store, transmit and display.

It is no secret that the development of modern multimedia tools is to make educational technologies at a completely new stage. For this purpose, the most advanced innovative technologies used in the provision and processing of different types are used. One of the most modern multimedia facilities in the field of education, the functional tools are based on various modeling tools and virtual reality.

The virtual object is included in the existing and imaginary objects and the electronic model of processes. The virtual quality is used to emphasize the characteristics of the teachers and other objects presented in paper and other physical carriers. In addition, this feature indicates real-space properties when working with electronic analog models based on multimedia technologies.

Virtual reality is an artificialized information environment that is aimed at replacing the usual imagination of virtual reality - with information based on various technical means. For education, using pictures to show information can help students understand better. The word "virtual" comes from the Latin word "virtualis" which means something that can happen or exists in certain circumstances.

This term is also enough for the education system because this term is found in many areas of human activity. There are many examples of this in interpreting concepts from different disciplines. In particular, particles that can only exist in physics through the interaction of other particles are virtual particles (virtual photons, pools, etc.). Only the virtual particles are made of real elementary particles, and the mutual exchange of virtual particles occurs. The concept of virtuality is also used in the field of meteorology. The air temperature with certain moisture in this area is called a virtual temperature in the dry air temperature in accordance with the same pressure as other technical means.

The computer's imaginable memory is accepted as a virtual memory; that is, it does not suit a physically separate memory carrier, which occurs as a result of mutual functional exposure of computer elements. Thus, through soft tools that create a virtual memory, the person will be able to use a very huge amount of information. All modern computers are equipped with a special Java virtual machine. In education, film companies and virtual reality elements based on various illustrations have been used before. Computer techniques have made a difference in creating educational resources based on virtual reality by adding the capabilities of movement and sound-related information to the process of active impact on the learners.

Today's educational resources based on virtual reality can be classified as:

• Achieving virtuality full of first-level - special technical means (including scenic display, special gloves and others);

• Making a voluminous image using three-dimensional (or stereoscopic) monitors or projects and special glasses;

• The third level is to demonstrate virtual reality based on the standard monitor or projection tool.

In turn, the problem of creating pedagogical software tools is divided into the use and further improvement of the functional theories:

1. Virtual reality design philosophy. Problems of convincing the learner to receive the information provided on the basis of modeling, and to convince him who is learning with the reality.

2. Mathematical modeling. Problems of research of mathematical models in modeling.

3. Theory of information reflecting. Problems of use and improvement of visualization methods aimed at building real images using graphic machines, using graphic car management in real conditions.

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6. The basic principles of the didactic. The practical practices of modeling software are formed by didactic principles that reflect the legislation of the educational process and should be considered as the basis. Didactic and

methodological problems of determining the mutually acceptable value of the knowledge given in real and modeled forms are also a separate research direction. Today, the use of the concept of "virtual Business" against computer modeling has the most popular appearance. Under these conditions, human is an artificial three-dimensional or sensor environment in the emergence of virtual practice. To do this, it uses a virtual shaky, a special gloves or costumes as communication equipment. With the help of these devices, the human is fulfilled by the machine into the generally generated environment, in different directions, and starts various emotions under virtual events.

Virtual training is an important part of the modern education system and is actively used for traditional education alternative and additional. His role and importance can be explained through the following aspects:

1. Expand access to education: due to the possibility of distance learning, no one can learn from the geographical location. In remote areas or for various reasons, the science of thirsty young people will create a great opportunity for the science.

2. Provide a flexible and comfortable education environment: students can read themselves convenient time and place, which makes the learning process flexible. Those who are busy or other responsibilities allows you to study for the researchers.

3. Development of self-teaching and independent learning: virtual education helps to develop independent learning skills. The researcher will have the opportunity to reconsider the places where students read and do not understand.

4. Variety - districts and width of educational resources: video lessons, interactive tests, e-books, simulations and other resources make the educational process fun and effective. Artificial intelligence and other modern technologies serve to further personalize the learning process.

5. Using modern technologies: Automation of the educational process on the basis of the establishment of interactive and innovative education through the virtual education, the ability to perform an individual approach based on the environment and artificial intelligence.

6. Improving the effectiveness of education: There is an opportunity to quickly analyze the results and determine the shortcomings through online evaluation systems for teachers and students. Teachers can organize education more interesting and effective through various interactive methods.

7. Economic efficiency: Virtual education is economically saved than traditional teaching, because transport, living and textbooks are reduced. Electronic courses and resources can be created for long-term use and can be used processed by several students.

8. Integration to global education: virtual education allows cooperation with international educational platforms and universities. There will be a chance to learn from experts and teachers anywhere in the world.

Conclusion

The virtual education is a new and effective way to learn in addition to traditional education, or as a complete replacement, and through modern technology, the educational process is flexible, interactive and broad public. .

Virtual Body is directly related to many areas such as human activity medicine, biotechnology, design, marketing, marketing, art history, ergonomics, entertainment industry. Virtual Believing technology is used effectively to model real and virtual process modeling computer games, space chants, exhibition and trade demonstrations.

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PROJECTS IN CORRESPONDENCE LEARNING

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Abstract:

There is much discussion about the imperfection of the distance education system and the shallowness of students' knowledge. However, research on eliminating the shortcomings and improving this system remains insufficient. This article proposes the "Himoya" project, which recommends organizing blended learning in both real and virtual educational environments based on digitalization technologies. The project explores ways to enhance the distance education system by fully utilizing digitalization opportunities and provides relative recommendations.

Keywords: Digital technologies, educational activities, distance education, higher education, students, challenges, opportunities, Himoya project, knowledge monitoring.

Introduction

SIRTQI TA'LIM SHAKLIDA TA'LIM LOYIHALARI HAQIDA

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Annotatsiya:

Sirtqi ta'lim shaklining mukammal emasligi va talabalar bilimining sayoz bo'lib qolayotgani haqida juda ko'p so'z boradi. Bu ta'lim tizimini kamchiliklarini bartaraf etish va mukammallashtirish yo'lida izlanishlar yetarli emas. Maqolada ushbu ta'lim tizimida raqamlashtirish texnologiyasi asosida aralash ta'limni real va virtual ta'lim muhitida tashkil etishning "Himoya" nomli loyiha tavsiya etiladi. Loyihada raqamlashtirish imkoniyatlaridan to'liqroq foydalangan holda sirtqi

ta'lim tizimini mukammallashtirish haqida mulohazalar yuritiladi va nisbiy tavsiyalar ifodalanadi.

Kalit so'zlar: raqamli texnologiyalar, ta'lim faoliyati, sirtqi ta'lim, oliy ta'lim, talabalar, muammolar, imkoniyatlar, himoya loyihasi, bilimlar monitoringi.

KIRISH

Ma'lumki, sirtqi ta'lim qaysidir sohada faoliyat yuritayotgan va oliy ma'lumotga ega bo'lmagan shaxslar uchun zarurligini hisobga olib sirtqi ta'lim tizimida bilim olayotgan talabalarga kunduzgi ta'lim tizimida bilim olayotgan talabalardagidan kam bo'lmagan bilim olish imkoniyatini shakllantirish yo'llarini izlash maqsadga muvofiqdir.

Hozirgi kunda ta'lim jarayonida raqamli texnologiyalardan foydalanish oliy ta'lim tizimida bo'lajak mutaxassislarning kasbiy kompetensiyasini shakllantirish samaradorligini oshirish imkoniyatlaridan biri sifatida qaralmoqda. Bunda turli ta'lim platformalari ishlab chiqilgan bo'lib, ulardan samarali foydalanish imkoniyatlari ortib bormoqda.

Normativ hujjatlarda sirtqi ta'lim tizimining tashkil etish shakli va harakatlanish yo'li to'liq va rivojlantirish imkoniyatlariga ega bo'lgan holda aks ettiril- gan. Hozirgi kunda sirtqi ta'lim shaklida talabalar oliy ta'lim muassasasida yiliga ikki marta qisqa muddatli maslahat darslarida tahsil olishadi va yakuniy imtihon topshirishadi. Albatta, imtihonda insonning ta'sir omilini deyarli yo'qotish uchun axborot texnologiyasi imkoniyatlaridan foydalanishga harakat qilinadi, bu esa yakuniy imtihonnni test ko'rinishida tashkil etishga olib keladi. Sir emaski, test tizimi ham kamchiliklardan holi emas.

MUHOKAMA VA NATIJALAR

Hozirgi kunda qo'llanayotgan raqamli ta'limni bir nechta tarkibiy qismlarga bo'lish mumkin: raqamli shaklda taqdim etilgan o'quv materiallari; raqamli vositalar va xizmatlar; onlayn ta'limni uslubiy va tashkiliy qo'llab-quvvatlash; yo'naltirilgan diagnostika uchun ma'lumotlar banklari kabi. Shu bilan birga raqamli ta'limning imkoniyatlari juda ham mukammallashib va rivojlanib bormoqda hamda ta'lim tizimida samarali foydalanish mumkin bo'lgan imkoniyatlarni ochib bermoqda. Agar shu imkoniyatlardan to'laqonli va samarali foydalanilsa, u holda sirtqi ta'lim tizi mi talabalari ham mukammalshib kunduzgi ta'lim tizimi talabalari bilan bilim jihatidan raqobatlasha oladi.

Insoniyat tarixida katta muammolarni yuzaga keltirgan pandemiya davrida ta'lim faoliyatining quyidagi shakllari zarurligi sezilib qoldi:

• asinxron onlayn format (talabalar turli ta'lim platformalarida joylashtirilgan materiallarni, resurslarni o'qituvchi tomonidan belgilangan muddatlarga muvofiq talabalar uchun qulay vaqtda o'rganishi yoki o'qituvchi bilan muloqot qilishi mumkin);

• sinxron onlayn format (Zoom kabi videokonferensaloqa platformalaridan foydalangan holda vebinar yoki videokonferensiya formatida olib boriladi);

• aralash onlayn format (pedagogik vazifalarga qarab sinxron va asinxron onlayn formatlarni birlashtirish);

• oflayn o'qitish formati (talaba va o'qituvchi o'rtasidagi bevosita aloqa orqali o'rganish);

• aralash ta'lim onlayn va oflayn formatlarning gibridi sifatida.

Yuqoridagi tajribani e'tiborga olib raqamlashtirish imkoniyatlaridan foydalangan holda real va virtual ta'lim shakllarini uyg'un ravishda birlashtirib sirtqi ta'lim modeli sifatida taqdim etilishi mumkin.

Umuman olganda normativ hujjatlarda aks etgan va quyida qisman keltirilgan mazmuni orqali "Himoya" loyihasini taklif etamiz:

• Normativ hujjatda surtqi va kunduzgi ta'lim talabalariga beriladigan bilimlar hajmi tengligi ta'kidlangan. Demak, bilimlar hajmi surtqi va kunduzgi ta'lim uchun bir xil taqsimlangan va shuning asosida talabalar tomonidan bilim hamda ko'nikmalarni egallanishi talab etiladi;

• "Sirtqi ta'lim talabasi uchun o'qishga qabul qilingan o'quv yili boshida) bevosita oliy ta'lim muassasasida 10 kunlik o'quv jarayoni bilan dastlabki tanishtiruv hamda semestr davomida o'qitiladigan fanlar bo'yicha qisqacha (ishchi o'quv rejasida belgilangan hajmda) ma'ruza, amaliy, laboratoriya va seminar mashg'ulotlari o'tkaziladi. Talabalarga mavzular bo'yicha topshiriqlar va ularni bajarish yuzasidan metodik ko'rsatmalar beriladi". Bu qismda sirtqi ta'lim talabalariga beriladigan vazifalar aytib o'tilgan, lekin ularning kunduzgi ta'lim talabalariga beriladigan vazifalaridan kam bo'lishi kerakligi haqida aytilmagan. Demak, bu jarayondagi oliy ta'lim muassasasi tshkil etgan virtual ta'lim muhitida ishchi o'quv rejasi, undagi mavzularga mos resurslar, eng asosiysi, mavzularga mos talaba bajarishi uchun vazifalar, vazifalarning "virtual" topshirish muddati aks etishi zarur - ta'limni tashkil etishning birinchi bosqichi shundan iborat

- "O'quv sessiyasigacha bo'lgan muddatda sirtqi ta'limda o'qish mustaqil, jumladan, masofadan turib ta'lim olish shaklida amalga oshiriladi. Bunda talaba metodik ko'rsatmalardan foydalangan holda ishchi o'quv rejada semestr uchun rejalashtirilgan fanlarning dasturlarida belgilangan mavzularni mustaqil o'zlashtiradi". Bu ikkinchi bosqichni quyidagicha tashkil etish maqsadga muvofiq: talabalar belgilangan mavzularni mustaqil o'zlashtirishi, topshiriqlarni bajarish vaqtida kelib chiqqan savollarni fan ustozining kurs uchun mo'ljallangan pochta manziliga yuborishi va hech bo'lmaganda oyda bir marta fan ustozi tayyorlagan javoblarni oliy ta'lim muassasasining videokonferensaloqa platformasida tahlil etadi. Albatta, buning uchun oliy ta'lim muassasasi professor-o'qituvchini bajaradigan o'quv yuklamasida bu vazifalar uchun qo'shimcha soat berishni ko'zda tutgan bo'lishi shart.

- "Talaba fan bo'yicha topshiriqlarni bajargandan so'ng, uni fan o'qituvchisiga belgilangan muddatlarda (odatda, masofadan turib Internet orqali) yuboradi hamda qayddan o'tkazadi. Fan o'qituvchisi talaba yuborgan materiallarni tekshirib, oraliq ishi sifatida baholaydi. Fan o'qituvchisi mavzular bo'yicha navbatdagi topshiriqlar va ko'rsatmalarni yuborishi, shuningdek, onlayn rejimida o'quv mashg'ulotlarini o'tkazishi mumkin". Bu qismni avvalgi bosqichga qo'shilgan. Shuning uchun bu qism bilan mutanosib uchunchi bosqichni izohlaymiz. Uchinchi bosqichda oraliq nazorat vazifalari tugagach talabaga yakuniy nazorat o'rniga himoya ishi uchun vazifa beriladi. Himoya ishi talaba o'zlashtirishi shart bo'lgan bilimlar bilan birga egallashi zarur bo'lgan ko'nikmalarni o'z ichiga olgan loyihadir. Loyiha (talaba yo'nalishida bo'lishi maqsadga muvofiq) shunday tuzilgan bo'lishi kerakki, uni bajarish vaqtida talaba fan mavzularidan foydalanishga "majbur" bo'lishi kerak. Ya'ni, loyiha qismlari talaba o'zlashtirishi kerak bo'lgan mavzularni o'z ichiga olishi shart. Loyiha ishida topshiriq mazmuni va bajarish jarayonlari qadamlari aks etgan bo'ladi. Loyihani bajarish jarayonida kelib chiqqan savollarni talaba fan ustozining kurs uchun mo'ljallangan pochta manziliga yuborishi va hech bo'lmaganda oyda ikki marta fan ustozi bilan videokonferensaloqa platformasida tahlil etadi. Oliy ta'lim muassasasi bu vazifa uchun ham professor-o'qituvchini bajaradigan o'quv yuklamasida qo'shimcha soat berishni ko'zda tutgan bo'lishi shart.

- "Sirtqi ta'lim talabasi har bir semestr davomida bir marta oliy ta'lim muassasasiga o'quv sessiyasiga chaqiriladi. O'quv sessiyasi davomida:

o talaba semestr uchun berilgan topshiriqlarni himoya qiladi. Fan bo'yicha barcha topshiriqlar ijobiy baholangan taqdirda talabaga fan bo'yicha yakuniy baholashga kirish huquqi beriladi;

o fanlar bo'yicha yakuniy baholashlar o'tkaziladi"

Mana shu qismda o'tkaziladigan baholash monitoringi juda muhimdir. Bu qism loyihaning to'rtinchi bosqichi bo'lib, unda talaba bajargan loyihasini kafedra professor-o'qituvchilari oldida offlayn himoya qiladi. Talabaning himoyada olgan bahosi yakuniy baho sifatida qabul qilinadi.

Hech kimga sir emaski, bugungi talabalar bosma adabiyotlardan ma'lumot qidirishni tobora unutib va yoqtirmay qo'yishmoqda, chunki bu qidiruv tizimiga shunchaki so'rovlarni kiritish va batafsil javoblarni olishdan ko'ra anchayin ko'p vaqt hamda mehnat talab qiladi. Lekin qidiruv tizimidan olingan javoblar har doim ham yetarli ishonchlilikka ega emas, masalan, birinchi bo'lib aks etadigan Vikipediyaning mazmuni foydalanuvchilar tomonidan mavzu haqidagi o'z dunyoqartash va fikrlariga asosan hosil qilingan bo'ladi. Bunday sharoitda insonlar, bizning holda esa talaba, jiddiy o'quv va ilmiy faoliyatda juda zarur bo'lgan ma'lumotni sistemali, mantiqiy va mashaqqatli mehnat yordamida izlash ko'nikmalarini yo'qotadi. Oxir oqibat, bu kabilar fikrlash va tahlil qilish qobiliyatining pasayishiga olib keladi. Shu sababli talabalar bilimini sinashda qolipga aylanib qolgan bilimlarni onlayn baholash yoki test sistemasida imtihon olishdan ko'ra kreativ fikrlashga "majbur" etadigan va ijodiy yondashishga yo'naltiruvchi loyihalarni bajarish talabalar bilimini mukammal bo'lishida ijobiy natijalarga olib keladi.

XULOSA

Hozirgi kunda ta'lim tizimining holati noan'anaviy ta'lim texnologiyalarining roli ortib borayotgani bilan tavsiflanadi. Ta'lim oluvchi tomonidan ularning yordami bilan bilimlarni o'zlashtirish an'anaviy texnologiyalarga qaraganda ancha tezdir. Ushbu texnologiyalar bilimlarni rivojlantirish, egallash va tarqatish xarakterini o'zgartiradi, o'rganilayotgan fanlarning mazmunini chuqurlashtirish va kengaytirish, uni tezda yangilash, samaraliroq o'qitish usullarini qo'llash, shuningdek, har bir kishi uchun ta'lim olish imkoniyatini sezilarli darajada kengaytirish imkonini beradi. Ta'limni raqamlashtirish asosida kreativ usullarni qo'llash orqali talabalarning ta'lim olish shaklidan qat'iy nazar bilimini mukammal bo'lishiga, ish sohasida raqobatbardosh bo'lishiga erishish mumkin.

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DEVELOPING DIDACTIC SUPPORT FOR DEVELOPING STUDENTS CREATIVE THINKING SKILLS

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Abstract:

The development of students' creative thinking skills is a crucial aspect of modern education, particularly in the field of biology. In Uzbekistan, as in many other countries, fostering creativity among students is an essential part of preparing future professionals who can solve complex scientific and practical problems. This study aims to explore the didactic foundations necessary for the development of creative thinking among students in biological universities. The research examines various approaches to creative thinking, including problem-solving methods, inquiry-based learning, and interdisciplinary strategies that enhance cognitive flexibility. It also highlights the role of digital tools and active learning techniques in promoting innovative thinking among students. By analyzing different didactic models and their effectiveness, the study provides a comprehensive framework for integrating creativity into biological education. The findings emphasize the importance of student-centered methodologies that encourage independent thought, experimentation, and the application of knowledge in novel contexts. The study concludes with recommendations for implementing creative didactic approaches in higher education institutions in Uzbekistan.

Keywords: Creative thinking, didactic approach, problem-solving, inquiry-based learning, biological education, student-centered learning, interdisciplinary strategies.

Introduction

The rapid advancement of science and technology has necessitated a shift in educational approaches to foster creativity and problem-solving skills among students. In the biological sciences, where innovation and discovery play a crucial role in addressing global challenges, the development of creative thinking has become increasingly important. Traditional methods of instruction, which emphasize rote memorization and passive learning, often fail to equip students with the ability to think critically and innovatively. Therefore, there is a growing need for didactic strategies that actively promote creativity in biological education.
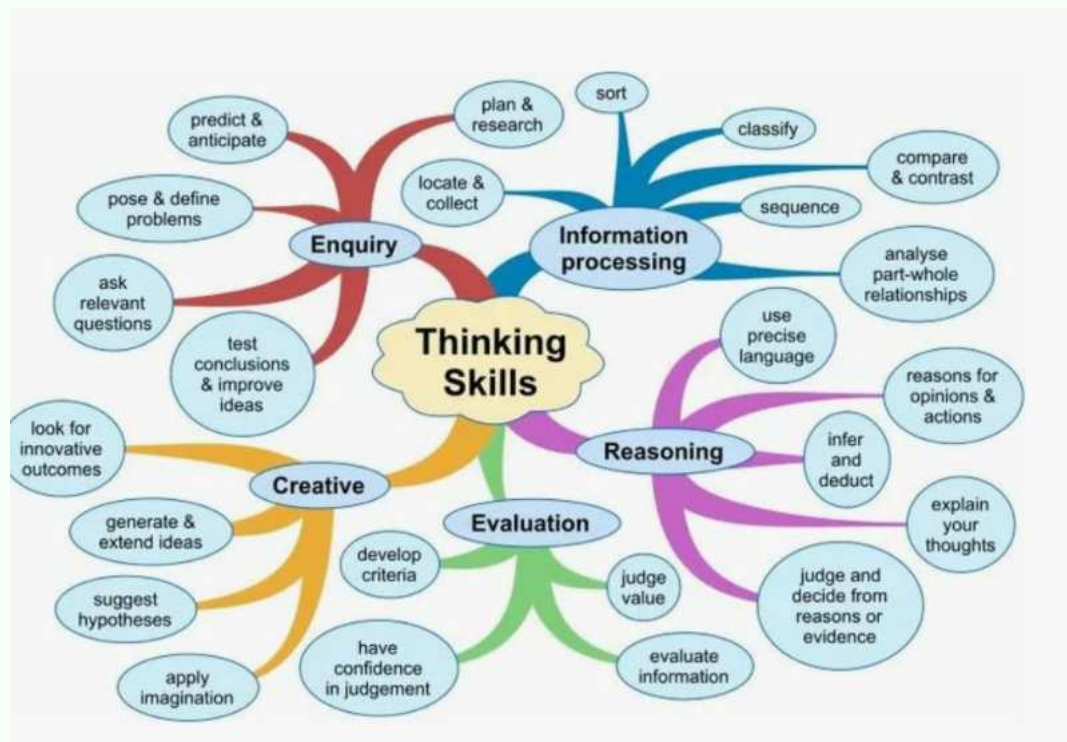
Creativity in education is often associated with the ability to generate new ideas, explore alternative solutions, and apply knowledge in novel ways. For students of biological sciences, creative thinking is essential for developing hypotheses, designing experiments, and interpreting complex data. Moreover, creativity is not limited to scientific research but also plays a significant role in practical applications such as biotechnology, environmental conservation, and medical innovations. To cultivate such skills, educational institutions must integrate methodologies that encourage exploration, inquiry, and interdisciplinary connections.

The didactic foundation for fostering creativity in biological education involves a combination of instructional strategies, learning environments, and assessment techniques. Inquiry-based learning, problem-solving exercises, and active learning methods such as case studies and project-based learning have been identified as effective ways to engage students in creative thinking. Additionally, digital tools and interactive simulations provide students with opportunities to visualize complex biological processes and experiment with different scenarios. These approaches enhance students' ability to connect theoretical knowledge with real-world applications, ultimately preparing them for the demands of modern scientific research and professional practice.

In the context of Uzbekistan, the modernization of higher education has placed significant emphasis on improving teaching methodologies to align with international standards. However, many universities still rely on traditional lecture-based instruction, limiting opportunities for students to develop creative and analytical skills. To address this issue, it is essential to examine how didactic approaches can be adapted to support creativity in biological education. This study aims to analyze existing methodologies, identify challenges in implementing creative teaching strategies, and propose a framework for enhancing creative thinking skills among students in biological universities.

By investigating the theoretical and practical aspects of creative thinking development, this research will contribute to the ongoing discourse on educational innovation. The study will explore different pedagogical models, assess their effectiveness in fostering creativity, and provide recommendations for integrating creative thinking into the biological curriculum. Ultimately, the goal is to develop a didactic system that not only enhances students' cognitive abilities but also prepares them for dynamic and evolving scientific fields.

Main Part

The development of creative thinking among students in biological education requires a structured and well-designed didactic approach. Creativity in this context is not merely about generating new ideas but also involves the ability to solve complex scientific problems, design innovative experiments, and apply knowledge in practical settings. To achieve this, educators must incorporate various teaching strategies that stimulate curiosity, critical thinking, and independent problem-solving.

One of the most effective methods for fostering creativity is inquiry-based learning. This approach encourages students to ask questions, conduct research, and formulate their own conclusions rather than passively receiving information. Inquiry-based learning is particularly valuable in biological sciences, where observation, experimentation, and hypothesis testing are fundamental. By engaging students in open-ended investigations, educators can promote deeper understanding and encourage them to think beyond standard textbook explanations.
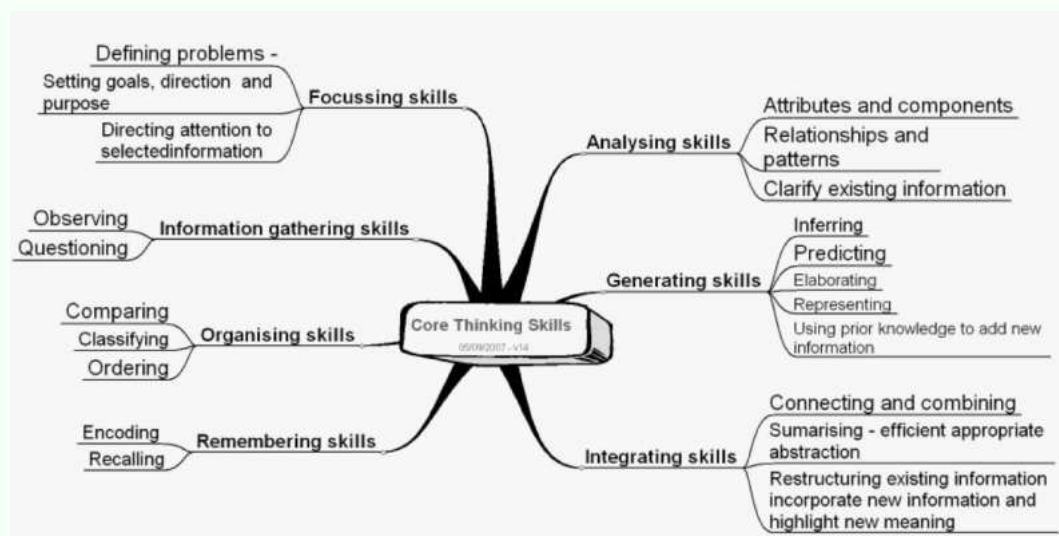
Another key element in the development of creative thinking is problem-based learning. In this approach, students are presented with real-world biological challenges and must develop solutions based on scientific principles. Problem-based learning not only enhances creativity but also improves students' analytical skills and ability to work collaboratively. For example, students may be tasked with designing a sustainable agricultural system, developing a model for disease prevention, or creating an innovative environmental conservation plan. Such activities require the integration of knowledge from multiple biological subfields, thereby fostering interdisciplinary thinking.

Digital tools and technology also play a significant role in modern biological education. Virtual simulations, interactive models, and data analysis software provide students with opportunities to experiment with biological concepts in ways that would be impossible in traditional classroom settings. For instance, molecular modeling software allows students to visualize and manipulate DNA structures, while bioinformatics tools enable them to analyze genetic sequences. These technologies not only enhance learning experiences but also provide students with a platform to explore creative solutions to biological problems.

In addition to active learning strategies, creativity in biological education can be enhanced through collaborative projects and peer learning. Working in groups allows students to exchange ideas, challenge each other's assumptions, and develop a broader perspective on scientific issues. Collaborative learning also prepares students for real-world scientific research, where teamwork and interdisciplinary collaboration are essential. Educators can facilitate this by organizing group projects, student-led discussions, and interdisciplinary workshops that encourage creative problem-solving.
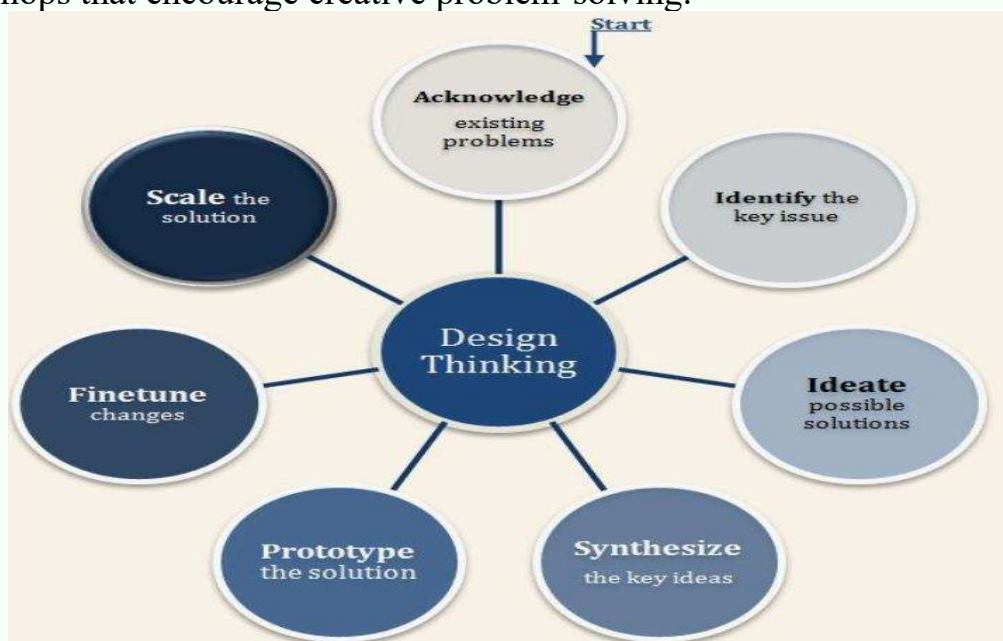
Assessment methods also play a crucial role in fostering creativity. Traditional exams and standardized tests often fail to measure students' ability to think creatively. Instead, alternative assessment strategies such as research projects, case studies, and open-ended assignments provide a more accurate reflection of students' creative abilities. Encouraging students to present their findings in innovative ways, such as through scientific posters, video presentations, or interactive digital reports, can further enhance their creative thinking skills.

In the context of Uzbekistan, integrating these didactic strategies into biological education presents both opportunities and challenges. While there is increasing recognition of the need for educational reform, many universities still rely on conventional teaching methods that prioritize memorization over critical thinking. To bridge this gap, it is essential to provide training for educators on creative teaching methodologies and to develop a curriculum that supports innovation and inquiry-based learning. Additionally, investment in digital resources and laboratory facilities can further enhance students' ability to explore biological concepts creatively.

Overall, fostering creative thinking in biological education requires a multifaceted approach that combines inquiry-based learning, problem-solving activities, technological integration, collaborative projects, and innovative assessment methods. By implementing these strategies, educators can cultivate a new generation of biologists who are not only knowledgeable but also capable of addressing scientific challenges with creativity and ingenuity.

Methods

The development of students' creative thinking in biological education requires the implementation of diverse and effective didactic strategies. This study employs a combination of theoretical analysis, empirical research, and pedagogical experimentation to explore how different teaching methods influence students' creativity. The methods used in this research can be classified into several key categories: inquiry-based learning, problem-based learning, digital and technological tools, collaborative learning, and innovative assessment techniques.
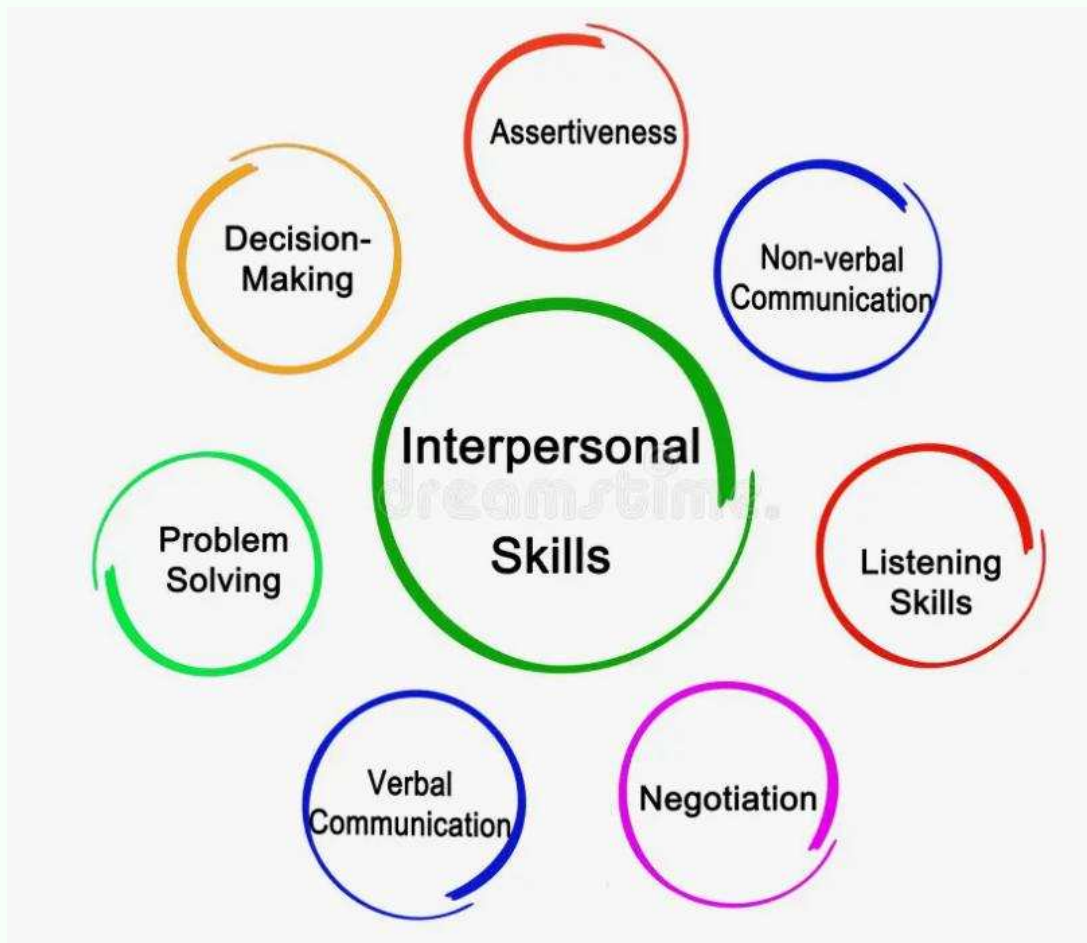
One of the primary methods used in this study is inquiry-based learning. This approach encourages students to engage in scientific questioning, hypothesis formulation, and independent research. The implementation of inquiry-based learning was carried out through student-led experiments, where participants were given open-ended biological problems to investigate. For example, students were tasked with exploring the effects of environmental factors on plant growth and were required to design experiments, collect data, and interpret their findings. This method allows students to take ownership of their learning process and develop their creative problem-solving abilities.

Another key method applied in this study is problem-based learning. This technique involves presenting students with complex, real-world biological challenges that require critical thinking and interdisciplinary knowledge. Students were divided into small groups and given case studies related to biotechnology, genetics, and ecology. For instance, one of the assignments required students to develop a solution for reducing the spread of antibiotic-resistant bacteria in medical settings. The implementation of problem-based

learning not only encouraged creative thinking but also improved students' ability to work collaboratively and apply theoretical knowledge to practical scenarios.

The integration of digital and technological tools played a crucial role in enhancing students' creative thinking. Virtual laboratory simulations were used to allow students to conduct experiments in a controlled digital environment. Additionally, bioinformatics software was introduced to help students analyze genetic sequences and develop their understanding of molecular biology. The use of such digital tools provided students with opportunities to explore biological concepts interactively, promoting creativity in data analysis and problem-solving. Collaborative learning strategies were also employed to foster creativity. Students were encouraged to work in teams on interdisciplinary projects that combined elements of biology with other scientific disciplines, such as chemistry and environmental science. Peer discussions and group brainstorming sessions allowed students to exchange ideas, critique each other's perspectives, and refine their hypotheses. This interactive approach facilitated a deeper understanding of biological concepts and stimulated creative thought processes.

Assessment techniques were carefully designed to measure and promote creative thinking. Instead of relying solely on traditional exams, students were evaluated through research projects, open-ended assignments, and presentations. For example, students were asked to create innovative solutions to environmental

problems and present their findings in the form of digital reports, scientific posters, and video presentations. These assessment methods ensured that students were not only acquiring knowledge but also developing their ability to think creatively and present information in innovative ways.

Finally, this study also utilized qualitative and quantitative research methods to assess the effectiveness of the implemented didactic approaches. Surveys and interviews were conducted with students and educators to gather feedback on the impact of creative teaching strategies. Additionally, students' performance in problem-solving tasks and project-based assessments was analyzed to determine the extent of improvement in their creative thinking skills.

By employing these diverse methodologies, the study provides a comprehensive understanding of how didactic approaches can be used to foster creativity among students in biological education. The findings from these methods serve as the foundation for further discussions on the effectiveness of creative teaching

strategies and their potential application in higher education institutions in Uzbekistan.

Discussion

The findings of this study highlight the significance of didactic strategies in fostering creative thinking among students in biological education. The implementation of inquiry-based learning, problem-solving activities, technological tools, collaborative learning, and innovative assessment methods has demonstrated positive outcomes in enhancing students' ability to think creatively and apply their knowledge in new and complex situations.

One of the key observations from this study is that inquiry-based learning effectively stimulates students' curiosity and engagement. By allowing students to explore open-ended biological problems, formulate hypotheses, and conduct experiments, this approach encourages them to develop independent thinking skills. Students who participated in inquiry-based learning activities showed a higher level of enthusiasm and motivation compared to those in traditional lecture-based settings. This finding supports previous research, which suggests that inquiry-driven education fosters deeper understanding and long-term knowledge retention.

Problem-based learning also proved to be a valuable method in encouraging creativity. When students were presented with real-world biological challenges, they were forced to think beyond conventional solutions and apply interdisciplinary approaches to problem-solving. The case studies on antibiotic resistance and environmental sustainability revealed that students who engaged in collaborative problem-solving exercises developed stronger analytical skills and demonstrated greater innovation in their proposed solutions. This suggests that incorporating real-world scenarios into biological education can significantly enhance students' ability to approach problems creatively.

The use of digital and technological tools played a crucial role in promoting creative exploration. Virtual simulations allowed students to visualize and manipulate biological structures in ways that would be impossible in a physical laboratory setting. For example, students using bioinformatics software were able to analyze genetic sequences and model molecular interactions, leading to a deeper understanding of complex biological systems. These technological interventions not only made learning more interactive but also provided students

with opportunities to experiment, make mistakes, and refine their ideas—an essential aspect of creative thinking.
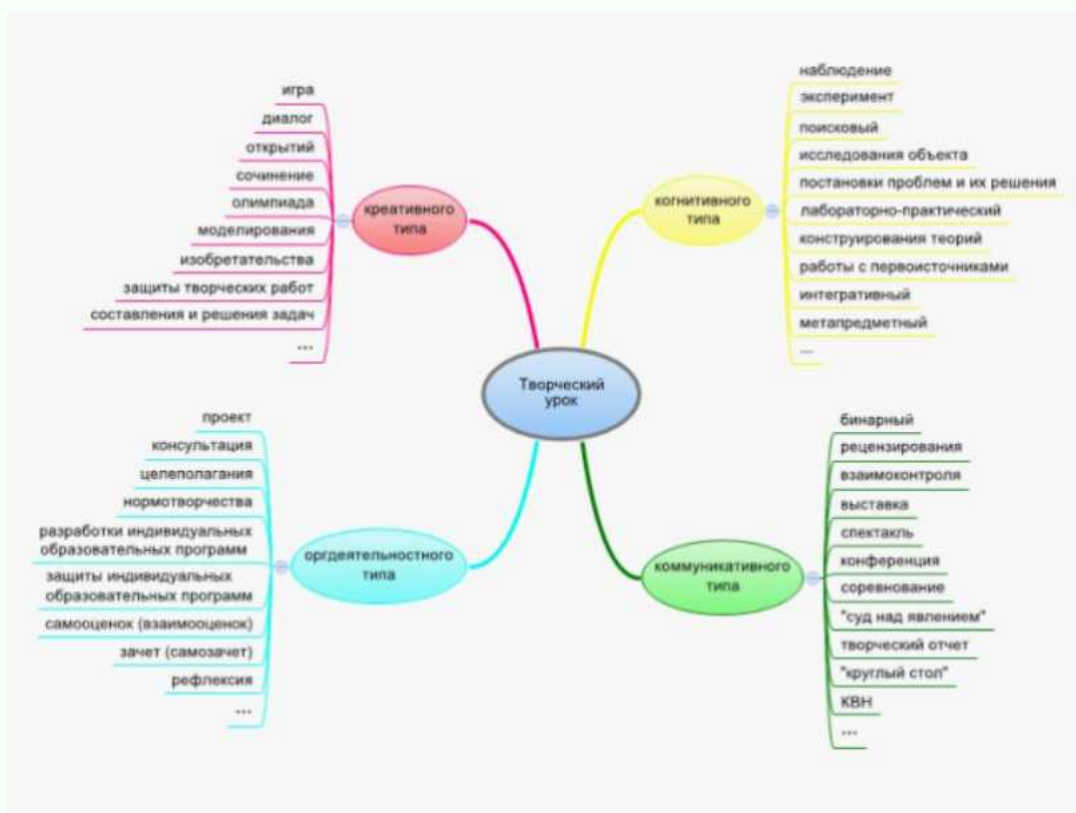
Collaborative learning strategies further reinforced the development of creative thinking. Working in teams encouraged students to exchange diverse perspectives, challenge conventional ideas, and refine their reasoning through discussions. The group projects in this study revealed that students who engaged in peer-to-peer interactions developed more original solutions and demonstrated greater adaptability in their approaches to biological problems. This aligns with research indicating that social interactions play a critical role in the creative thought process by exposing students to new viewpoints and ideas.

Assessment methods also had a significant impact on creativity. Traditional exams, which focus on memorization and recall, were found to be less effective in evaluating students' creative abilities. In contrast, open-ended assessments such as research projects, case studies, and scientific presentations provided students with the freedom to think critically and present their findings in innovative ways. The students who were given the opportunity to showcase their

research through visual presentations and interactive reports exhibited greater confidence in their ability to approach scientific questions creatively. These findings suggest that educational institutions should reconsider their assessment strategies to better support the development of creative thinking skills.

Despite the positive outcomes observed in this study, several challenges were identified in implementing these didactic approaches. One of the main barriers was the traditional mindset prevalent in many higher education institutions in Uzbekistan, where lecture-based instruction remains the dominant teaching method. Resistance to change among educators and a lack of training in innovative teaching techniques posed challenges in adopting student-centered learning approaches. Additionally, limited access to digital resources and laboratory facilities restricted the extent to which technological tools could be integrated into biological education.

To address these challenges, educational institutions must invest in faculty training programs that focus on modern teaching methodologies. Providing educators with the necessary skills and resources to implement inquiry-based and problem-based learning can significantly improve students' creative thinking abilities. Furthermore, expanding access to digital tools and laboratory facilities can enhance the learning experience and enable students to engage in hands-on experimentation and exploration.
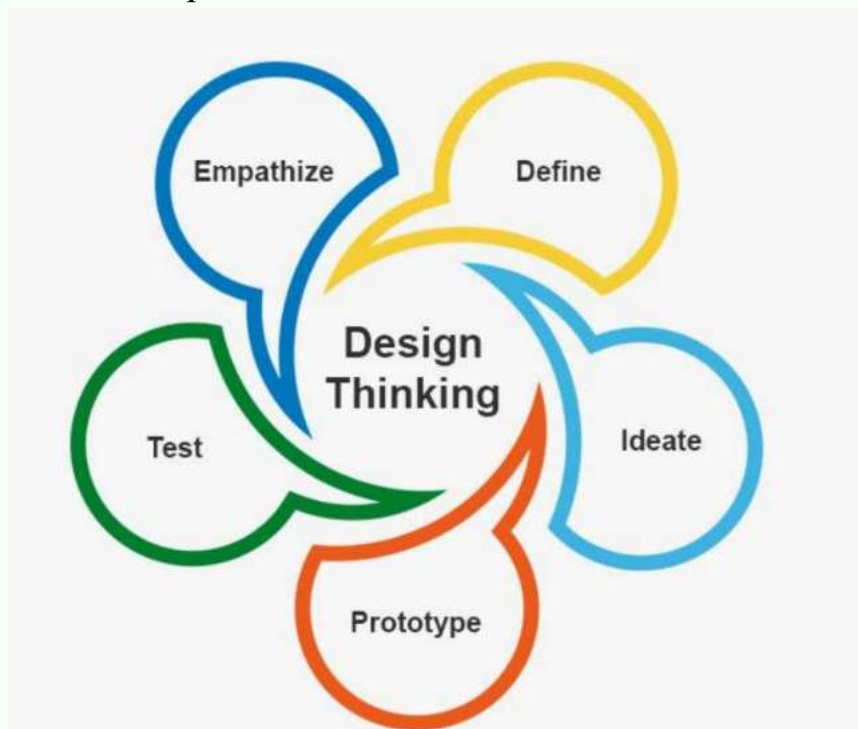
Overall, this study underscores the importance of incorporating creative didactic strategies into biological education. The integration of inquiry-based learning, technological tools, collaborative approaches, and innovative assessment methods has been shown to enhance students' ability to think creatively and solve complex scientific problems. By addressing the existing challenges and making necessary reforms in higher education, Uzbekistan can develop a new generation of biologists equipped with the creativity and critical thinking skills needed to tackle future scientific and environmental challenges.

Results

The implementation of creative didactic strategies in biological education has yielded several notable outcomes, demonstrating the effectiveness of innovative teaching methodologies in fostering students' creative thinking. The results of this study provide insights into how different instructional approaches impact students' engagement, problem-solving abilities, and overall academic performance in biological sciences.

One of the most significant findings of this study is the improvement in students' ability to approach biological problems creatively. Inquiry-based learning allowed students to develop independent thinking skills by formulating research questions, designing experiments, and interpreting data. A comparative analysis of student performance before and after implementing inquiry-based methods revealed a noticeable increase in their ability to propose original hypotheses and develop well-structured experimental designs. This suggests that encouraging students to take an active role in their learning process fosters deeper cognitive engagement and enhances their creative capabilities.

Problem-based learning also had a profound effect on students' problem-solving skills. The introduction of real-world biological challenges required students to apply interdisciplinary knowledge and think beyond conventional solutions. In assessments that measured students' ability to solve biological case studies, those exposed to problem-based learning demonstrated a higher level of analytical reasoning and innovation compared to those who followed traditional lecture-based instruction. This finding supports the argument that engaging students in real-world problem-solving tasks enhances their ability to think critically and develop novel solutions.

The integration of digital and technological tools contributed to an increased level of student engagement and exploration. Virtual simulations and bioinformatics tools provided students with opportunities to experiment in a risk-free environment, enabling them to test different scenarios and observe biological processes in real-time. Students who had access to these digital resources showed improved conceptual understanding and greater enthusiasm for exploring complex biological topics. Surveys conducted among students revealed that those who engaged with technological tools reported higher levels of confidence in their ability to conduct independent research and solve scientific problems creatively.

Collaborative learning also played a crucial role in enhancing students' creative thinking skills. Group projects and peer discussions encouraged students to exchange ideas, challenge conventional perspectives, and refine their hypotheses through constructive feedback. The results showed that students who worked in teams were more likely to develop innovative solutions and demonstrate a greater ability to integrate multiple viewpoints into their problem-solving approaches. This finding highlights the importance of social interactions in stimulating creativity and promoting a culture of open inquiry in biological education.

Furthermore, the shift towards alternative assessment methods significantly influenced students' creative expression. Traditional exams, which emphasize rote memorization, were found to be less effective in measuring students' ability to think creatively. However, when students were given the opportunity to present their findings through research projects, case studies, and interactive presentations, they demonstrated higher levels of originality and critical thinking. The results indicate that providing students with diverse assessment formats allows them to explore and articulate their ideas in more creative ways.

Despite these positive outcomes, the study also identified several challenges in implementing creative didactic strategies. Many students initially struggled with the transition from passive learning to active engagement, as they were accustomed to traditional lecture-based instruction. Additionally, some educators faced difficulties in adapting to student-centered teaching methodologies due to a lack of training in innovative pedagogical approaches. Limited access to digital tools and laboratory resources in certain institutions also posed obstacles to fully integrating technological elements into the curriculum.

To overcome these challenges, it is essential to provide professional development opportunities for educators, equipping them with the necessary skills to facilitate creative learning environments. Expanding access to digital and laboratory resources can further enhance students' ability to engage in hands-on experimentation and exploration. Moreover, fostering a culture that values creativity and innovation in education can encourage both students and educators to embrace new methodologies that promote higher-order thinking skills.

Overall, the results of this study confirm that creative didactic strategies significantly contribute to the development of students' creative thinking in biological education. By incorporating inquiry-based learning, problem-solving activities, technological tools, collaborative learning, and innovative assessment methods, educators can cultivate a new generation of biologists equipped with the skills necessary to address complex scientific challenges with creativity and innovation.

Conclusion

The development of students' creative thinking skills in biological education is a crucial factor in preparing future professionals who can contribute to scientific innovation and problem-solving. This study has demonstrated that implementing didactic strategies that emphasize inquiry, problem-solving, technological integration, and collaboration can significantly enhance students' ability to think creatively and approach biological challenges with innovation.

One of the key conclusions of this study is that traditional lecture-based methods, which focus primarily on memorization and passive knowledge acquisition, are insufficient for fostering creativity in biological sciences. Instead, inquiry-based learning has proven to be an effective approach in encouraging students to actively engage in the learning process, ask meaningful questions, and explore biological concepts through experimentation. The results show that students who participated in inquiry-driven learning activities demonstrated a greater ability to formulate hypotheses, design experiments, and interpret complex data, which are fundamental aspects of scientific creativity.
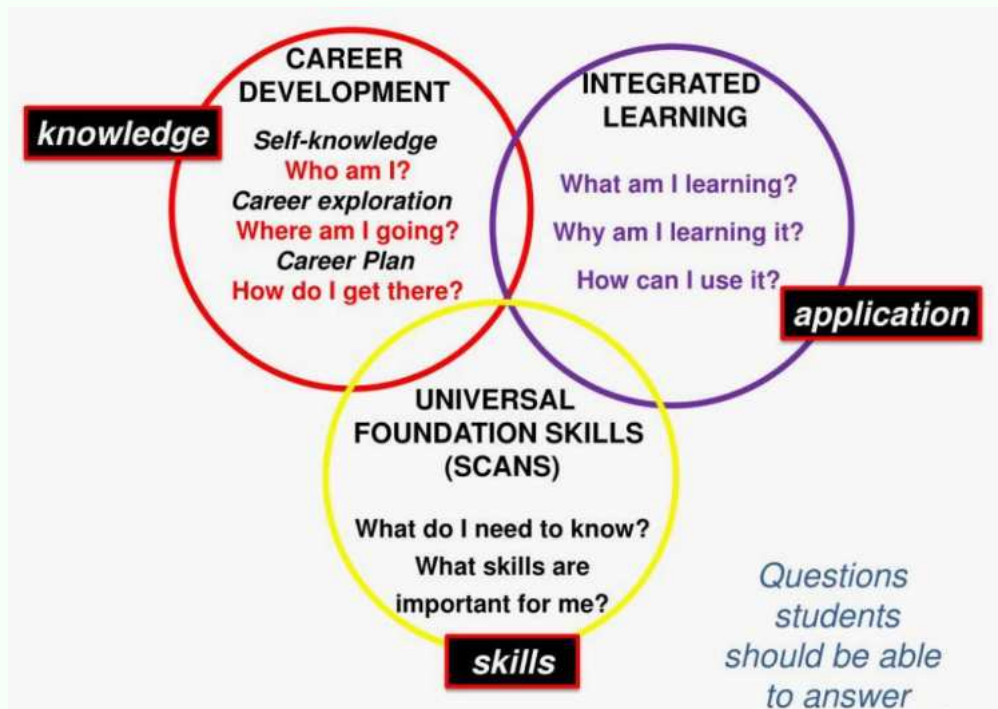
Problem-based learning was another effective method that helped students develop interdisciplinary problem-solving skills. By working on real-world biological case studies, students learned to apply their knowledge in new contexts and think beyond conventional solutions. The study found that students exposed to problem-based learning were more likely to develop innovative solutions to biological and environmental challenges, highlighting the importance of integrating practical applications into education.

The role of digital tools and technology in enhancing creativity cannot be overlooked. Virtual simulations, bioinformatics software, and interactive learning platforms provided students with opportunities to experiment with biological concepts in ways that are not always possible in traditional laboratory settings. The use of digital resources improved students' conceptual understanding, increased engagement, and allowed for greater exploration of scientific phenomena. The findings suggest that investing in digital learning tools can significantly enhance the development of creative thinking skills in biological education.

Collaborative learning emerged as another important factor in fostering creativity. Engaging in group discussions, peer review sessions, and interdisciplinary projects enabled students to exchange ideas and refine their thought processes. The study found that students who participated in collaborative learning activities

demonstrated higher levels of originality and adaptability in problem-solving, reinforcing the importance of teamwork in scientific inquiry.

Innovative assessment methods were also found to be crucial in measuring and promoting creativity. Traditional exams, which often emphasize memorization, were less effective in evaluating students' ability to think creatively. However, alternative assessments such as research projects, presentations, and case studies allowed students to express their ideas in unique ways and provided a more accurate representation of their creative abilities. The study recommends that educational institutions adopt diverse assessment strategies that encourage students to explore, innovate, and present their findings dynamically.

Despite the promising outcomes of creative didactic strategies, several challenges remain. Resistance to change among educators, lack of training in modern pedagogical methods, and limited access to technological resources were identified as obstacles to the full implementation of creativity-enhancing approaches. Addressing these challenges requires comprehensive faculty development programs, investment in educational technology, and institutional support for innovative teaching practices.

In the context of Uzbekistan, the modernization of higher education provides an opportunity to integrate creativity-focused methodologies into biological education. By adopting inquiry-based, problem-solving, and technology-driven learning strategies, universities can equip students with the skills necessary to contribute to scientific advancements and tackle real-world biological issues with creativity and critical thinking.

In conclusion, fostering creative thinking in biological education requires a multifaceted approach that incorporates active learning strategies, interdisciplinary problem-solving, technological tools, collaborative engagement, and innovative assessments. By implementing these didactic strategies, higher education institutions can cultivate a generation of biologists who are not only knowledgeable but also capable of addressing complex scientific challenges with originality and ingenuity. The findings of this study emphasize the need for continuous educational reform that prioritizes creativity as a core component of biological education.

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INCREASING THE EFFICIENCY OF FOREIGN LANGUAGE TEACHING BASED ON A PERSONALIZED APPROACH

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Abstract:

The effectiveness of foreign language education largely depends on the teaching approaches used in the learning process. In recent years, the student-centered approach has gained increasing attention as a method to enhance language acquisition by prioritizing individual learning needs, preferences, and motivations. This study explores the impact of a student-centered approach on improving the effectiveness of foreign language education, particularly in the context of English language learning in Uzbekistan. The research examines key principles of this approach, including active participation, personalized learning paths, and the integration of real-life communication tasks. By analyzing various didactic strategies, technological tools, and assessment methods, the study aims to determine how student-centered learning fosters language proficiency, engagement, and motivation among students. The findings suggest that adopting a student-centered methodology leads to greater autonomy, improved speaking and writing skills, and higher retention rates. The study concludes with recommendations for implementing student-centered teaching methods in higher education institutions to enhance foreign language education effectiveness.

Keywords: Student-centered learning, foreign language education, active learning, personalized instruction, communicative competence, motivation, learner autonomy, higher education.

SHAXSGA YO'NALTIRILGAN YONDASHUV ASOSIDA XORIJIY TIL TA'LIMI SAMARADORLIGINI OSHIRISH

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Annotatsiya

Chet tillarni o'qitish samaradorligi asosan ta'lim jarayonida qo'llaniladigan yondashuvlarga bog'liq. So'nggi yillarda shaxsga yo'naltirilgan yondashuv til o'rganishda individual o'quv ehtiyojlari, qiziqishlari va motivatsiyasini ustuvor deb biluvchi usul sifatida tobora ko'proq e'tibor qozonmoqda. Ushbu tadqiqot xorijiy til ta'limi, xususan, O'zbekistonda ingliz tilini o'qitish samaradorligini oshirishda shaxsga yo'naltirilgan yondashuvning ta'sirini o'rganadi. Tadqiqot ushbu yondashuvning asosiy tamoyillarini, jumladan, faol ishtirok, shaxsiy o'quv yo'llari va real hayotiy muloqot vazifalarini integratsiya qilishni tahlil qiladi. Turli xil didaktik strategiyalar, texnologik vositalar va baholash usullarini o'rganish orqali tadqiqot shaxsga yo'naltirilgan ta'lim til kompetensiyasini, o'quvchilarning ishtirokini va motivatsiyasini qanday oshirishini aniqlashga qaratilgan. Tadqiqot natijalari shaxsga yo'naltirilgan metodologiyani qo'llash mustaqillikni rivojlantirish, gapirish va yozish ko'nikmalarini yaxshilash hamda bilimlarni uzoq muddatli eslab qolish darajasini oshirishga olib kelishini ko'rsatadi. Tadqiqot yuqori ta'lim muassasalarida xorijiy til ta'limi samaradorligini oshirish uchun shaxsga yo'naltirilgan ta'lim metodlarini joriy etish bo'yicha tavsiyalar bilan yakunlanadi.

Kalit so'zlar Shaxsga yo'naltirilgan ta'lim, xorijiy til ta'limi, faol o'rganish, shaxsiylashtirilgan ta'lim, kommunikativ kompetensiya, motivatsiya, mustaqil o'rganish, oliy ta'lim.

Introduction

The globalization of education and communication has emphasized the importance of mastering foreign languages, particularly English, which serves as an international medium for academic, professional, and social interactions. In Uzbekistan, where educational reforms are actively being implemented, foreign language acquisition has become a key priority. However, traditional methods of teaching foreign languages, which often focus on memorization and teacher-centered instruction, have not always been effective in developing students' communicative competence and practical language use. To address this issue, modern language education has increasingly shifted towards a student-centered approach, which places learners at the core of the learning process.

A student-centered approach to foreign language teaching is based on the idea that learning is most effective when students actively participate in the process, take responsibility for their learning, and engage in meaningful communication. This approach differs from traditional teaching methods by prioritizing interaction, personalization, and flexibility. Instead of relying solely on lectures and grammar exercises, student-centered language learning incorporates active learning strategies such as discussions, problem-solving tasks, role-playing, and collaborative projects. These methods not only improve language proficiency but also enhance students' critical thinking, creativity, and intercultural awareness.

One of the fundamental aspects of student-centered foreign language education is personalization. Every learner has unique linguistic abilities, learning preferences, and motivations. By tailoring instruction to meet individual needs, educators can ensure that students receive the necessary support and encouragement to develop their language skills effectively. Personalization can be achieved through differentiated instruction, self-paced learning, and adaptive technologies that adjust content based on students' progress and performance.

Another key component of the student-centered approach is active engagement. Studies in language acquisition suggest that meaningful interaction and practical application of language contribute significantly to language development. Instead of passively receiving information, students are encouraged to participate in real-life communication scenarios, simulations, and problem-solving tasks that require them to use the target language in authentic contexts. This method strengthens their speaking, listening, reading, and writing skills in a more natural and efficient manner.

Technology also plays a significant role in student-centered language learning. Digital platforms, online resources, and language-learning applications provide students with additional opportunities to practice and reinforce their skills. Virtual classrooms, multimedia tools, and artificial intelligence-based tutors enable students to access a diverse range of learning materials, receive instant feedback, and engage with interactive content that enhances their learning experience. The integration of technology into student-centered language education has proven to be an effective way to increase motivation, autonomy, and engagement among learners.

Despite the benefits of student-centered foreign language education, its implementation faces certain challenges. Traditional classroom structures, large

student groups, and a lack of teacher training in innovative pedagogical methods can hinder the effectiveness of this approach. Additionally, cultural attitudes towards education, where teachers are often viewed as the sole authority in the classroom, may pose obstacles to the successful adoption of student-centered learning.

This study aims to explore the impact of a student-centered approach on foreign language education effectiveness in Uzbekistan. It will examine the didactic principles underlying this method, analyze various teaching strategies and technological tools, and evaluate their influence on students' language development and motivation. By investigating how student-centered learning enhances communicative competence and learner autonomy, the study will provide insights into the potential benefits and challenges of this approach in the context of higher education institutions in Uzbekistan.

Main Part

The student-centered approach to foreign language education is based on the principle that learners play an active role in their learning process. Unlike traditional methods that emphasize passive knowledge absorption, student-centered learning encourages interaction, engagement, and personalized instruction to meet individual learning needs. This section explores the fundamental aspects of student-centered foreign language education, its impact on language acquisition, and the key strategies used to implement this approach effectively.

One of the primary components of student-centered learning is the promotion of learner autonomy. When students take responsibility for their own learning, they become more motivated and engaged in the educational process. Autonomous learners set their own learning goals, monitor their progress, and utilize various resources to enhance their language skills. In foreign language education, autonomy can be fostered through activities such as self-directed research, independent reading, and online language-learning platforms that provide personalized feedback.

Another essential element of student-centered foreign language instruction is the emphasis on communication and interaction. Traditional language teaching methods often focus on grammar drills and vocabulary memorization, which may not adequately prepare students for real-world communication. In contrast,

student-centered learning incorporates interactive activities such as role-plays, discussions, and collaborative problem-solving tasks that require students to use the target language in meaningful contexts. These activities help develop fluency, accuracy, and confidence in speaking, listening, and writing.

Personalization is a key factor in student-centered foreign language education. Every learner has unique strengths, weaknesses, and learning preferences. Some students may excel in speaking but struggle with writing, while others may prefer visual learning methods over auditory instruction. A student-centered approach allows educators to adapt their teaching methods to accommodate these individual differences. Strategies such as differentiated instruction, personalized feedback, and adaptive learning technologies ensure that students receive the support they need to improve their language proficiency.

Technology plays an increasingly important role in student-centered language education. Digital tools, online language courses, and mobile applications provide learners with additional opportunities to practice and reinforce their skills outside the classroom. Interactive platforms allow students to engage with authentic language materials, participate in virtual conversations, and receive real-time feedback on their pronunciation and grammar. These technological advancements not only enhance language learning but also make the process more engaging and enjoyable for students.

Another advantage of student-centered learning is its ability to foster critical thinking and problem-solving skills. Language learning is not just about memorizing words and grammar rules; it involves the ability to interpret meaning, construct arguments, and analyze different perspectives. Through project-based learning, case studies, and interdisciplinary approaches, students develop higher-order thinking skills that contribute to their overall cognitive development.

Despite the numerous benefits of student-centered foreign language education, its implementation presents certain challenges. In many educational institutions, large class sizes make it difficult for instructors to provide individualized attention to each student. Additionally, some educators may be unfamiliar with student-centered teaching methods and require professional training to effectively implement this approach. Cultural factors may also play a role, as traditional educational systems in some regions prioritize teacher authority over student participation.

To successfully integrate student-centered learning into foreign language education, institutions must provide educators with the necessary training and resources. Teachers should be encouraged to experiment with innovative teaching methods, incorporate interactive activities, and utilize technology to enhance student engagement. Moreover, assessment methods should be adapted to evaluate not only linguistic knowledge but also communicative competence and critical thinking skills.

In conclusion, student-centered foreign language education offers numerous advantages, including increased learner autonomy, improved communication skills, personalized instruction, and enhanced engagement through technology. By shifting the focus from passive learning to active participation, educators can create a more effective and motivating language learning environment. However, successful implementation requires institutional support, teacher training, and the adaptation of assessment methods to align with student-centered principles.

Methods

The implementation of a student-centered approach in foreign language education requires a structured methodology that promotes active engagement, autonomy, and personalized learning experiences. This section outlines the research methods and instructional strategies used to analyze the effectiveness of student-centered learning in improving foreign language education in Uzbekistan. The study combines qualitative and quantitative methods to assess the impact of this approach on students' language proficiency, motivation, and overall learning outcomes.

A mixed-methods approach was used to gather data on the effectiveness of student-centered learning. Surveys and interviews were conducted among students and educators in higher education institutions to understand their experiences with student-centered language instruction. The survey questions focused on students' engagement levels, perceived effectiveness of various teaching strategies, and their confidence in using English in real-world scenarios. Additionally, classroom observations were carried out to examine the interaction patterns between students and instructors, as well as the frequency and quality of active learning techniques applied in language lessons.

Experimental methods were also employed to assess the impact of student-centered learning on language proficiency. Two groups of students were selected

for comparison: one group was taught using traditional lecture-based methods, while the other received instruction based on student-centered principles. Both groups completed pre-tests and post-tests measuring their language skills in speaking, listening, reading, and writing. The results were analyzed to determine whether students in the student-centered learning environment demonstrated greater improvements in language proficiency compared to their peers in the traditional classroom setting.

Instructional strategies used in student-centered language teaching included inquiry-based learning, problem-solving tasks, and collaborative projects. Inquiry-based learning encouraged students to ask questions, conduct research, and explore language topics independently. This method was particularly useful in developing critical thinking and analytical skills, as students were required to investigate cultural and linguistic aspects of English and present their findings in written and spoken formats.

Problem-solving tasks were integrated into the curriculum to enhance students' ability to use English in practical situations. These tasks involved real-life scenarios that required students to communicate effectively in English, such as negotiating in a business meeting, giving presentations, or solving conflicts in team discussions. By engaging in these activities, students gained confidence in their ability to use English in professional and academic settings.

Collaborative projects played a crucial role in fostering a communicative and interactive learning environment. Students worked in pairs or small groups on tasks such as developing multimedia presentations, conducting interviews in English, and writing joint research papers. These projects allowed students to practice language skills in meaningful contexts while benefiting from peer support and feedback.

The role of technology was also examined as a key component of student-centered foreign language education. Various digital tools, including language learning applications, online discussion forums, and virtual reality simulations, were integrated into lessons to provide students with diverse opportunities to practice and improve their language skills. The effectiveness of these digital resources was evaluated based on student feedback and performance in language assessments.

In addition to instructional strategies, assessment methods were adapted to align with the principles of student-centered learning. Instead of relying solely on

traditional exams, alternative assessment techniques such as portfolio assessments, self-reflection journals, and peer evaluations were used. These methods allowed students to track their progress, receive constructive feedback, and reflect on their language learning journey.

The collected data from surveys, experimental studies, and classroom observations were analyzed to determine the effectiveness of student-centered learning in foreign language education. Statistical analysis was used to measure improvements in students' language proficiency, while qualitative data from interviews and student reflections provided insights into their experiences and attitudes towards this approach.

The results of this study will contribute to a better understanding of how student-centered learning can enhance foreign language education in Uzbekistan. By identifying effective teaching strategies and addressing potential challenges, this research aims to provide practical recommendations for educators and institutions seeking to implement student-centered methodologies in language instruction.

Discussion

The findings of this study highlight the significant impact of student-centered learning on foreign language education, particularly in the context of English language acquisition in Uzbekistan. By shifting the focus from traditional teacher-led instruction to an approach that prioritizes active student engagement, learner autonomy, and personalized learning experiences, foreign language education has become more effective and engaging. This section discusses the key observations from the study, analyzing both the benefits and challenges of implementing student-centered methodologies in higher education institutions.

One of the most notable findings of the study is the improvement in students' communicative competence. Students who participated in student-centered learning activities demonstrated greater fluency, accuracy, and confidence in using English in real-life situations. Compared to their peers in traditional lecture-based classrooms, they were more willing to engage in discussions, express their opinions, and take risks in language production. This aligns with previous research suggesting that active participation and real-world communication tasks significantly enhance second language acquisition.

Another important observation is the positive impact of personalized learning on student motivation. Many students reported that traditional teaching methods

often felt rigid and unengaging, leading to decreased interest in learning. In contrast, when instructional strategies were tailored to their individual needs and preferences, students displayed a higher level of enthusiasm and commitment to language learning. Personalized feedback, self-paced learning, and adaptive language exercises contributed to a more meaningful and productive learning experience.

Collaborative learning was another critical factor in enhancing students' language proficiency. Group projects, peer discussions, and problem-solving activities created an interactive learning environment that encouraged students to learn from each other and develop their communicative skills in a supportive setting. The study found that students who regularly engaged in collaborative learning tasks were better able to articulate their ideas, negotiate meaning, and build confidence in spoken English. This highlights the importance of creating a classroom culture that values cooperation and shared learning experiences.

The integration of digital tools also played a key role in fostering student-centered learning. Students who used online platforms, language learning applications, and virtual simulations benefited from interactive and engaging content that complemented traditional classroom instruction. These digital resources provided additional opportunities for practice, allowing students to reinforce their skills beyond classroom hours. Moreover, the ability to receive immediate feedback from AI-driven language applications helped students identify and correct their mistakes, accelerating their progress in English language acquisition.

Despite these positive outcomes, the study also identified several challenges associated with implementing a student-centered approach in foreign language education. One of the primary obstacles was the difficulty of adapting traditional teaching methods to a more student-focused framework. Many educators lacked training in modern pedagogical techniques and found it challenging to transition from a teacher-centered to a facilitator role. This suggests that professional development programs are essential for equipping teachers with the skills and knowledge required to implement student-centered instruction effectively.

Another challenge was the resistance to change from both students and instructors. In many educational institutions, the expectation that teachers should serve as the primary source of knowledge is deeply ingrained. Some students initially struggled with the increased level of responsibility in their learning process, as they were accustomed to passive learning structures. Overcoming

these barriers requires a gradual transition, where students are progressively introduced to self-directed learning strategies while still receiving necessary guidance and support from their instructors.

Classroom size and institutional constraints also posed difficulties in fully implementing student-centered learning. In large classes, it was more challenging for educators to provide individualized attention and facilitate interactive activities. Additionally, limited access to technology and digital resources in some institutions restricted the extent to which technology could be integrated into the learning process. Addressing these challenges requires institutional investment in resources, training, and infrastructure to support student-centered methodologies. Overall, the findings of this study suggest that while student-centered foreign language education presents certain challenges, its benefits far outweigh the difficulties. The shift towards active learning, personalization, collaboration, and technology-enhanced instruction has the potential to significantly improve language learning outcomes in Uzbekistan's higher education institutions. By addressing the existing challenges and providing educators with the necessary training and resources, universities can create more effective and engaging language learning environments that align with modern educational needs.

Results

The implementation of a student-centered approach in foreign language education has demonstrated significant improvements in various aspects of language acquisition, including communicative competence, learner autonomy, motivation, and engagement. The results of this study provide quantitative and qualitative insights into the effectiveness of student-centered methodologies in English language teaching in higher education institutions in Uzbekistan.

One of the most prominent findings is the substantial improvement in students' communicative competence. Comparative assessments conducted before and after implementing student-centered teaching strategies revealed that students in the experimental group, who engaged in active learning activities such as discussions, role-plays, and collaborative projects, exhibited greater fluency and confidence in spoken English. These students were able to express their ideas more effectively, demonstrate better pronunciation, and participate in real-world communication tasks with improved accuracy compared to their peers in traditional lecture-based classes.

The study also showed a significant increase in learner autonomy. Students who were encouraged to take control of their learning process through personalized learning plans, self-assessment tasks, and independent research developed a greater sense of responsibility for their progress. Survey data indicated that students in student-centered classrooms were more proactive in seeking additional learning materials, practicing English outside of class, and setting personal language-learning goals. This finding underscores the importance of fostering self-directed learning habits in foreign language education.

Another key outcome was the positive effect of student-centered learning on student motivation and engagement. The integration of interactive teaching methods, personalized instruction, and technology-enhanced learning tools contributed to a more dynamic and enjoyable classroom experience. Many students reported higher levels of enthusiasm for language learning and a greater willingness to participate in classroom activities. The use of digital tools, such as language-learning applications and virtual simulations, further reinforced this effect by providing students with engaging and flexible learning opportunities beyond the traditional classroom setting.

Assessment results also indicated significant improvements in writing and reading skills among students exposed to student-centered learning approaches. Assignments that encouraged critical thinking, creativity, and contextual language use led to higher-quality written work and better comprehension of complex texts. Students were able to construct more coherent essays, analyze reading materials more effectively, and apply newly acquired vocabulary in meaningful ways.

Despite these positive outcomes, the study also identified some challenges associated with implementing a student-centered approach. Instructors faced difficulties in adapting to new teaching methods, particularly in large classroom settings where providing individualized attention to students was more challenging. Additionally, some students initially struggled with the increased level of independence and responsibility required in student-centered learning, as they were accustomed to traditional teacher-led instruction.

To address these challenges, the study suggests that professional development programs for educators should be expanded to include training in student-centered methodologies. Institutions should also invest in smaller class sizes, digital learning resources, and interactive classroom environments that support

active learning. Furthermore, gradual implementation strategies, where students are progressively introduced to self-directed learning practices, may help ease the transition from passive to active learning.

Overall, the results of this study confirm that student-centered learning significantly enhances foreign language education by improving communicative competence, fostering autonomy, increasing motivation, and creating more engaging learning experiences. These findings support the need for educational institutions in Uzbekistan to adopt and refine student-centered teaching practices to better prepare students for real-world language use in academic and professional settings.

Conclusion

The findings of this study demonstrate that a student-centered approach significantly enhances the effectiveness of foreign language education, particularly in English language learning within higher education institutions in Uzbekistan. By prioritizing active engagement, learner autonomy, personalized instruction, and interactive teaching methods, student-centered learning fosters a more dynamic and effective language acquisition process.

One of the key conclusions of this research is that student-centered learning leads to significant improvements in communicative competence. Students who participated in discussions, role-playing, and collaborative activities exhibited greater fluency, accuracy, and confidence in using English in real-world contexts. This highlights the importance of interactive and immersive learning environments in developing students' speaking, listening, reading, and writing skills.

Another important conclusion is the impact of student-centered learning on motivation and engagement. Traditional lecture-based instruction often results in passive learning, where students memorize rules without applying them in meaningful ways. In contrast, student-centered methods, which encourage active participation, critical thinking, and problem-solving, result in higher levels of student motivation and enthusiasm for language learning. This suggests that educational institutions should incorporate more student-centered teaching practices to create an engaging and productive learning environment.

Additionally, the study underscores the value of learner autonomy in foreign language education. When students are given more control over their learning

process, they develop self-directed learning habits that contribute to long-term academic success. Personalized learning plans, self-assessment tasks, and digital tools provide opportunities for students to practice English independently and improve their language skills beyond the classroom setting. Encouraging autonomy ensures that students become more responsible for their learning and develop skills that are essential for lifelong education.

Despite the clear benefits of student-centered learning, challenges remain in its implementation. Some educators struggle to transition from traditional teaching methods to more student-focused approaches, and institutional constraints such as large class sizes and limited technological resources present barriers to fully adopting this model. Addressing these challenges requires investment in professional development programs for teachers, curriculum restructuring, and the integration of modern digital learning tools.

To successfully implement student-centered foreign language education in Uzbekistan, universities must adopt a comprehensive approach that includes teacher training, curriculum innovation, and technological support. By fostering an educational culture that values creativity, interaction, and personalized learning, institutions can enhance language education and better prepare students for academic, professional, and global communication.

In conclusion, the student-centered approach represents a significant advancement in foreign language education. Its emphasis on active learning, autonomy, and personalized instruction aligns with the evolving needs of modern education and globalized communication. By addressing the challenges and refining the implementation of student-centered learning, higher education institutions in Uzbekistan can significantly improve the effectiveness of English language teaching, equipping students with the skills necessary for academic and professional success.

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THE ORGANIZATION OF THE SOVIET PRESS IN TURKESTAN

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Abstract:

The article examines the processes of closing the new press in Turkestan (Uzbekistan) and replacing it with the Soviet press. It analyzes the assistance of the Jadid intelligentsia and the colonial attitude of the Bolsheviks to the Uzbek press.

Keywords: Soviet press, Jadids, Bolsheviks, Orif Klebleev, class struggle.

Introduction

After the Bolsheviks seized power in Turkestan, "On October 27, 1917, the Council of People's Commissars adopted a decree on the press, signed by V. I. Lenin. The decree deprived the wealthy classes of the opportunity to "freely poison minds and sow confusion in the public consciousness." [1] After V.I.Lenin's decree on the closure of all "bourgeois publications" in Turkestan, one after another, the publications of the local intelligentsia and the Provisional Government began to close. Instead, it was necessary to organize a new type of Bolshevik press.

The first Soviet newspaper in the Uzbek language was founded in Samarkand on June 11, 1918, under the name "Mehnatkashlar Uqi". The newspaper's organizer, Orif Klebleev, was known to the Turkestan intelligentsia for opening a new-method school in Kokand and teaching there until the October Revolution. The article, titled "Arif Afandi Klebleev", states: "Arif Afandi is a man who was a teacher in Kokand for many years. He made a significant contribution to the education of Turkestan children. He is a teacher of the people." "From this point of view, Arif Effendi can already be called a man of the people," the statement

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[1] N.Qoriniyozov. Sovet Oʻzbekistoni madaniyati tarixidan ocherklar. —Toshkent: Oʻzbekiston SSR Fanlar akademiyasi nashriyoti. 1958. 296-bet.

says.[2] Such a "people's man" O.Klebleev went to Moscow after the October Revolution, met with V.I.Lenin and arrived in Turkestan with the mandate of "extraordinary commissar" "with broad rights from Moscow."

O.Klebleev gathered members of the "Union" to organize a newspaper in Samarkand. The establishment of this society was announced in the August 4, 1917 issue of the "Hurriyat" newspaper: "On August 1, two hundred Muslim workers in our city gathered and founded a society called the Union of Muslim Workers." [3] According to Haji Muin, several Jadids were also members of this society. During the 1917 Duma elections, scholars denounced this society, saying that all members and supporters of the "Union of Workers" were "Jadids and infidels" among the people. It is worth noting that the newspaper "Hurriyat", which was a publication of the Jadids, campaigned to vote for this organization. Sadridin Ainiy said, "...during the revolution, Mahmudkhoja (Mahmudkhoja Behbudiy) gave spirit and ideas to the "Zahmatkash Union" society."[4] The "Zahmatkash Union" was later renamed "Ittifaq". Later, Orif Klebleev established the Muslim Worker-Peasant Council instead of "Ittifaq". In May 1918, Orif Klebleev, who arrived in Samarkand as an extraordinary commissar, gathered the members of the society and held a meeting. The meeting adopted a decision to publish an Uzbek newspaper, and Zohida Burnasheva, Shokir Mukhtariy and Hoji Muin were appointed to the editorial board of the newspaper. This board elected Hoji Muin as editor from among its members. When naming the newspaper, Haji Muin opposed the proposal of the center's representative Klebleev to call it "Mehnatkashlar o'qi" "On the one hand, this name is an Arabic-Persian and Uzbek word, and on the other hand, "o'q" is an inappropriate name for a serious newspaper. Let it be called "Mehnatkashlar Tavushi," [5] he said. However, Klebleev's proposal was accepted. In the 3rd issue of the newspaper, a small news item was printed entitled "About the name of the newspaper," which said: "We have asked the Soviet to name it "Zahmatkashlar Tavushi." The newspaper "Mehnatkashlar o'qi" began to be published with the name "Mehnatkashlar Tavushi" starting from the 5th issue.

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[2] Shokir Muxtoriy. Orif afandi Klebleyev // Mehnatkashlar tovushi gazetasi. 1918-yil 20-iyun.

[3] Zahmatkashlar ittifoqi jamiyati // Hurriyat. 1917. 4-avgust.

[4] Sadriddin Ayniy. Mahmudxo'ja Behbudiy hazratlarining qisqacha tarjimai holi // Mehnatkashlar tovushi. 1920. 8-aprel.

[5] Hoji Muin. Qizil o'zbek matbuoti // Zarafshon. 1924. 21-iyun.

The newspaper "Ulug Turkestan" reported on its pages about this new newspaper published in Samarkand, and its first issue contained a congratulatory message: "We wish this new comrade, which was launched to serve the interests of humanity and the poor and needy, a long life."[6]

The newspaper listed Hoji Muin's name as editor from the issue published on October 31, 1919, and it was noted that the newspaper had been published by the "editor's committee" until then. However, the fact that letters to the editorial office were addressed to "chief editor Hoji Muin afandi" and replies were also sent in his name means that the editor-in-chief of the newspaper was entrusted to Hoji Muin from the very first issues. Political censorship was imposed on the newspaper "Mehnatkashlar Tavushi" in 1921. The Bolshevik Mirsalimov was appointed political supervisor of the newspaper. He changed the name of the newspaper to "Kambag'allar Tavushi". Other Bolsheviks who came to the newspaper after Mirsalimov also looked at the Jadids with suspicion. Hoji Muin and Sadriddin Aini, who worked at the newspaper, were forced to resign. After that, the level of the newspaper declined. After a critical article about this was published in the newspaper "Kizil Bayrok", Gazi Yunus was sent from Tashkent to Samarkand to update the newspaper. Thus, under the editorship of Gazi Yunus, the newspaper "Zarafshan" was born. The first issue of the newspaper was published on October 27, 1922. From the advertisement for subscription in that first issue, it is not difficult to understand that the newspaper "Zarafshan" was a continuation of the newspaper "Kambag'allar Tavushi": the subscription price for the newspaper "Zarafshan" was announced. The price of the newspaper: 120 sums per month. The newspaper was delivered to subscribers on time. Previously, subscribers to the newspaper "Kambag'allar Tavushi" had to send money again, according to the price indicated above. "Zarafshan" is still published in Samarkand today.

After Samarkand, Orif Klebleev came to Tashkent and published the newspaper "Ishtirokyun". The first issue of the newspaper was published on June 21, 1918. Ziyo Said wrote about this newspaper and its organizer Orif Klebleev: "Up until the 8th issue, this newspaper tried to explain to the peasants the main goals of the Soviet government and the Bolsheviks. It tried to explain that only the Soviet government could provide freedom for Muslims. It showed this by bringing it

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[6] Ulug' Turkiston. // 1918. 20-iyun.

closer to the ideas of religion and the Quran. In this way, it tried to influence the peasant workers."[7]

Although the first Soviet newspaper, "Mehnatkashlar o'qi" was founded in Samarkand, the newspaper "Ishtirokyun" was recognized as the first publication throughout the Soviet period. A protest article was also published in the press about this. It published an appeal under the heading "To all Uzbek newspapers":

In the 15th issue of the newspaper "Zarafshan" there is an article about the history of the red Uzbek press, and the author shows that the emergence of the red Uzbek press should not begin with "Ishtirokyun" published on June 21, but with "Mehnatkashlar Tavushi" published in Samarkand on June 11. The press department of the Central Committee, having seen this, came to the following decision: "Najot" and "Kengash" and many other Uzbek newspapers were published before "Mehnatkashlar Tavushi". Since none of these have the name of the red press, "Mehnatkashlar Tavushi" does not belong to the red press either. Because none of these are the publishing opinions of the faction. The newspaper that was published as a faction publication is "Ishtirokyun". Therefore, in fact, the history of the red Uzbek press begins with the newspaper "Ishtirokyun" published on June 21.

Head of the press department Alimif"[8].

The newspaper "Ishtirokyun", published as an organ of the People's Commissariat of National Affairs of Turkestan, began to be published on December 12, 1920, as the publication of the Central Committee of the Communist Party of Turkestan and the Central Executive Committee of the Turkestan Soviet Republic under the name "Kizil Bayrok". On September 13, 1923, the name of the newspaper was changed to "Turkiston". After the formation of the Uzbek SSR, on December 5, 1924, the newspaper "Kizil Uzbekistan" was published. In 1964, the name of the newspaper was changed to "Soviet Uzbekistan". This newspaper has been published under the name "Uzbekistan Ovozi" since the early days of independence.

The newspaper "Ishchilar Kalkoni" began to be published in Namangan on September 1, 1918. According to Ziyo Said, "this newspaper was the publication of the Namangan Council of Workers, Peasants and Red Soldiers, and was

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[7] Ziyo Said. Burung'i vaqtli matbuot tarixiga materiallar. – Samarqand: O'zbekiston davlat nashriyoti. 1927. 102-bet.

[8] Hamma o'zbek gazetalariga // "Turkiston gazetasi". 1924-yil, 11-iyun.

published under the editorship of a man named Nahor Fathulin. Nasriddin Zainiddin ugli and several other people were closely involved in it. This was also the most popular newspaper in Namangan. It was published twice a week, with more than 40 issues."[9]

"Khalq Gazeti" was published in Kokand on December 4, 1918. According to Ziyo Said, this newspaper was the publication of the National Affairs Department under the Kokand Council of Workers, Peasants and Red Army Muslim Representatives, and was published under the editorship of the Commissar of National Affairs, Ahmad Diveshef. Ziyo Said said the following about the newspaper's staff: "The editorial board includes Nazir Turakulov, Khodi Faizi, Ismail Berishef, and the office includes Ashurali Zohiri, Gani Tinchurin, and Rauf Yakubif. The following are the contributors who contributed from outside: Abdulla Begi, Shokir Sulaymon, Abdulla Ainulin (Kamchinbek), Abdullabek Musobek ugli, and others. The circulation is between 1000 and 1500, some of which are distributed for a fee and some are distributed free of charge. "On August 27, 1919, issue 39 was published, and Ashurali Zahiri opened a major debate about the new spelling, and the new spelling was severely criticized by him."[10]

According to Ziyo Said, newspapers such as "Yangi Sharq" were published in Fergana in 1919, "Inqilob Kuyoshi" in Khorezm in 1920, "Bukhara Akbari" in Bukhara in 1921, "Mehnat Bayrogi" and "Fergana" in Fergana in 1922, "Ozod Bukhara" in 1923, and "Darkhon" in Andijan in 1923.

According to the data, "in 1918, 11 newspapers were published in the Uzbek language in Turkestan."[11]

Along with newspapers, great attention was paid to journalism. For example, "In the Uzbek language: in 1918, the political and economic magazine "Ishchilar Dunyosi" was published twice a month in Tashkent by the Muslim Workers' Council, and the pedagogical magazine "Maorif", which was the organ of the People's Commissariat of Education of the Turkestan Republic and was published once a week; in 1920, the political and economic magazine "Kasabachilik harakati" was the organ of the regional council of trade unions and the regional

[9] Ziyo Said. Burungʻi vaqtli matbuot tarixiga materiallar. – Samarqand: Oʻzbekiston davlat nashriyoti. 1927. 102-bet.

[10] Ziyo Said. Burungʻi vaqtli matbuot tarixiga materiallar. – Samarqand: Oʻzbekiston davlat nashriyoti. 1927. 102-bet.

[11] N.Qoriniyozov. Sovet Oʻzbekistoni madaniyati tarixidan ocherklar. –Toshkent: Oʻzbekiston SSR Fanlar akademiyasi nashriyoti. 1958. 296-bet.

board of workers' cooperatives and was published once a fortnight (in Tashkent); in 1922, the political, economic and literary magazine "Inqilob", which was the organ of the Central Committee of the Turkestan Communist Party and was published once a fortnight (in Tashkent); in 1923, the magazine "Kommunist Yuldashi", which was the organ of the Central Committee of the Turkestan Communist Party and was published once a fortnight (in Tashkent); In 1923, the comic "Mushtum" magazine, published as a supplement to the "Turkiston" newspaper, began to be published.[12]

Thus, the number and volume of publications in Uzbekistan increased year by year. Newspapers were published not only in the center of the republic, but also in the regions and districts.

"In the first half of the 1930s, 178 newspapers and magazines were published in the Uzbek language, 90 of which were published in the districts. By the second half of the 1930s, 208 newspapers and 45 magazines were published."[13]

In the first years of the Bolsheviks' rise to power, although new newspapers were established, their attitude towards the national press was old-fashioned. Issues such as financing, distribution, and staffing national newspapers were neglected. Haji Muin wrote about this period that the Bolsheviks "took a colonial path" in providing the national press. [14] "While they always provided the Russian newspaper with paper and other things, they did not pay due attention to the Muslim newspaper. When we asked for paper, they said, 'You Muslims can always open a paper factory and produce paper, and then you can buy as much paper as you want,'" and did not provide the newspaper.

"Editors and translators working in the newspaper did not receive any salary other than their salary until the end of 1919. In fact, they did not even know that they had the right to receive an editorial fee. Although the salary of the Alaturgan did not provide them with at least a week's living, they continued their work by selling books and other things... Although we appealed to the center, we did not receive anything other than empty promises and empty words," he said. Haji Muin concluded that the situation in Tashkent newspapers was much better. However,

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[12] N.Qoriniyozov. Sovet Oʻzbekistoni madaniyati tarixidan ocherklar. —Toshkent: Oʻzbekiston SSR Fanlar akademiyasi nashriyoti. 1958. 296-bet.
[13] Saidov.O. "Satira tili bilan". Toshkent: "Oʻzbekiston", 1978. 21-bet.
[14] Hoji Muin. Samarqandda matbuot ahvoli. // "Zarafshon", 1923 yil, 108-bet.

in Tashkent, too, the government's indifferent attitude towards the national press was noted in the statements of intellectuals in the press.

In 1920, the first congress of press workers was held in Turkestan. The news published in the newspaper "Kizil Bayrok" stated that only three Muslims from the country attended this congress. Speaking about the local press, Amir Almuhammadif said that it was necessary to pay attention to and help the Muslim press, and that it was important for the Russian and Muslim press to work together. In a subsequent article published in the newspaper, it was said that this congress was held without any preparation, so it probably did not benefit the local press, and that there had been no serious discussions and councils about the local press until now, and that this congress was only discussed superficially.[15]

In the September 16, 1921 issue of the newspaper "Kizil Bayrok", an article titled "The State of the Uzbek Press" by Ghazi Yunus states that the national press is still not being paid attention to, and publications are not being printed in the publishing house. The Uzbek press did not exist during the old regime, and was in a bad state during the Kerensky government. During the Bolshevik era, it was even worse than before. "Let it go, otherwise the Uzbek press will die," In the September 16, 1921 issue of the newspaper "Kizil Bayrok", an article titled "The State of the Uzbek Press" by Ghazi Yunus states that the national press is still not being paid attention to, and publications are not being printed in the publishing house. The Uzbek press did not exist during the old regime, and was in a bad state during the Kerensky government. During the Bolshevik era, it was even worse than before. "Let it go, otherwise the Uzbek press will die," [16]- he said.

Thus, after the Bolsheviks consolidated their power and took complete control of the press, the Uzbek press entered a stage of development. We will cover this in another article.

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THE SCIENTIFIC AND THEORETICAL FOUNDATIONS FOR DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS IN INFORMATION TECHNOLOGY WITHIN THE MODERN EDUCATIONAL SYSTEM

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Abstract:

This scientific article focuses on the measures implemented to enhance the effectiveness of vocational training and retraining systems within the information technology sector, with particular emphasis on ensuring the availability of qualified IT professionals for government agencies and network organizations. The development of professional competence in future information technology specialists is essential due to the significant role this field plays in modern society, influencing both the education system and the labor market.

Keywords: Artificial intelligence, information technology, database, cyber security, innovation, network technologies, professional skills, programming.
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Introduction

The new education concept adopted by international organizations such as UNESCO and UNICEF, as well as by developed countries, is focused on the development of education systems worldwide and ensuring quality education for a sustainable future by 2030. The concept recognizes education as "The main driving force of development and a vital endeavor for achieving sustainable development goals." In achieving the Sustainable Development Goals (SDGs) through education, the concept highlights "Education, Technology, and Innovation" as key areas, emphasizing the effective use of modern technologies in education, increasing digital literacy, and fostering innovation by teaching how

to work with new technologies. This calls for the preparation of qualified professionals in higher education and the development of students' high-level skills and competencies. Given the rapid, continuous advancement of modern pedagogical and information technologies, there is a need to place significant focus on training future information technology specialists and to continuously improve the education system to nurture well-rounded, capable professionals.

Materials and Methods

The necessity of developing the professional competence of future information technology specialists is related to the significant role this field plays in society, influencing both human life, the education system, and the labor market. As evidence of this, the measures being taken to increase the efficiency of vocational training and retraining systems in the information technology sector are particularly emphasized in the successful implementation of the "Digital Uzbekistan – 2030" strategy, with a focus on ensuring that government bodies and sector organizations are supplied with qualified IT specialists.

This situation highlights the importance of preparing professionally competent specialists in the field of information technologies as a crucial component of the nation's development. The current era demands the effective resolution of the issue of shaping and enhancing the professional competence of information technology specialists during the educational process. Therefore, there is a growing need to conduct research in leading scientific research and educational institutions of the Republic to further develop the professional competence of information technology specialists and to purposefully and efficiently apply the achievements in education practice.

A future information technology (IT) specialist is an individual engaged in modern technologies, programming, network construction, data storage, and processing, with the goal of managing and developing information systems and technologies. This specialization encompasses a wide range of fields, including some of the most relevant specializations in the sector, such as:

1.   **Information Systems and Technologies** – Specialists working in scientific research and pedagogical activities, organizational management, project development, and manufacturing with information technology expertise.

2.   **Programming and Software Development** – Developing programs, websites, mobile applications, or software for computer systems. Software Developer.

3.   **Databases** – Working with systems essential for storing, processing, and analyzing large volumes of data. Database Administrator.

4.   **Cybersecurity** – Protecting data and systems from cyber-attacks and developing security policies. Cybersecurity Specialist.

5.   **Network Technologies** – Creating, managing, and optimizing network infrastructure, as well as organizing internet and corporate networks. Network and Infrastructure Engineer.

6.   **Artificial Intelligence and Machine Learning** – Developing algorithms to make systems intelligent and enable decision-making through data analysis. AI/ML Specialist.

In our research, we primarily focus on the development of professional competence among IT specialists in higher education, specifically those pursuing a degree in Information Systems and Technologies (across networks and sectors). The **Information Systems and Technologies (across networks and sectors)** educational program is a field of study in science and technology that examines the application of computer technologies across various branches of science and the integration of information technologies into practical activities in different sectors. It involves studying the future potential of the field, developing professional skills, and focusing on general secondary and vocational education, as well as preparing individuals for leadership roles. This program encompasses a comprehensive set of tools, methods, and techniques for human activity. The professional activities of bachelors in this field include the following:

- The application of information technologies and programming;
- The use of modern mathematical and computational methods;
- Studying real objects and processes through modern mathematical methods, particularly mathematical modeling techniques;
- Analyzing processes, especially information exchange, occurring in complex objects;
- The widespread use of mathematical methods and computer technologies in all areas of science and production;
- Methods for information protection;

- Designing automation of work processes in experimental-design organizations, production, and educational laboratories;
- Pedagogy of professional education and teaching technologies;
- Didactic tools for teaching;
- Electronic tools for education;
- Pedagogical activities in the system of secondary specialized and vocational education. [1]

In the context of modern socio-economic development and the demands placed on higher education systems, many studies have viewed the competence-based approach as a new stage in changing the content and methods of education. From this perspective, numerous studies have interpreted competence as a set of interrelated personal qualities necessary for productive and creative activity, and competence itself is understood as the possession of the required qualifications enabling an individual to solve specific problems within a particular field. [2]

The terms "competence" and "competency" were initially used in daily life and later discussed in literature, as explained in explanatory dictionaries. For example, the *Brief Dictionary of Foreign Words* defines competence (from Latin *competens, competentis* – suitable, capable) as "understanding and knowledge of a specific field; knowing one's rights based on one's knowledge or authority, being able to make decisions or perform tasks; expressing an opinion on a particular matter." [3]

The *Uzbek National Encyclopedia* defines "competence" (from Latin *compleo* – to achieve, to be suitable, to be worthy) as "knowledge and experience in a particular field." [4]

According to I.A. Zimnyaya, the concept of "competency" is explained as a unity of knowledge, skills, and abilities that ensure an individual's successful performance in a specific area of activity. Competency encompasses the ability to effectively apply one's knowledge, as well as the opportunities and capabilities necessary to solve practical tasks. [5] In our view, the scholar emphasizes the importance of developing key competencies in the educational process and assessing their outcomes.

Scholars such as A.V. Khutorsky, Yu.G. Tatur, and I.G. Galyamina have conducted in-depth research on the concept of competence in education. They consider competence as one of the central concepts in education and professional activity. These scholars interpret competence broadly, stating that it encompasses

not only knowledge but also skills, personal qualities, and practical experience. Therefore, the studies of these scholars demonstrate that competence is a complex and multifaceted concept.

In Sh.S.Sharipov's scientific research, it is emphasized that "creativity, encompassing all aspects of both the teacher's and student's activities, ensures the effective organization of the educational process, which in turn guarantees the quality of education and the achievement of professional competence in the specialists being trained."

Several studies have focused specifically on the professional competence of teachers and its distinctive features. Notable research in this area includes studies conducted by A.K.Markova and B.Nazarova.

In his research, we examined A.K. Markova's set of knowledge, skills, and personal qualities necessary for successful activity in the educational process.

According to Markova, a teacher's professional competence includes not only advanced professional knowledge and skills but also the ability to organize the pedagogical process effectively, as well as the personal qualities and striving for professional development. [6]

In N.A. Muslimov's doctoral dissertation, competence is defined as the acquisition of the knowledge, skills, and qualifications necessary for the execution of professional activities that have personal and social significance, and the ability to apply these in professional practice. Furthermore, Muslimov's research addresses the importance of providing methodological support in the professional preparation of teachers, including the creation of electronic educational resources and methodological foundations. [183, 185]

The issue of approaching pedagogical professional competence continues to be a subject of scientific debate and discussion among scholars and experts worldwide. It is evident that Russian scholars are particularly focused on competence issues in comparison to their counterparts in the United States and European countries. In the third chapter of the textbook *Pedagogy* by V. Slastenin, I. Isayev, and others, titled "The Teacher's Professional Competence," the authors provide insights into the concept and skills associated with this competence. They emphasize that the pedagogical competence system, both practical and theoretical, shapes and governs the teacher's professional competence. The development of an individual requires competence, which manifests as the teacher's ability to demonstrate both theoretical and practical preparedness in

their professional skills. The qualification of a teacher in any given field is measured by the standards of the pedagogical competence model. [7]

According to V.A. Bolotov and V.V. Serikov, the competency-based approach emphasizes not the student's knowledgeability but their ability to solve problems, considering this capability as the most fundamental and essential skill. [8]

In the scientific works of Ye.V. Bondarevskaya and S.V. Kulnevich, it is argued that the elements of competency acquired by students should be directed exclusively toward the primary goal, which is the implementation of pedagogical activities, and must be deemed necessary for this purpose. [9]

In the article "Competency-Based Approach to Organizing Student Education in a Pedagogical University," published in issue 3 of the Russian journal *Fundamental Research* in 2012 by V.S. Elegina and S.M. Poxlebaev, it is stated that under competency-oriented educational conditions, students achieve creative outcomes through their activities. Simultaneously, they master the methods, strategies, approaches, and techniques necessary for achieving success. A creative result produced by the student is considered a joint creative achievement of both the student and the teacher. The aim of assessing students' acquisition is to determine the effectiveness of the provided education. This involves, firstly, assessing the level of theoretical knowledge acquired in school and, secondly, evaluating the formation of competencies, which accelerates successful performance during practical activities. [10]

Results

Modern education, which demands profound reforms and modernization, inevitably brings the issue of the competency-based approach to the forefront. This necessitates the preparation of future teachers who are professionally competent. The primary goal of education is to develop in students socially essential qualities and competencies, including self-awareness as individuals, continuous improvement of their knowledge, self-regulation, and increasing activity levels.

It is evident from the above discussion that debates regarding the professional competencies of specialists in the field are closely tied to their roles in society. Understanding the essential universal competency elements in the field of education and training remains one of the most pressing issues in contemporary pedagogy. In addressing the core competency question, opinions vary widely

regarding the application of global pedagogical practices versus defining competency criteria based on the norms of traditional Uzbek pedagogy, leaving many unresolved issues.

An analysis of the scientific and theoretical literature on the development of professional competencies for future specialists in information technology reveals the following:

- Numerous renowned researchers worldwide are conducting studies in the field of information technology. Each has achieved significant scientific results in specific areas, contributing to the advancement of the field. However, these researchers often focus on theoretical aspects and may not sufficiently address practical challenges and real-world problems encountered in the application of technologies.

- Due to the rapid pace of innovation in the field of information technology, the technologies and approaches used in dissertations can quickly become outdated.

- If research provides only general recommendations without offering specific methodological approaches for integrating technologies into the educational process, it complicates the practical application of the research in education.

- The professional preparedness of educators teaching information technology to future specialists is equally crucial. Without adequate analysis and preparation in this area, successfully integrating technologies into teaching becomes increasingly difficult.

Conclusion

Every experienced educator knows that students' attention can only be captured by presenting new and yet-unknown learning materials. However, these materials must be connected to knowledge that is already familiar and deeply understood by the students. This is not merely a tactical approach but also attention can only be drawn to new information when it is linked to what is already well-known to the individual.

The connection between the individual's prior experiences and the new information reflects a broader relationship, encompassing the individual's sensory connections, interests, and the specific orientation defined by the process of their holistic development. [11]

In discussing the topic of "Developing Professional Competencies of Future Specialists in Information Technology," attention is directed not only to the scientific research conducted in the pedagogical systems of the United States, France, European countries, and Russia but also to the scientific and practical studies within the education system of the Republic of Uzbekistan. The goal is to analyze these diverse approaches and draw meaningful insights from them.

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TECHNOLOGY FOR IMPROVING THE PROFESSIONAL SKILLS OF A TEACHER EDUCATOR

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Abstract:

: The integration of technology in teacher education has significantly enhanced the professional development of teacher educators. Digital tools such as online learning platforms, artificial intelligence, virtual and augmented reality, and digital collaboration tools enable educators to refine their teaching methodologies, personalize learning, and engage in continuous professional growth. Despite challenges such as digital literacy and accessibility, technological advancements provide innovative solutions for improving teacher training. This article explores various digital resources that support teacher educators in adapting to modern educational demands and fostering effective teaching practices.

Keywords: Teacher educator, professional development, educational technology, artificial intelligence, virtual learning, digital tools.

Introduction

In the modern era, technology plays an essential role in every aspect of life, including education. The role of a teacher educator—someone responsible for training and developing future teachers—has evolved significantly due to advancements in technology. The integration of digital tools and resources has transformed traditional teaching methodologies, making learning more interactive, personalized, and efficient. Teacher educators must continuously develop their professional skills to keep pace with these changes. Technology provides various opportunities for them to enhance their teaching abilities, collaborate with peers, access updated research, and engage in lifelong learning. This article explores how technology contributes to the professional development of teacher educators and the various digital tools that support this process. The

field of education is dynamic, requiring continuous updates and improvements in teaching methodologies, curriculum design, and assessment techniques. Teacher educators must stay informed about new teaching strategies, technological advancements, and educational policies to prepare teachers for 21st-century classrooms. With the rapid growth of online learning, artificial intelligence, and virtual classrooms, teacher educators must possess the necessary skills to integrate these technologies effectively. Professional development ensures that teacher educators remain competent and can deliver high-quality instruction to future teachers. Technology provides numerous opportunities for professional growth, including online courses, virtual communities, digital collaboration tools, and artificial intelligence-driven learning analytics. These tools help teacher educators refine their instructional methods, assess student progress effectively, and create an engaging learning environment. Moreover, technology allows for personalized learning experiences that cater to the specific needs of educators, enabling them to develop their skills at their own pace.

Online Learning Platforms for Professional Development. One of the most significant contributions of technology to professional development is the availability of online learning platforms. Websites such as Coursera, edX, Udemy, and Khan Academy offer courses designed to enhance teaching skills, provide insights into modern pedagogy, and introduce new technological tools. These platforms provide teacher educators with access to courses from leading universities and experts in the field. Massive Open Online Courses (MOOCs) allow teacher educators to learn about various aspects of education, including instructional design, educational psychology, and classroom management. They also offer training in the use of digital tools such as Learning Management Systems (LMS) like Moodle, Google Classroom, and Canvas. By engaging in these courses, teacher educators can acquire practical skills that they can apply in their own teaching practices. Furthermore, webinars and virtual workshops provide real-time learning experiences. Organizations such as UNESCO, the British Council, and the International Society for Technology in Education (ISTE) frequently conduct webinars on innovative teaching methodologies, digital assessment techniques, and the role of artificial intelligence in education. These online events allow teacher educators to interact with experts, ask questions, and gain insights into the latest educational trends.

Artificial Intelligence and Personalized Learning. Artificial intelligence (AI) has revolutionized professional development by offering personalized learning experiences. AI-driven platforms analyze an educator's strengths and weaknesses, recommending tailored learning materials that address specific gaps. Adaptive learning systems such as Squirrel AI and Knewton adjust content based on the user's progress, ensuring efficient skill development. For teacher educators, AI can assist in various ways, including automated assessment of teaching practices, providing feedback on lesson plans, and suggesting improvements based on data-driven insights. AI-powered chatbots and virtual tutors can also support professional learning by answering queries, summarizing research papers, and recommending relevant teaching strategies. Additionally, AI-driven language models, such as ChatGPT, help teacher educators stay updated with the latest developments in education. These tools assist in drafting lesson plans, generating discussion prompts, and even analyzing classroom interactions. By leveraging AI, teacher educators can enhance their ability to design effective instructional materials and improve their pedagogical approaches.

Virtual Reality and Augmented Reality in Teacher Training. Virtual Reality (VR) and Augmented Reality (AR) are transforming teacher education by providing immersive learning experiences. VR technology allows teacher educators to simulate real classroom environments, helping them practice and refine their teaching strategies in a risk-free setting. Platforms like TeachLivE and Mursion use VR to create realistic classroom simulations where educators can interact with virtual students, experiment with different teaching methods, and receive feedback on their performance. Augmented Reality (AR) enhances learning by overlaying digital information onto the physical world. Teacher educators can use AR applications such as Google Expeditions and Merge EDU to create interactive learning experiences for their students. By incorporating AR into their training programs, they can help future teachers understand complex concepts through visual and interactive means. The use of VR and AR in teacher education also supports professional development by enabling educators to participate in virtual field trips, explore different teaching contexts, and collaborate with international educators without the need for travel. These technologies create opportunities for experiential learning, fostering creativity and innovation in teaching.

Digital Collaboration and Networking. Technology has made it easier for teacher educators to collaborate and share knowledge with colleagues worldwide. Digital collaboration tools such as Microsoft Teams, Slack, and Google Meet facilitate communication, allowing educators to engage in discussions, share resources, and work on projects together. Social media platforms, including Twitter, LinkedIn, and Facebook, also serve as valuable networking tools for teacher educators. By joining professional groups and participating in discussions, educators can exchange ideas, learn about new teaching strategies, and stay informed about the latest trends in education. Hashtags like #EdTech, #TeacherTraining, and #EduChat provide access to a wealth of educational resources and insights shared by educators globally. Online forums and communities, such as the Teaching and Learning Community on Reddit and the Educators' Network on LinkedIn, offer spaces for teacher educators to seek advice, discuss challenges, and find solutions collaboratively. These platforms promote continuous learning and professional development by fostering an environment of shared knowledge and collective growth.

Digital Assessment and Feedback Tools. Technology has also enhanced the way teacher educators assess and provide feedback to future teachers. Digital assessment tools such as Google Forms, Kahoot, and Quizizz allow educators to create interactive quizzes, conduct real-time assessments, and analyze student performance data efficiently. These tools provide instant feedback, enabling teacher educators to identify areas for improvement and adjust their teaching strategies accordingly. Moreover, Learning Analytics tools such as Brightspace Insights and Blackboard Analytics help educators track student progress, monitor engagement levels, and personalize learning experiences based on data-driven insights. By utilizing these tools, teacher educators can refine their instructional approaches, ensuring that their teaching methods are effective and aligned with student needs.

While technology offers numerous benefits for the professional development of teacher educators, there are also challenges that must be addressed. One of the primary concerns is digital literacy. Not all educators are familiar with advanced technological tools, and some may struggle to integrate them into their teaching practices. To overcome this challenge, institutions should provide training programs that equip teacher educators with the necessary digital skills. Another

challenge is the accessibility of technology. In many regions, reliable internet access and digital devices are limited, making it difficult for teacher educators to participate in online professional development opportunities. Addressing this issue requires investment in digital infrastructure, as well as the development of offline learning resources that can be accessed without an internet connection. Additionally, data privacy and security concerns must be considered when using digital tools. Teacher educators should be trained on best practices for protecting sensitive information and ensuring that student data remains secure. Institutions should implement policies that promote ethical use of technology in education.

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LOW DEVELOPMENT OF NATIONAL VALUES IN STUDENTS OF HIGHER EDUCATION INSTITUTIONS

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Abstract:

This article analyzes modern approaches aimed at improving the effectiveness of the work of educating students of higher educational institutions in the spirit of national values and loyalty to the motherland. The information provided is the most relevant issue of today when further development of the system of improving the education of students in higher educational institutions in the spirit of national values and loyalty to the motherland, as well as the education of their students in the spirit of national values and loyalty to the motherland.

Keywords: New Uzbekistan, citizenship, personality, pedagogical-psychological characteristics, perfect person, tradition.

Introduction

National and universal values are a philosophical teaching about the material, cultural, spiritual, moral and psychological values of an individual, group, and society, which are a system of valuable norms in their relationship with the material world and in the process of historical development. That is, values are a set of people, relationships, situations, material things and spiritual values that have prestige, respect, influence and importance among society and people. The concept of values is used to show the human, social and cultural significance of relevant events in reality.

In the current conditions of independence, values are being assimilated on the basis of universal principles. Such assimilation of values, their social and spiritual development, change in the thinking of society members, and their place in the upbringing of children are considered a priority area of state importance. Therefore, it has become necessary to pay attention to values and use them in

education. Values are formed and developed in the process of human activity. They have a social character, are a set of things and phenomena that benefit a person and serve his needs. Natural and social phenomena that do not suit a person and his interests cannot be values. For example, everything in nature becomes valuable only when it serves human needs.

According to the views of philosophers and historians E.V. Ilenkov, J. Tulenov, K. Nazarov, H. Ziuov, the concepts of "value" and "value" differ from each other. Because, if value is a real-life event, then value is an attitude towards this event. Whether to consider this phenomenon as belonging to values, that is, to include it in values or not, depends on this attitude, whether it is positive or negative. Therefore, the place of values in life is determined by the assessment. Thus, whether to include or not phenomena in nature and society in the category of values is determined by the needs, interests, dreams, hopes, and goals of people. Q. Nazarov emphasized that the concept of "value", which is widely used in everyday life, is used in relation to objects, things, and events that have a certain significance for people. The concept of "value" in the Uzbek language has a complex meaning and acquires an oriental content. It is especially important to understand that the value perceived by an individual fulfills the function of national and universal value, that is, the ability of a person to fulfill the function of morality and activity. That is why the assessment of an individual's activity is a tool of humane pedagogy, and its development is a pedagogical task. However, under the influence of social processes, people's ideas and views on values change, and therefore the value of values also varies. The assessment of values is characterized by the expression of contradictions and interdependence in life. Values change depending on the development of society and acquire different significance in different periods, and when necessary, sometimes this value, sometimes this value, is pushed to the forefront of social development, and in this way the stability of values is strengthened. There are also constants among the forms of manifestation of values, which are considered an important means of education. These include human life, lifespan, physical vitality, health, labor, knowledge, and behavior, which retain their importance in society. Their opposites, such as illness, apathy, ignorance, and degradation, also exist in life. National and universal values are of great importance in preserving and shaping noble qualities in the attitude towards positive values in the younger generation, especially among students.

In her research, O. Musurmanova draws attention to the lack of comparative studies of the historical development of values, the limited understanding of people about values, the insufficient attention to values in educational content, and the lack of experience in this regard.

Pedagogical national and universal values are implemented on the basis of understanding and solving the values in human life, education, pedagogical activity and individual education. The desire for values in the education system to serve human life has been a cornerstone of the development and formation of pedagogy at all stages of its development and formation, based on the relationship between man and society. This is what determines the value of education. The acquisition of humanistic values can be implemented in all its aspects. This can serve as a basis for the evaluation, analysis and creative research of knowledge as a valuable worldview.

The complexities of social life and the disparities between the efforts being made to solve them require the modernization of educational goals, content, and technologies in the continuing education system, and their consideration based on the experience of advanced countries and historical and national values. One of the main principles of state policy in the field of education at the present time is the humane and democratic nature of education and upbringing. However, the main focus is on solving the problems of organization and management of educational institutions, material and technical, personnel training, and the introduction of modern technologies into education. However, the fact that the education that is given to the individual, the humanization of education, which is its basis, is the basis for qualitative improvement at all stages of the educational process, is being underestimated. Therefore, a humanistic approach to education - a humanistic approach to education - is a way of achieving educational outcomes that are individualized to the individual, which implies the development of the idea that educational effectiveness consists only of a system of knowledge, skills, and abilities. Understanding the purpose of education in this way does not mean artificially separating education and upbringing, but rather increasing attention to their inextricable link, introducing universal human and national values into the educational process. In certain periods, labor education and its moral and aesthetic aspects were neglected. Artistic education, aesthetic taste, and the education of feelings were separated from their original national roots. This requires humanizing education, forming a sense of human dignity, the cultivation

of all virtues and beauties. The development of society and democratic changes are based on these demands and needs, and are aimed at educating a person who is independent, free, creative, and able to find a way out of difficult situations. Because in pedagogy, the national and universal value of education requires this. Because, the humanization of education is of great importance, and it will help the future generation to become intellectually and spiritually mature individuals suitable for a civilized society. Only then, in increasing the effectiveness of education, national and universal values, human values, worldviews, and spiritual qualities can be integrated, enabling them to develop harmoniously and build their future lives on the basis of this harmony.

In general, national and universal values make it possible to identify pedagogical national and universal values, which are essentially determined by the specifics of pedagogical activity, its social significance, and the capabilities of the individual.

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PHYSICAL BASIS OF PROTON RADIATION THERAPY IN MEDICINE

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Abstract:
The work considers the history of using proton irradiation in medicine and the disadvantages of photon radiation therapy. The physical basis of proton therapy is shown according to the graph of tissue proton absorption, in which the Bragg peak's position can be adjusted using proton energy. It is shown that proton therapy for the treatment of lung cancer is one of many therapies, due to its unique physical and biological properties.

Keywords: Proton, therapy, tumor, safety, photon, tissue, Bragg peak, cancer, physics, beam.

Introduction

Proton therapy is a radiation therapy that uses tiny particles called protons. Protons are excellent cell killers, but because of the way protons deliver their energy, proton therapy does not damage as much healthy tissue as photon

therapy. Therefore, a higher dose of radiation can be directed at a tumor without affecting many normal healthy cells.

The first use of a proton beam to irradiate malignant tumors was proposed by R.R. Wilson of the Harvard Cyclotron Laboratory in a paper published back in 1946. It described the basic principles of proton absorption in tissue and clearly presented the theoretical advantages of the technique. Its first real clinical application was in 1954, when the first patient was irradiated at the Berkeley Radiation Laboratory in California. In Europe, the first case of treatment was registered in a clinic in Uppsala (Sweden) in 1957.

However, at that time the technology was very complex and the insufficient ability to accurately determine the target of exposure and the direction of the beam were an obstacle to the further development of proton therapy. For several decades, it remained a rather secondary part of physical research.

The turning point came with the improvement of photon radiotherapy technology, which was relatively quickly introduced into practice as proton therapy.

In 1990, the first clinic was opened at Loma Linda University Medical Center (California), intended exclusively for clinical use. In the new millennium, approximately 2-3 centers are opening per year.

However, to date, the study of the possibilities of standard photon radiotherapy leaves a number of questions:

1) insufficient effectiveness in the treatment of a number of pathologies;

2) safety of "delivery" of an effective dose directly to the tumor;

3) delayed and late side effects of treatment caused by unwanted irradiation of surrounding healthy tissues. Proton therapy comes closest to achieving this goal of all available methods.

Proton therapy is a revolutionary method in radiotherapy that uses different physical interactions than photon therapy to deliver the radiation dose to the tumor, but identical radiobiological principles to achieve the therapeutic effect.

This greatly simplifies the management of the treatment process using optimal methods of "delivering" the dose to the tumor. Proton therapy is thus considered a "new medicine" from the point of view of physics, but not from the point of view of radiotherapy.

It is known that protons, when passing through tissues, transfer their energy along the path only to a small extent. Protons transfer their maximum energy at the end of

their path – in the so-called Bragg peak (BP, a region several millimeters wide). The depth of the BP is precisely determined by the particle's input energy. After transferring energy, the particle stops in the tissue. This results in a relatively low radiation dose in front of the tumor site and zero dose behind the tumor site (Fig. 1).
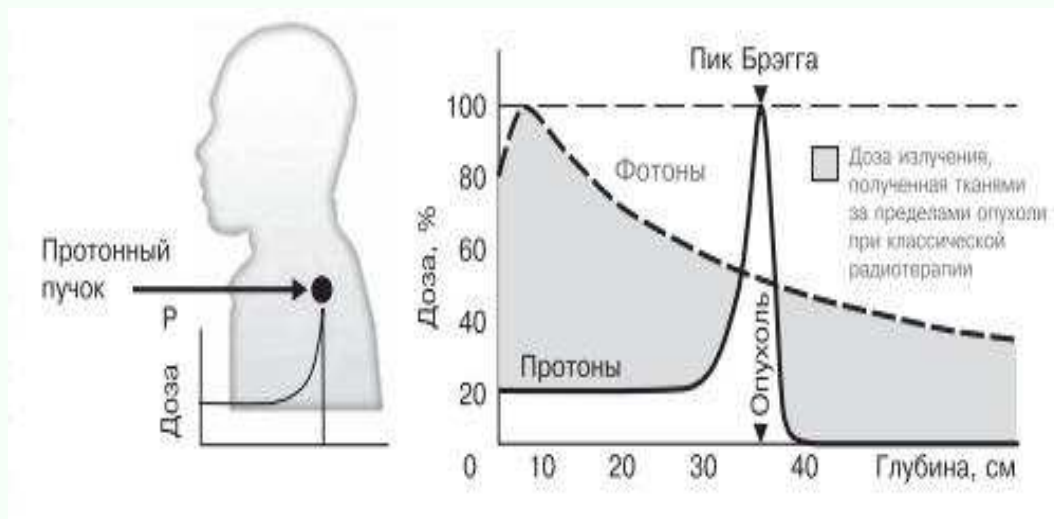
Fig. 1. Graph of proton absorption (blue) by tissue versus tissue depth. For comparison, a graph of photons (gray) is shown. The position of the Bragg peak can be adjusted using proton energy.

However, to irradiate a tumor lesion, it is necessary to expand the peak area in relation to the lesion, i.e. to create an extended PB (spread-out Bragg peak – SOBP). This can be achieved using "passive" scattering or using a scanning beam.

The first option is still the most common due to historical development, but there is already a technology in the world that is superior in accuracy. For active scanning of SOBP, a Range modulator is used.

The resulting beam must be processed using individually manufactured aperture devices and a Range compensator. Compensators are individually made of plastic for each patient on processing machines.

The apertures are made of brass and define the lateral edge of the field. Their production is a labor-intensive and expensive process, and their use in treatment results in a significant radiation load on the staff and the patient. In addition, this method does not guarantee precise irradiation at the edge of the target. A technologically revolutionary method in proton therapy is the pencil scanning

technique. A proton beam with a diameter of several millimeters "scans" the target layer point by point using magnets. After irradiating one layer, the beam energy changes and scanning of the next layer continues (Fig. 2).

Fig. 2. Illustration of pencil scanning technology.

The main advantages of this technology are the targeted delivery of radiation dose to the tumor target and a significant reduction in radiation exposure to personnel.

Proton therapy can be effective in treating many types of tumors, including those of the brain, head and neck, central nervous system, lung, prostate, and gastrointestinal tract. Proton therapy is often the preferred option for treating solid tumors in children because protons can be precisely controlled to reduce radiation exposure to normal tissue, helping to prevent serious complications and reducing the likelihood of secondary tumors. Proton beam therapy is the preferred standard for many tumors including:

• Tumors of the eye, including intraocular melanomas
• Tumors that are near or at the base of the skull, such as chordoma and chondrosarcomas
• Tumors of the spine – primary or metastatic
• Hepatocellular carcinoma
• Solid tumors in children – primary or benign tumors in children
• Tumors of the brain and spinal cord – malignant and benign
• Advanced and/or unfavorable head and neck cancers such as Cancer of the paranasal sinuses and other paranasal sinuses; eg, adenoid cystic carcinoma, Advanced nasopharyngeal cancer, Advanced buccal mucosa cancer
• Retroperitoneal sarcomas

• Re-irradiation cases – when radiation is being considered for a second or third time to the same site.

There is now ample evidence from the sites mentioned above that proton therapy has some benefit. However, many other cancers may also benefit from proton therapy, especially when compared to conventional X-ray therapy. These include:

• Esophageal cancer

• Breast cancer

• Oropharyngeal cancer

• Salivary gland cancer

• Lung cancer

• Prostate cancer

• Sarcomas

• Skull base tumors

Proton therapy for lung cancer is one of many exciting advances in the field. Despite the best advances in photon therapy such as IMRT, IGRT, Cyberknife, Helical Tomotherapy, the doses to the heart and lungs are sometimes prohibitively high. Even if the dose is within thresholds, there is significant cardiopulmonary toxicity, resulting in significant morbidity (up to 80%) and even mortality (up to 5%). Proton therapy, due to its unique physical and biological properties, can deliver significantly lower doses to critical structures such as the healthy lung as well as the heart, thereby limiting collateral damage.

The best way to understand how proton therapy works is to look at the physics and engineering inside a proton accelerator, or cyclotron/synchrotron, and the beam delivery system.

• A proton begins its journey in the ion source. Within a fraction of a second, the hydrogen atoms are split into negatively charged electrons and positively charged protons.

• The protons are injected through a vacuum tube into the linear accelerator, and in just a few microseconds, the protons reach an energy of 7 million electron volts.

•The proton beams remain in the vacuum tube, entering the cyclotron/synchrotron, where acceleration increases their energy to a total of 70 million to 250 million electron volts, enough to place them at any depth in the patient's body.

• After leaving the synchrotron, the protons pass through a beam transport system, which consists of a series of magnets that shape, focus and direct the proton beam to the appropriate treatment room.

• To ensure that each patient receives their intended treatment safely and effectively, the facility is monitored by a network of computers and security systems.

• The gantry can rotate 360 degrees, allowing the beam to be delivered at any angle.

• As the protons pass through the nozzle, a system of electromagnets positioned perpendicular to each other bends each beam so that they reach the planned position deep within the tumour. This is called pencil beam scanning (PBS).

• At Apollo Proton Cancer Centre, we have the latest PBS technology, which allows us to deliver highly targeted treatment to each tumour, with each tumour treated with protons point-by-point and in layers.

• At maximum energy, a proton beam travels 125,000 miles per second, equivalent to two-thirds the speed of light. From the ion source to the patient, a proton typically travels 313,000 miles.

• Once a proton enters the body, it slowly increases the energy deposited in the tissue until it reaches a certain depth, where it deposits almost all of its energy and stops. This effect is called the Bragg peak effect.

Thus, unlike an X-ray beam, which passes through the entire body, a proton beam actually stops at a certain depth inside the tumor. By manipulating the energy of the proton beam and the position of the spot, the tumor is treated with a high dose of radiation, while the surrounding tissues are spared from the radiation dose.

Conclusion: At the physical level, it is undeniable that proton therapy has much better parameters than most technologies available for photon irradiation. At the level of clinical results, there are only reasonable assumptions about the advantages of proton therapy, and its use is fully accepted only for some diagnoses. The modern development of proton therapy should go in the direction of stereotactic radiotherapy, which most fully uses the dosimetry advantages of protons and at the same time significantly reduces the cost of treatment.

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DIFFERENTIATED APPROACH TO THE TREATMENT OF INFLAMMATORY DISEASES OF THE PERIODONTIUM AND MUCOSA IN INDIVIDUALS WITH CHRONIC VIRAL DISEASES

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Abstract:
Viral hepatitis with parenteral transmission of pathogens is one of the most serious and pressing problems of medical science and practical health care (Zmushko E.I. et al ., 2016).

Introduction

Currently, the CIS countries have an unfavorable epidemiological situation in terms of the incidence of hepatitis B and C, which dominate the structure of parenteral viral hepatitis (Chuikova K.I. et al., 2014). In terms of the breadth of distribution, incidence rate, severity of the course and frequency of development of chronic forms, and the economic damage caused, these types of viral hepatitis occupy one of the leading places in human infectious pathology (Shustov A.V. et al., 2015; Sumi H. et al., 2016). al., 2017).

The issues of combined lesions of the oral cavity and internal organs among the problems of dentistry currently occupy a prominent place, as they allow us to reflect the essence of the genesis of diseases manifested in periodontal tissues. Changes in periodontal tissues are often the first signs - markers of emerging general somatic pathological processes, the study of which allows for early diagnosis of many diseases of internal organs (Banchenko G.V., Rabinovich I.M., 2014).

Among the important problems of modern practical dentistry , the issues of improving the diagnosis, prevention, treatment of diseases of the teeth, periodontal tissues and oral mucosa, despite numerous studies conducted throughout the world, remain relevant and have great social significance.

Viral hepatitis both in our country and abroad occupies a significant place in the general pathology of man, causing significant socio-economic damage to society. At present, at least 9 types of human viral hepatitis are known (A, B, C, D , E, G , F , TT, Sen), among which parenteral viral hepatitis deserves special attention, characterized by severe and chronic forms with an outcome in mixed infection of B + C liver and hepatocellular carcinoma. More than 350 million people are currently carriers of this infection, and about 2 million people die annually from diseases associated with hepatitis [29, 56].

No less significant, and from some positions even more important, is the problem of viral hepatitis C (HCV). It attracts close attention due to the high frequency of formation of chronic forms (up to 50-80 %) and the dominant position among post-transfusion hepatitis. According to WHO, there are currently more than 170 million patients with chronic viral hepatitis C in the world, and the number of people infected with HCV reaches 500 million people [50, 56].

The epidemiological situation in the Republic of Tajikistan for parenteral viral hepatitis, primarily viral hepatitis B (HB), remains unfavorable. The incidence rate of this infection has recently increased almost twofold and is 156.2 per 100 thousand population (2007), and among children it is 3-4 times higher than in healthy individuals. These infections are becoming increasingly social in nature, particularly involving individuals aged 15 to 30 years in the epidemic process. The highest incidence (2007) was observed among the population of the Sughd Region - 326.6, GBAO - 296.5, and in Dushanbe - 129.4 per 100 thousand population [45,46].

It is known that chronic liver diseases cause secondary immunodeficiency, which is of great importance for the oral mucosa and the entire body as a whole, so the importance of examining the oral mucosa in patients with liver pathology, which requires timely and constant correction, becomes clear. Of interest is the fact that infection with hepatitis viruses is also possible through the oral mucosa, for example, when kissing. It has already been proven that hepatitis B and C viruses are transmitted by all biological fluids of the body - up to 30% of the hepatitis B virus and up to 5% of the hepatitis C virus. In this regard, the role of examining

the oral mucosa in preventing the transmission of the virus between parents and children and between spouses becomes obvious [11, 56].

It is impossible not to note the persistence of various microorganisms in saliva , which under certain conditions and secondary immunodeficiency in the body can give rise to pathogenic flora, contributing to periodontal damage . The condition and diseases of the periodontium should be considered dependent not only on the microbial factor, but also as a result of the condition of the body as a whole [28, 68, 69].

Over the 20-year history of debates about the determining factors of periodontal condition, works on changes in periodontal condition in cardiovascular diseases, strokes , heart attacks, gastrointestinal diseases, thyroid gland, and pancreas have now begun to be published in the world press. The widespread prevalence of periodontal diseases justifies the search for and introduction into clinical practice of new means and methods of treating this pathology.

In the available literature there are few publications on the issues of the condition of periodontal tissues and oral mucosa in patients with viral hepatitis in the CIS countries, however, studies by domestic authors on this issue are 15 or more years old. Issues concerning the dental status of patients with viral hepatitis B and C have not been studied at all, which was the reason for choosing the topic of the study.

Objective of the Study
To improve the effectiveness of treatment of chronic generalized periodontitis in patients with chronic viral hepatitis B, C and mixed infection B+C.

Research Objectives
1. Based on anamnestic and clinical laboratory data, study the condition of periodontal tissues in patients with chronic viral hepatitis B, C and mixed infection B+C.
2. In patients with chronic hepatitis B, C, and B+C, determine the state of immune defense factors and identify the quantitative and qualitative composition of the oral microflora.
3. To determine the concentration of gamma-glutamyl transpeptidase and ornithine decarboxylase in saliva in patients with chronic hepatitis B, C, and B+C.

4. To evaluate the effectiveness of the use of immunocorrective and anti-inflammatory therapy in the treatment of chronic generalized periodontitis against the background of chronic hepatitis B, C and mixed infection B + C.

MATERIALS AND METHODS OF CLINICAL AND LABORATORY STUDIES

To achieve the stated goals and objectives of the study, a clinical and instrumental study of the state of periodontal tissues in 110 patients aged 20-60 years with chronic diffuse liver diseases of viral origin was conducted in the Samarkand Regional Dental Clinic from 2020 to 2023. Of the examined patients, 53 (48.3%) men and 57 (51.6%) women had inflammatory periodontal diseases for 3 to 5 years.

The classification of patients by gender, age and duration of the disease is given in Table 2.1.1.

Table 2.1.1

Distribution of examined patients of the main group by gender, age and duration of the disease

Floor	Age	Duration of the disease, years			Total
		1-2 years	**2-3 years**	**3-5 years**	
Women	20-29	6	4	5	**15**
	30-39	5	5	4	**14**
	40-49	5	4	6	**15**
	50-60	4	5	4	**13**
	Total	**20**	**18**	**19**	**57**
Men	20-29	5	5	3	**13**
	30-39	5	4	4	**13**
	40-49	6	6	3	**15**
	50-60	4	5	3	**12**
	Total	**20**	**20**	**13**	**53**
	Total	**40**	**38**	**32**	**110**

At the first stage, among 110 examined patients of the main group, 50 patients (9 with CCG, 12 with CGPLS, 16 with CGPPS, 13 with CGPTS) with viral hepatitis B – subgroup 1A, 38 patients (6 with CCG, 10 with CGPLS, 13 with CGPTS, 9 with CGPTS) with viral hepatitis C – subgroup 1B and 22 patients (1 with CCG, 4 with CGPLS, 7 with CGPPS, 10 with CGPTS) with mixed infection B + C – group 2.

3 - the control group consisted of 25 people with chronic periodontal diseases (4 with CCH, 10 with CHPLST, 6 with CHPSST, 5 with CHPTST), who did not have chronic viral liver diseases.

At the second stage, we divided the patients we examined with chronic generalized periodontitis of mild, moderate and severe severity against the background of chronic viral hepatitis B, C and mixed infection B + C into two groups for further comparison of the effectiveness of the complex immunocorrective and anti-inflammatory therapy we carried out: 1 - control - 39 patients with chronic viral hepatitis who received traditional treatment for chronic generalized periodontitis, and 2 - the main group - 55 patients who were given the drug together with traditional treatment. immunomodulatory action Deoxynate in the form of rinsing 4-6 times a day. The duration of the course of treatment is 5-10 days , as well as ultrasound phonophoresis with peach oil in the area of the mucous membrane of the alveolar process using a mobile technique in the form of sliding spiral movements along the gum in a pulsed mode; exposure time is 5 minutes; the course of treatment is 10-12 procedures, which were carried out every other day.

To achieve the set goals, we used a comprehensive research methodology. All patients underwent a clinical examination, which included studying the patient's life history and illness, complaints, genetic status and illness, diet and nutritional regimen. To assess the severity of the disease, criteria such as clinical and biochemical indicators, immunological changes and apoptosis were used.

Dental research methods

Table 2.2.1 shows the distribution of patients depending on gender and nosological indicators of periodontium.

Table 2.2.1.

Distribution of patients by gender and nosological indicators of periodontium

Forms of KhVZP	Number of patients		Total
	Women	Men	
HCG	6 (10.5%)	5 (9.4%)	11 (19.9%)
HGPLST	17 (29.8%)	16 (30.2%)	33 (60%)
HGPST	19 (33.4)	18 (33.9%)	37 (67.30%)
HGPTST	15 (26.3)	14 (26.5%)	29 (52.8%)
Total	57	53	110

Note: The data in the table are presented in absolute numbers and percentages.

Table 2.2.2.

Distribution of patients with chronic inflammatory periodontal diseases (CIPD) by clinical forms

Diagnosis	CHB	CHC	CHB+CHC	Control group
HCG	9 (18%)	6 (15.8%)	1 (4.6%)	4 (16%)
HGPLST	12 (24%)	10 (26.3%)	4 (18.2%)	10 (40%)
HGPST	16 (32%)	13 (34.2%)	7 (31.8%)	6 (24%)
HGPTST	13 (26%)	9 (23.7%)	10 (45.4%)	5 (20%)
Total	50 (45.45)	38 (34.54)	22 (20.10)	25

Note: The data in the table are presented in absolute numbers and percentages.

The main symptoms of periodontal inflammation observed in this study are:

-Chronic gingivitis.

-The presence of periodontal pockets and pus in them.

-Dental plaque in the peri- and subgingival area.

- Resorption of alveolar bone.

-Teeth mobility, occlusal disorders.

-Hypersensitivity of the tooth neck.

- Disruption of the microcirculatory system of the periodontal complex, changes in tissue metabolism.

-Changes in local immunoreactivity and tissue resistance periodontal disease.

-Changes in other organs and systems, formation of endogenous intoxication.

Mild chronic generalized periodontitis is characterized by the following symptoms: periodontal pockets up to 3.5 mm deep, mainly in the interdental area;

- the degree of radiographic destruction of bone tissue (absence of cortical plaques at the apices and lateral surfaces of the teeth);

- the degree of bone loss in the periodontium, mainly in the interdental area;

- alveolar septum, foci of osteoporosis and expansion of the periodontal space in the cervical region).

Radiographs show deformation of the roots due to mineralized deposits on the teeth;

- The teeth are not mobile or displaced;

- The general condition is not disturbed;

Chronic generalized periodontitis of moderate severity is characterized by:

- Depth of periodontal pockets - up to 5 mm;

- Bone resorption of 1/3-1/2 of the interdental septum on radiographs. Root deformation on radiographs due to highly mineralized dental deposits;
- Class I-II tooth loosening, which may result in tooth displacement.

Severe degree of chronic generalized periodontitis is determined by the following signs:
- Periodontal pockets deeper than 5-6 mm;
- Radiographic examination shows destruction of more than 1/2 of the alveolar process or complete absence of bone. The teeth are displaced, the interdental spaces are changed, the shape of the roots is deformed on radiographs due to a large amount of mineralized supra- and subalveolar deposits;
- Pathological mobility, displacement of teeth of II-III degree;
- Severe traumatic occlusion;
- Possible problems with the general condition of the patient.

RESEARCH RESULTS

The level of caries in the studied patients with chronic disseminated viral liver disease with CHB, CHC and mixed infection B + C, the prevalence of caries was 84.7%, 83.5%, 96.6%, and the intensity of caries was 7.69% and 10.17%, respectively (Table 3.1.1.), which indicates a high prevalence of carious lesions.

Table 3.1.1.

Prevalence (in %) and intensity (on average per one examined person) of dental caries in patients with chronic diffuse viral hepatitis

Clinical forms of hepatitis	Prevalence of dental caries	Intensity of dental caries
CHB	84.5±1.96	8.65
CHC	83.5±1.95	7.68
CHB+CHC	96.4±2.44	10.15

The most widespread and intensive development of caries was observed in patients with mixed infection B+C - 96.4 ± 2.44 and 10.15, while in patients with CHB and CHC these indicators were higher by 84.5 ± 1.96 and lower by 83.5 ± 1.95, respectively.

Elemental composition of KPU indicators in patients with chronic viral hepatitis B, C and mixed infection B+C.

In chronic hepatitis B, specific changes were observed in 15 (30%) patients aged 30-39 years, in 13 (26%) aged 40-49 years, in 11 (22%) patients aged 20-29 and 50-60 years; in chronic hepatitis C, significant changes were observed in 11 (29%) patients aged 30-39 years, in 10 (26%) aged 20-29 years, in 9 (24%) aged 40-49% and in 8 (21%) patients aged 50-60 years.

According to the duration of the disease, all patients with CHB and CHC were divided into the following groups (Table 3.1.4, Fig. 2). In the first years, chronic viral hepatitis B was diagnosed in 15 patients (30%), from 2 to 3 years in 19 patients (38%), and up to five years in 16 (32%).

At the same time, patients with chronic viral hepatitis C complained of dry mouth and thirst at night (54.1%), decayed teeth (51.3%), bleeding gums (36.9%), loose teeth and bitterness in the mouth (34.1%). Hyperemia and burning in the oral cavity (25.6%) and swelling (19.9%) of the oral mucosa were observed.

Table 3.1.5

Subjective complaints and clinical signs in the studied patients with chronic viral liver pathology

Subjective complaints	CHB, n =50		CHC, n =38	
	abs .	%	abs .	%
Hyperemia	43	87.1	10	25.6
Edema	41	81.7	7	19.9
Bleeding gums	43	87.1	14	36.9
Tooth mobility	38	76.2	13	34.1
Destroyed teeth	17	34.1	19	51.3
Dry mouth	20	39.9	20	54.1
Bitterness in the mouth	13	25.3	13	34.1
Thirst at night	19	37.9	21	54.1
Burning and itching on the gums	10	19.9	9	25.6

Fifty patients with chronic viral hepatitis B and 38 patients with chronic viral hepatitis C were studied.

It was found that the composition of the oral microflora is heterogeneous. Bacteria dominated both in diversity and in the number of species living in the oral cavity.

Staphylococcus epidermidis was detected in 38.1%, Enterococcus in 16.6%, and Staphylococcus aureus - in 5.6% of patients with chronic viral hepatitis B (Table 3.1.10).

Staphylococcus strains epidermidis were also frequently found in the oral cavity of 38 patients with chronic viral hepatitis C (33.2%), and Str . haemoliticus strains were co-invasive (5.6%).

The study showed that Staphylococcus strains predominated in the microflora of patients with chronic hepatitis B and C epidermidis (Table 3.1.10, Figure 7).

Table 3.1.10.

Oral microbiota of patients with chronic viral hepatitis B and C (p=0.05)

Group of patients	Pathogens	%
Chronic hepatitis HB V (n = 50 people)	Staphylococcus epidermidis	38.1%
	Enterococcus	16.6%
	Staphylococcus aureus	5.6%
Chronic hepatitis HCV (n = 3 8 people)	Str.haemoliticus	5.6%
	Staphylococcus epidermidis	33.2%
Total number of strains identified		**100%**
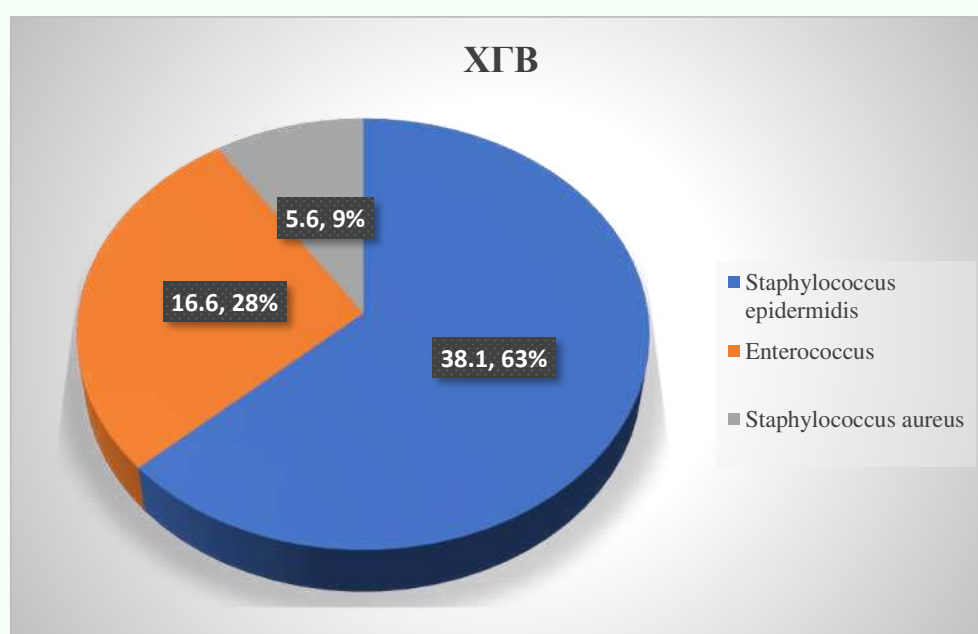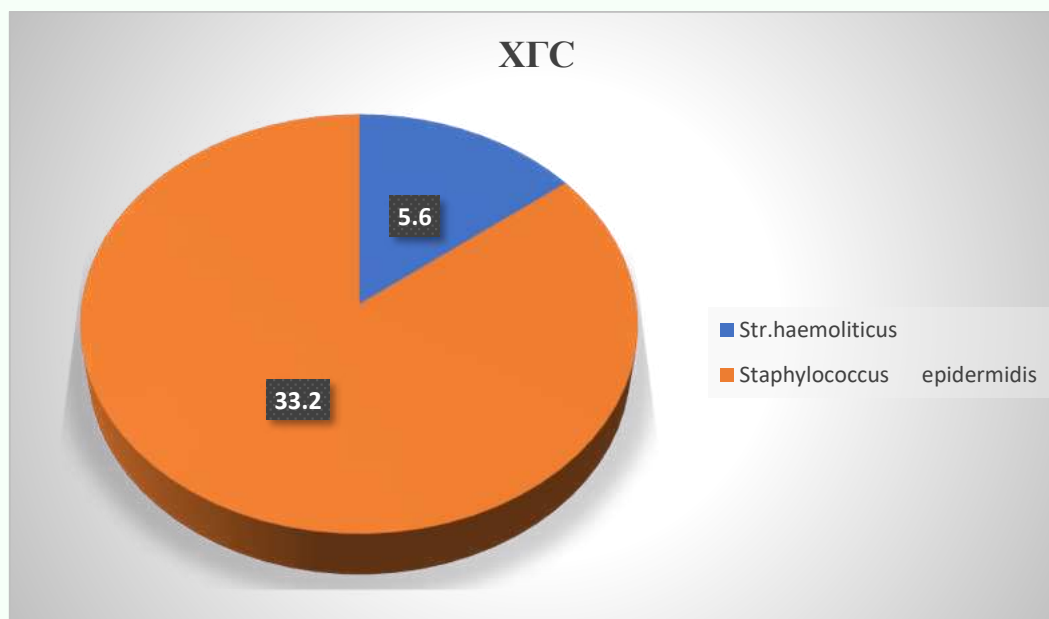
Figure 7. Oral microbiota of patients with chronic viral hepatitis B and C

EVALUATION OF THE EFFICIENCY OF ADVANCED TREATMENT OF PERIODONTITIS IN PATIENTS WITH VIRAL HEPATITIS

Search for funds immunocorrective and anti-inflammatory therapy, combining local and systemic immunomodulatory effects on periodontal tissues , has created a need to study the clinical, immunomodulatory and anti-inflammatory effects of the drugs we used.

All patients studied at the second stage were divided into 2 groups: 1 - control - 39 patients with chronic viral hepatitis who received traditional treatment for chronic generalized periodontitis, and 2 - the main group - 55 patients who were given the drug together with traditional treatment. immunomodulatory action Deoxynate in the form of rinsing 4-6 times a day. The duration of the course of treatment is 5-10 days , as well as ultrasound phonophoresis with peach oil in the area of the mucous membrane of the alveolar process in the form of using a mobile technique in the form of sliding spiral movements along the gum in a pulsed mode; exposure time is 5 minutes for each jaw; the course of treatment is 10-12 procedures, which were carried out every other day.

A discussion was also held on the role of oral hygiene in the development and occurrence of periodontal diseases. Subsequently, patients learned the rules of oral hygiene using dental floss, toothpicks and dental elixirs. A toothbrush and toothpaste were selected for each patient.

All patients in the main and control groups underwent thorough oral hygiene treatment for caries every six months. Ultrasonic devices and periodontal instruments were used to remove dental plaque. After plaque removal, periodontal pockets were cleaned with Decasan solution , and the root surfaces were polished with a rubber nozzle and an endo-circular brush. Polishing paste was applied to the brush.

Teeth with the first or second degree of mobility and alveolar bone atrophy up to 1/3 of the root length were temporarily splinted, and occlusal The surfaces were leveled to eliminate traumatic nodes that could contribute to inflammation.

Dental examinations of patients with chronic viral liver diseases were performed before, 20 days after completion, and 6 months after the start of periodontal disease treatment.

CONCLUSIONS

1. According to the study data, all patients with chronic viral hepatitis B, C and mixed infection B + C required treatment for periodontal diseases. Dental plaque was detected in 28 (55.2%) patients with CHB and 19 (51.5%) patients with CHC, bleeding gums were observed in 11 patients (22.8%) with CHB and 9 (24.2%) patients with CHC. Pathological periodontal pockets of 4-5 mm or more were detected in 7 (16.2%) patients with CHB and in 6 (19.2%) with CHC. In patients with mixed infection B + C, dental plaque was noted in 12 (54.5%), and bleeding - in 6 (27.3%) patients. Pathological pockets were 4-5 mm and more than 5 mm in 4 (18.2%) patients.

2. Microbial contamination in the oral cavity of patients showed that Staphylococcus strains predominated in the microflora of patients with chronic hepatitis B and C epidermidis (38.1%, 33.2%), and with mixed infection B+C it was more diverse: Staphylococcus were isolated epidermidis (16.6%), Staphylococcus aureus (13.5%), Str . salivarius (12.2%), Staphylococcus saprophiticus (13.4%), yeast and yeast-like bacteria (21.7%) and Candida (22.6%). When studying the level of slgA in saliva, a significant decrease in these indicators was found compared with the control values. When studying local immunity, the level of slgA in saliva decreased to a mild degree of 0.44 g / l, moderate - 0.35 g / l and severe - 0.28 g / l (usually 0.15-0.54 g / l) . The relative values of T-lymphocyte and T-helper subpopulations, which were initially reduced, increased in both groups as a result of complex treatment and almost

approached the values of healthy people. These changes were associated with a noticeable improvement in the condition of the periodontium; B-lymphocytes and natural killer cells also increased significantly. The number of IL-2 receptor cells (CD25+) increased , which means an increase in the percentage of activated T- and B-lymphocytes. Complex treatment improved immunological parameters in patients with chronic viral hepatitis B, C and B+C with chronic generalized periodontitis.

3. The content of gamma-glutamyl transpeptidase and ornithine decarboxylase in the saliva of patients with chronic liver diseases B, C and B+C differed from the corresponding parameters in healthy individuals. Salivary enzyme levels in patients with chronic hepatitis B and mild generalized periodontitis were 0.94±0.20 μmol / ml, moderate – 0.96±0.18 μmol / ml and with severe CGP - 0.99±0.22 μmol \ml; in patients with chronic hepatitis C and mild generalized periodontitis were 1.03±0.21 μmol / ml, moderate – 1.05±0.19 μmol / ml and with severe CGP - 1.08±0.20 μmol / ml, respectively. That is, the content of GGTP in saliva in CHB was slightly lower than in CHC. The level of GGTP in the saliva of patients with mild chronic generalized periodontitis and mixed infection B+C was 1.02±0.12 μmol /l, moderate - 1.04±0.11 μmol /ml, and in severe CHP - 1.07±0.12 μmol /ml.

ornithine decarboxylase enzyme in the saliva of patients with chronic hepatitis B and mild generalized periodontitis was 0.13±0.03 nkat /ml, moderate – 0.15±0.02 nkat /ml and with severe CGP – 0.18±0.04 nkat /ml; in patients with chronic hepatitis C and mild generalized periodontitis they were 0.10±0.02 μmol \ml, moderate – 0.12±0.03 nkat /ml and with severe CGP – 0.15±0.04 nkat /ml, respectively. The level of ODC in the saliva of patients with mixed infection and mild CGP was 0.62±0.03 nkat /ml, with moderate infection – 0.72±0.01 nkat /ml, and with severe CGP – 0.81±0.01 nkat /ml.

4. Complex treatment with immunomodulators and anti-inflammatory agents showed a good clinical response in patients of the main group, with bleeding stopping on the second day of treatment and swelling disappearing on the third day. Similar changes occurred much later (5-6 days) in patients of the comparison group. A good level of hygiene was observed 20 days and 6 months after treatment of mild , moderate and severe chronic generalized periodontitis.

The conducted studies have shown that after combined therapy with immunomodulators and anti-inflammatory agents using Dezoksinat A and

ultraphonophoresis with peach oil, a significant decrease in the activity of periodontitis was observed. It has been established that the above-mentioned complex treatment plays an important role in the treatment of periodontitis, along with hygienic measures, it helps restore impaired immunological changes, significantly reduces inflammatory phenomena, participates in the regenerative process of periodontal tissues and significantly increases the duration of remission.

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PECULIAR SIMILARITIES AND DIFFERENCES OF INCOMPLETE SENTENCES IN THE SPOKEN LANGUAGE OF FRENCH AND UZBEK

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Abstract:

This article analyzes the similarities and differences in the expression of incomplete sentences in dialogic speech in French and Uzbek. The article first of all examines the concept of incomplete sentences and their role in speech. Further, the use of incomplete sentences in French and Uzbek, their structure, contextual features and communicative functions are analyzed. As similarities, the tendency to shorten and simplify information during communication in both languages is shown, and the grammatical structure, vocabulary and cultural context of the language are presented as differences.

Keywords: Incomplete sentence, dialogical speech, French, Uzbek language, similarities, differences, grammar, syntax, target speech, semantics.

Introduction

Language is the most important communicative means of mankind, through which we can express our thoughts and feelings. Each language has its own specific grammatical devices, lexical units, and stylistic features. French and Uzbek have similar features and it is important to express incomplete sentences. Incomplete sentences are sentences that do not contain all the necessary elements to convey a certain meaning. Their use manifests itself in different ways, depending on the communicative situation. This article examines the dialogic representation of incomplete sentences in French and Uzbek. By analyzing the

similarities and differences, an attempt is made to form a deeper understanding of the properties of both languages, their logical structure, and their contextual use. This research will not only serve to enrich linguistic knowledge, but also to further deepen the communicative ties between the two cultures. The topic provides useful recommendations for students, researchers and practitioners interested in linguistics.

The Main Part

In dialogic speech in French and Uzbek, incomplete sentences (that is, sentences whose meaning is incomplete or expressed from context) show in most cases similar and different aspects. These similarities can be seen through the following aspects:

1. Contextual dependence: In the dialogic speech of both languages, the meaning of sentences is in many cases context-dependent. For example, incomplete statements become intelligible when answered on the basis of previously stated opinions or questions about a topic.

2. Purpose-oriented sentences: In both French and Uzbek, incomplete sentences are usually formed depending on the goals of communication. Short answers can be provided based on the interviewee's needs and questions.

3. Social connections: In conversational speech, social connections between people are also important. Individuals who are mutually familiar may have the freedom to use incomplete sentences, which further enhances the social context.

4. Voice and intonation: In both languages, intonation and pitch play an important role when using incomplete sentences. This situation helps to create understanding in communication.

5. Q&A structures: In conversational discourse, question-and-answer systems often lead to incomplete sentences. Continuing the dialogue can be done by short answers to questions or using affirmative words.

Thus, in the dialogic speech of French and Uzbek, the expression of incomplete sentences has a number of points in common that ensure the naturalness of the communication process. In the dialogic speech of French and Uzbek, the expression of incomplete sentences has a number of differences. These differences can be considered through:

1. Grammar and Syntax:

- Incomplete sentences in the Uzbek language are often identified by word order and suffixes. For example, in Uzbek, "I am reading a book, but..." We rely on context to understand what might happen next.

- In French, incomplete sentences are often formed depending on the tense or sound of the verb. For example, "Je suis allé au marché mais..." That is, context is important here as well.

2. Stylistic features:

- In Uzbek, incomplete sentences are used more often in oral speech, and their simplicity or brevity contributes to the naturalness of communication.

- In French, however, such sentences are often found in a literary style as well and can increase the formality of communication.

3. Emotional expression:

- Incomplete sentences in Uzbek can increase the emotional load. For example, "I love you so much, but..." Expressions such as these enhance certain emotions.

- There are such cases in French as well, but their emotional expression may depend more on lexical choice.

4. Contextual dependence:

- Context is very important in communication; For the sentence to continue, it is necessary to refer to the previous point.

- In French, however, this thing is done in a slightly different way; That said, sometimes it may not be necessary to pursue an idea.

5. Abbreviation and summarize:

- In incomplete sentences in Uzbek, abbreviations can be common; This simplifies communication.

- In French, however, there is a high probability that the abbreviation will be retained in the formal or literary style in most cases.

In general, although there are incomplete sentences in both languages, the way they are used and the context in which they are used can vary. All these differences are related to the culture and syntactic features of the languages.

The study of the representation of incomplete sentences (that is, sentences without exact meaning or incomplete sentences) in French and Uzbek provides an interesting angle for a comparison of the syntactic and semantic features of the two languages. Below are some of the similarities and differences between these two languages.

Similarities:

1. Sentence structure: In both languages, incomplete sentences are often context-dependent in communication. That is, to understand something, you need to look at context.

2. Emotional expression: In both languages, incomplete sentences are often used to express an emotion or mood. For example, when responding to an event or situation, the incompleteness of words can enhance an emotional response.

3. Simple Verbal Communication: In spoken speech, short and ambiguous sentences are used in both languages for agility or urgency.

Differences:

1. Syntactic structure: Incomplete sentences in Uzbek often differ by their morphological features, for example, suffixes can be added depending on the personality of the verb. In French, however, verbs usually change according to the person, but specific meanings are not used in spaces.

2. Short forms: French often uses short forms and abbreviations (for example, "C'est..." instead of "C'est pas..."), which can increase the incompleteness of speech. In the Uzbek language, such short forms are less common.

3. Contrasting methods: Incomplete sentences in Uzbek dominate mainly the use of context-dependent words, while in French, intonation and intonation play a greater role in clarifying the situation in communication.

Conclusion:

Incomplete expressions in French and Uzbek serve to enrich the communication process. Despite the fact that each of them has its own syntactic and semantic characteristics, they also have something in common. For a full understanding, it is necessary to take into account the context in any dialogue. Knowing these differences and similarities ensures perfect knowledge of the two languages and allows for a deeper understanding of cultural differences.

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KEY STAGES IN THE FORMATION AND DEVELOPMENT OF INTERNATIONAL COOPERATION ON DIGITAL TRADE

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Abstract:

The development of international cooperation on digital trade has progressed significantly over the past few decades, largely driven by the digitalization of global commerce and the growth of e-commerce. This paper analyzes the key stages in the formation and development of digital trade cooperation among states, particularly focusing on multilateral and bilateral agreements, treaties, and frameworks such as the World Trade Organization (WTO) and regional trade blocs. It examines the legal structures, challenges, and successes of interstate cooperation on digital trade, shedding light on how digital trade regulation is shaping the future of global commerce. This analysis highlights the importance of international collaboration in regulating cross-border data flows, e-commerce, and technology transfer.

Keywords: Digital trade, international cooperation, e-commerce, multilateral agreements, cross-border data flows, WTO, regional trade blocs, trade regulation, technology transfer, global commerce, interstate cooperation, digital commerce, international trade law, trade frameworks, digital economy.

Introduction

International digital trade refers to the exchange of goods, services, and data across borders using digital platforms and technologies. The evolution of the internet, the proliferation of e-commerce, and the growth of new technologies like cloud computing, blockchain, and artificial intelligence (AI) have drastically changed how countries and businesses engage in trade. The concept of international digital trade now extends beyond the sale of physical goods to include intangible products such as software, digital media, and services that rely on the internet for distribution.

The initial phase of international digital trade cooperation focused on establishing the legal recognition of electronic transactions and signatures. The **UNCITRAL Model Law on Electronic Commerce (1996)** served as a pivotal instrument, providing a template for countries to develop their own legislation, thereby promoting international trade by removing legal obstacles to the use of electronic communications in international contracts. [1]

This article examines the key stages in the formation and development of international cooperation on digital trade within interstate cooperations, highlighting the evolution of global legal frameworks from early regulatory efforts to the more contemporary, complex, and often contentious arrangements seen in multilateral and bilateral trade agreements.

As digital commerce grew, integrating digital trade provisions into preferential trade agreements became a strategic approach. The **Digital Trade Integration in Preferential Trade Agreements** report outlines five foundational elements for digital trade integration: reducing digital trade barriers, digital trade facilitation, digital trade regulatory frameworks and digital trust policies, digital development and inclusion, and institutional coordination.[2]

The World Trade Organization (WTO) became one of the first multilateral institutions to address issues related to digital trade. In 1998, the WTO's **Work Programme on E-Commerce** was established during the **Ministerial Conference in Seattle** (WTO, 1998). This program focused on issues such as tariffs on electronic transmissions, privacy protection, and cross-border data flows. At the time, many nations were still grappling with the implications of the internet and digital technologies, which had yet to achieve the global ubiquity they would later have.

One of the key developments in this early stage was the WTO's **Moratorium on E-Commerce Tariffs**, which, starting in 1998, prohibited members from imposing customs duties on electronic transmissions. This moratorium was an essential step toward creating a digital trade environment free from traditional barriers, particularly for software, digital media, and other online services (Jackson, 2016). The decision was significant because it signaled the first

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[1] https://uncitral.un.org/en/texts
[2] https://documents1.worldbank.org/curated/en/998881578289921641/pdf/The-Regulation-of-Digital-Trade-Key-Policies-and-International-Trends.pdf

international commitment to facilitating the free flow of data and digital products across borders.

However, this early stage of cooperation highlighted the challenges in balancing the need for free digital trade with concerns over regulation, privacy, and the protection of local industries (Teece, 2018).

While multilateral frameworks like the WTO began to address digital trade, bilateral agreements were also critical in setting the groundwork for future cooperation. The **United States-Canada Free Trade Agreement (FTA)** (1989) and the **North American Free Trade Agreement (NAFTA)** (1994) both included provisions on digital trade, signaling the growing importance of digital commerce in international relations (López-González & Jouanjean, 2017). These early agreements laid the foundation for future digital trade policies by addressing issues such as market access for digital products, copyright protection for digital media, and the facilitation of cross-border data flows

In the 2000s and 2010s, the digital trade landscape became more diverse as regional trade agreements (RTAs) began incorporating provisions for digital commerce. These agreements recognized the potential for e-commerce to boost economic growth and sought to create more targeted frameworks for cooperation on digital trade issues.

The evolution of digital trade agreements reflects a shift towards comprehensive frameworks addressing various aspects of digital commerce. The **Digital Economy Partnership Agreement (DEPA)** exemplifies this progression, incorporating provisions on business and trade facilitation, data flows, and digital economy practices shaped within international fora such as APEC and the OECD.[3]

The **European Union (EU)**, for instance, adopted the **Digital Single Market Strategy** in 2015 to ensure that the digital economy could function seamlessly across member states (European Commission, 2015). The EU established legal frameworks to promote the free movement of data, protect privacy through regulations like the **General Data Protection Regulation (GDPR)**, and eliminate barriers to cross-border e-commerce. These efforts were instrumental in shaping the global discourse on digital trade regulation, particularly regarding data privacy and protection.

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[3] https://ainowinstitute.org/publication/international-digital-trade-agreements

The **Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP)**, finalized in 2018, also marked a significant milestone in digital trade cooperation. The agreement includes provisions that address cross-border data flows, the prohibition of data localization requirements, and enhanced intellectual property protections, which are essential in promoting digital commerce across the Asia-Pacific region (Gibson, 2018).

The United States has played a leading role in advocating for the liberalization of digital trade. The **United States-Mexico-Canada Agreement (USMCA)**, signed in 2018, replaced NAFTA and included expanded provisions on digital trade. Notably, the agreement includes rules on the free flow of data, bans on data localization, and stronger protection of online services and digital products. This was a significant step in codifying digital trade provisions in a modern trade agreement (Patterson, 2020).

Moreover, the **WTO's Joint Statement Initiative on E-Commerce**, launched in 2019, exemplified the desire for multilateral collaboration on digital trade rules. The initiative seeks to establish global norms on issues like electronic contracts, privacy protection, and artificial intelligence in trade. While the initiative represents progress, it also underscores the challenges in achieving universal consensus on digital trade regulation (WTO, 2019).

As digital trade has become increasingly integral to global commerce, concerns around **data privacy** and **sovereignty** have emerged as central issues in international cooperation. Many countries, particularly in the European Union, have implemented strict data protection laws like the **GDPR**, which regulate the handling and transfer of personal data across borders (Lynskey, 2018). The EU's regulatory approach has become a model for other countries, but it also creates tensions in international trade agreements, as the free flow of data is a critical component of digital trade.

Recent agreements, such as the **EU-Singapore Digital Trade Agreement**, underscore the ongoing efforts to enhance digital trade relations. This agreement aims to facilitate cross-border data flows, set global data regulations, and promote a safe online environment for consumers. [4]

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[4] https://www.reuters.com/markets/eu-singapore-agree-digital-trade-deal-2024-07-25

In contrast, countries such as China and Russia have adopted more restrictive data localization measures, requiring that data generated within their borders be stored and processed domestically (Meltzer, 2019). These measures have raised concerns about trade barriers and the fragmentation of the global digital economy. As the digital economy continues to grow, it will be crucial for interstate cooperation to address these issues in a way that balances privacy protection with the need for seamless cross-border data exchange.

Another critical issue in international cooperation on digital trade is the protection of **intellectual property (IP)**, especially as digital trade involves the movement of intangible assets, including software, patents, and digital content. The **TRIPS Agreement** under the WTO provides a global legal framework for IP protection, but as digital technologies advance, new IP challenges have emerged. The widespread use of AI, machine learning, and other technologies in digital trade has created new questions around the ownership of digital innovations and the protection of IP across borders (Barton, 2017).

In addition, the **World Intellectual Property Organization (WIPO)** continues to play a crucial role in regulating the global IP system. However, there are ongoing debates about how to address new challenges, such as digital piracy and the use of AI in creating innovative products, which raises questions about IP ownership and enforcement (Helfer, 2019).

As digital trade continues to expand, multilateral efforts will be crucial in developing international frameworks that regulate emerging issues such as AI, blockchain, and digital trade standards. The **World Economic Forum (WEF)** has highlighted the need for **global digital trade rules** that foster collaboration between countries, protect consumer rights, and support sustainable development (WEF, 2020). This requires a shift from fragmented regional and bilateral agreements to a more inclusive, multilateral approach.

Organizations like the WTO, WIPO, and the **Organisation for Economic Co-operation and Development (OECD)** will continue to play a central role in shaping the future of digital trade. The **OECD's Digital Economy Policy Paper** (2020) provides a roadmap for member countries to enhance cooperation on digital trade while ensuring that regulatory frameworks are flexible enough to adapt to rapid technological changes.

Conclusion

The evolution of international cooperation on digital trade has been marked by significant legal milestones, from the early days of the WTO's moratorium on e-commerce tariffs to the more sophisticated agreements and frameworks established in the 2000s and 2010s. However, challenges remain, particularly in the areas of data privacy, intellectual property, and regulatory divergence. Moving forward, interstate cooperation will be essential to create a cohesive and fair global digital trade ecosystem that fosters innovation, protects consumers, and promotes sustainable economic growth.

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DISTINCTIVE ASPECTS OF THE PRINCIPLES GOVERNING THE RECOGNITION AND ENFORCEMENT OF COURT DECISIONS BETWEEN STATES

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Abstract:

This study examines the distinctive aspects of the principles governing the recognition and enforcement of foreign court decisions in international law. It highlights the imperative nature of jus cogens norms, such as the principles of sovereign equality and international cooperation, which require state consent before foreign judgments can be enforced within their territories. The principle of reciprocity ensures cooperation in the absence of bilateral agreements, while sectoral principles like the interrelation of judicial processes and res judicata prevent duplication of cases and ensure the finality of decisions. The study further explores how these principles are embedded in international treaties and national legal frameworks, emphasizing their role in balancing state sovereignty with legal cooperation.

Keywords: Recognition of foreign judgments, enforcement, jus cogens, sovereign equality, international cooperation, reciprocity, judicial interrelation, res judicata, state sovereignty, legal certainty, jurisdiction, treaty obligations, comitas gentium, international judicial practice, mutual assistance, national legal systems.

Introduction

When discussing principles within the framework of international law, it is essential to first seek their legal foundations in international treaties and customary international law norms. Additionally, it must be taken into account that there is no final or official list of international law principles. Therefore,

identifying and analyzing them primarily requires referring to existing international legal norms, international judicial practice, and doctrines of international law. In particular, the existence of official or unofficial interpretations of international law principles holds special significance from the perspective of their application in national law, as national legal systems rely on international legal principles and norms, integrating the resulting provisions into their legislation.

Methods. This article employs historical, logical, and comparative-legal methods to analyze the historical development of principles related to the recognition and enforcement of foreign court decisions, scholars' opinions, their application in international instruments and judicial practice, and their legal nature.

Analysis and Discussion

International law principles are understood as universal, imperative international legal standards that reflect the logic of international law, correspond to the objective realities of the development of international legal relations, and constitute the legal values forming the international legal order. It is important to emphasize that a key characteristic of public international law principles in international relations is their imperative nature. The defining features of international law principles include, first, their obligatory nature for all participants in regulating public relations, as seen in the UN Charter and multilateral treaties. Second, these principles define the object of international cooperation, reflecting the legal values determined by the objective needs of participants in international relations.

The 10 universally recognized principles of international law are enshrined in the Charter of the United Nations adopted in 1945[1], the Declaration on Principles of International Law of 1970[2], the Final Act of the Conference on Security and Cooperation in Europe (Helsinki) of 1975[3], and several other international documents. The establishment of the United Nations (hereinafter – UN) in 1945, the adoption of the Universal Declaration of Human Rights on December 10, 1948, as well as the ratification of the International Covenant on Civil[4] and Political Rights and other international treaties adopted in 1966 by various states[5], significantly contributed to the development of international legal norms.

The Principle of Sovereign Equality of States. According to Article 2, Paragraph 1 of the UN Charter, states must base their international relations on the principle of "sovereign equality" [1]. Similar provisions are established in Article 17 of the Constitution of the Republic of Uzbekistan, which states that *"Uzbekistan's foreign policy is based on the sovereign equality of states... as well as other universally recognized principles and norms of international law"*[6].

The essence of this principle lies in the equal rights of all states and the obligation not to interfere in each other's internal affairs. In international law, this principle is considered a *"jus cogens"* imperative norm. This means that any interference in the sovereignty of a state constitutes a violation of imperative norms of international law. In particular, the recognition and enforcement of foreign court decisions may affect the sovereign rights of a state. The voluntary nature of recognizing and enforcing foreign court decisions serves as an important mechanism for protecting state sovereignty. Every state has the right to determine the conditions and procedures for recognizing and enforcing foreign court decisions based on its national legislation. This ensures the state's ability to protect its interests.

According to I. Blunchlining, "no state is obliged to permit the exercise of any governmental authority (including judicial authority) of another state within its territory without its consent"[7]. French jurist H. Batiffol emphasizes that "a state's apparatus operates solely based on orders originating from the respective state."[8] Derived from the principle of sovereign equality of states, this means that the enforcement of a foreign state's authoritative decisions can only be carried out with the consent of the respective state. Otherwise, even if there are no obstacles to enforcing such decisions, they may still remain unenforced.

U.S. judge X. Gray, emphasizing the territoriality of sovereignty, states that no law, by virtue of its legal force, applies beyond the borders of the sovereignty from which its authority originates[9]. In international relations, the principle of the sovereign equality of states is aimed at ensuring compliance with the rule of territorial supremacy. One manifestation of this principle is that a state has no right to impose its will on another state or interfere in any other way in its internal affairs (state sovereignty).

If we look at history, in the 17th century, court decisions were issued by the head of state (the king), and any interference in this matter could be considered an intrusion into the king's personal powers. This, in turn, implied a violation of a

state's internal affairs, i.e., its sovereignty. Based on this approach, if we focus on the issue of sovereignty:

First, the administration of justice is an inseparable component of a state's territorial supremacy (sovereignty).

Second, according to the principle of sovereign equality of states, a state is not obliged to recognize foreign court decisions, except in cases where obligations have been assumed within the framework of international treaties[10]. For the administration of justice, a state must possess territorial supremacy; otherwise, a court decision would, by itself, have no legal effect beyond the state that issued it in relation to the defendant or the victim. To prevent the limitation of territorial supremacy in recognizing interstate court decisions, there must be mutual agreements between sovereign and equal states.

In our opinion, regardless of which foreign state's court handles civil, administrative, or criminal cases, the administration of justice has always been the function of any state. From this, it follows that the essence and subjective composition of a case resolved by a foreign court do not in any way affect the legal nature of the court decision-it always remains a legal act of the state that issued it.

Between the 17th and 20th centuries, the development of international relations among states was influenced by changes in scholars' views on sovereignty. As a result, it was emphasized that states should grant each other privileges in judicial cooperation and mutual relations. This implies that international treaties should determine the procedure and characteristics of granting such privileges in the field of mutual recognition and enforcement of foreign court decisions. This is because the conclusion of treaties between states and the establishment of obligations therein were seen as a guarantee of the fulfillment of commitments related to recognizing and enforcing court decisions issued in one state while preserving state sovereignty. Consequently, this contributed to the development of international legal cooperation in this area.

The principle of international cooperation of states. Increasing attention is being paid worldwide to ensuring human rights and adhering to human rights standards in the recognition of foreign court decisions in civil, economic, and criminal cases. As a general rule, court decisions issued by each state's own courts must be enforced, as the state, based on its sovereignty, exercises the relevant coercive function. The obligation of states to cooperate with one another is

established in Article 1, Paragraph 3 of the UN Charter and in the Declaration on Principles of International Law[2].

According to the G.Matkarimova, "respecting the principle of cooperation among states is one of the highest values in international law" [11]. X.Tursunov emphasizes that "failure to properly execute a foreign state's judicial request in civil, family, criminal, and economic matters leads to a breach of international legal obligations or a violation of the principles of interstate cooperation" [12]. In her research, P.Evseeva states that "the achievement of justice in the administration of justice and the respect for human rights are initially ensured by the domestic legislation of a particular state, and later, cooperation takes place within the framework of international treaties"[13].

Within the framework of international treaties on the recognition and enforcement of foreign court decisions, such provisions can be found in Article 5 of the Agreement between the Republic of Uzbekistan and the Republic of Kazakhstan on Legal assistance and legal relations in civil, family, and criminal cases, signed on June 2, 1997, as well as in Article 364 of the Civil Procedure Code of the Republic of Uzbekistan and Article 248 of the Economic Procedure Code of the Republic of Uzbekistan.

The Principle of Interrelation of Judicial Processes. In the context of court proceedings, the terms "interaction", "implementation of interaction" and "causal interrelation" are used to describe the mutual influence among the subjects of the judicial process. The key aspect of this principle is that the procedural rights of disputing parties exist in complete interrelation. Moreover, it directly affects the process of comprehensive examination of cases by competent courts, the reliance on evidence, and the adoption of lawful decisions. The main aspects of this principle include: each judicial instance conducting proceedings within its jurisdiction; higher courts having the authority to review and verify the legality and validity of decisions made by lower courts; uniform interpretation of legal norms; and the prevention of repetitive procedural actions.

Therefore, in the process of recognizing and enforcing foreign court decisions, this principle manifests as the foundation of procedural rights for the parties in judicial proceedings. This principle is also reflected in international legal instruments. Specifically, Article 22 of the Minsk Convention[14] and Article 24 of the Chisinau Convention establish that if a case has been initiated between the

same parties, concerning the same subject matter and grounds, the court that initiated the proceedings later must terminate them[15].

The principle of res judicata is a general principle known in international law and national legal systems of states. The principle of res judicata implies the clarity and unambiguity of legal provisions on one hand, and the finality of court decisions on the other. This principle guarantees the finality of legal status in regulating legal relations between parties. P.Janig and A.Reinisch define the concept of "res judicata" as follows: "In the public interest, court proceedings must be terminated, and no one should be brought to court twice on the same grounds"[16].

T.Tsepkova and M.Borisov apply the concept of "res judicata" in both narrow and broad senses. "In the narrow sense - if a dispute has been resolved by the court and the decision has entered into legal force, it eliminates uncertainty between the parties. In the broad sense - it prohibits the reconsideration of the same dispute in resolving the court case and when the court decision enters into legal force, prohibits appeals and reconsideration in the usual manner. It also establishes the mandatory nature of the execution of court decisions"[17].

This principle is established as a rule prohibiting the reconsideration of decisions made by one state's court on their merits in implementing interstate cooperation on recognition and enforcement of foreign court decisions. Within the framework of international documents, this is specified in Article 54, paragraph 2 of the Minsk Convention, and Article 57, paragraph 2 of the Chisinau Convention. Also, within the framework of national legislation, it is recorded in Part 4 of Article 369 of the Civil Procedure Code and Part 4 of Article 254 of the Economic Procedure Code.

The Principle of Reciprocity. Although this principle is not established in the UN Charter or international treaties, it holds significance in the development of interstate relations. The principle of reciprocity is primarily based on the concept of the legal equality of subjects of international law. In international law, the notion of "reciprocity" is understood as an approach applied in the absence of an international treaty regulating relations between states involving a foreign person. In other words, it implies that rights recognized in one state should be recognized in the same manner in another state.

I. Lukashuk stated that "international comity (comitas gentium) consists of rules accepted in practice but lacking legal force"[18]. The International Court of

Justice has noted that international comity should be taken into account but must be distinguished from legal obligations. William S. Dodge emphasizes that the doctrine of international comity (comitas gentium) is not only theoretical but also plays a role in regulating existing relationships. He points out that courts of one state may apply the laws of another state based on the principle of comity [19].

According to D. Story, the limits of applying the principle of comity should be determined by the state itself. While applying it may be appropriate, it is not mandatory [20].

If we consider the role of the "principle of reciprocity" in national legislative norms of states, it is specifically mentioned in Article 592 of the Criminal Procedure Code of the Republic of Uzbekistan [21].

Such approaches allow for mutual legal assistance in recognizing and enforcing foreign court decisions between states, even in the absence of an international treaty. At the same time, they contribute to ensuring interstate international legal cooperation. In our view, the doctrine of international comity (comitas gentium) has served as the basis for the formation of the principle of reciprocity as a means of implementing international legal cooperation in the absence of a treaty between states on the recognition and enforcement of foreign court decisions. The main elements of the principle of reciprocity are as follows: 1) It creates the possibility of recognizing and enforcing the decisions of one state's courts in the territory of another state; 2) States apply this principle based on their mutual interests; 3) It is used in establishing equal legal relations.

The historical foundation of the principle of reciprocity today can be said to have been created based on the doctrine of international comity (comitas gentium). Furthermore, by its nature, this principle does not have an imperative character but is instead based on voluntariness.

Conclusion

The specific characteristics of the principles noted above demonstrate that the jus cogens peremptory norms of international law (the principle of sovereign equality of states and the principle of international cooperation) establish that the recognition and enforcement of foreign court decisions, since they are carried out within the territory of another state, can only take place after obtaining the consent of the competent authority of the recognizing state. In the absence of mutual treaties regulating a specific area between states, the principle of reciprocity

serves to ensure international legal cooperation between states in matters of recognition and enforcement of court decisions. Sectoral principles (interconnection of judicial proceedings and res judicata) help prevent the duplication of decisions in cases with the same subject matter issued by foreign courts, as well as ensure the finality of decisions and determine the legal status of the disputing parties.

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LABORATORY STUDIES ON THE EFFECTS OF HYDROGEN EXPOSURE ON POROSITY, PERMEABILITY, AND CHEMICAL COMPOSITION OF TERRIGENOUS RESERVOIR ROCKS: A CASE STUDY OF THE BOBRIKOVSKII FORMATIONS IN THE NORTHEAST VOLGA-URAL OIL AND GAS PROVINCE

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Abstract:

This article outlines the methodology for conducting laboratory investigations into the effects of hydrogen on reservoir rocks. It details the stages of sample analysis and the instruments employed during the experiments. A comparative evaluation of the porosity and permeability of core samples was undertaken, revealing a 4.6% decrease in porosity and a 7.9% reduction in permeability following hydrogen exposure. Correlation analysis indicated a typical shift in the relationship between these characteristics: post-exposure, the variability of values increased while the correlation coefficient decreased, suggesting alterations in the void structure. The findings suggest that the observed reductions in porosity and permeability are attributed to slight compaction due to effective stresses. Chemical analyses indicated no significant changes in the composition of primary oxides before and.

Keywords: Hydrogen; subsurface gas storage; reservoir rock; properties of porosity and permeability; chemical makeup of rocks; fundamental oxides.

Introduction

Recently, there has been a growing focus on eco-friendly production technologies and the reduction of carbon dioxide emissions, including the exploration of alternative energy sources to replace hydrocarbons. In publication [1], the authors

highlight the importance of addressing global warming and discuss technologies for capturing and disposing of carbon dioxide. They emphasize that Russia should adopt these technologies through government programs, drawing on international experiences. Hydrogen is anticipated to serve as one of the alternative fuels, raising challenges related to its production and transportation. Articles [2-4] outline various production methods for hydrogen, each with differing levels of energy efficiency and environmental impact. The authors advocate for technologies that do not produce carbon dioxide emissions. Additionally, publications [5-7] indicate that transporting hydrogen necessitates densification (liquefaction) and enhanced safety for tanks and transport systems. A critical consideration in hydrogen energy is the selection of storage facilities. Scientific articles [8-10] indicate that salt caverns may be suitable for storing hydrogen-methane mixtures, but they have both advantages and disadvantages. While salt caverns offer excellent sealing properties, they require significant labor to create, incur high costs, and have limited storage capacity due to structural collapse under external pressures. Some researchers propose utilizing existing underground gas storage facilities (UGS) traditionally used for natural gas [11, 12]. For larger volumes, depleted gas fields, aquifers, or currently operational methane storage facilities are recommended. A significant challenge in hydrogen storage is the embrittlement of steel well strings and downhole equipment. Articles [13-15] provide evidence that exposure to hydrogen can lead to physicochemical changes in commonly used steel grades, resulting in cracking and deterioration of mechanical properties. Such effects can lead to unexpected emergencies in wells and equipment. The metabolic activity of hydrogen-consuming bacteria can also pose issues. Experts [16-18] have noted that certain bacterial species in reservoirs can convert hydrogen into hydrogen sulfide, an aggressive gas that can damage well structures and equipment.

When hydrogen is stored in reservoir beds, it can chemically react with the minerals in the rock matrix and the cap rock above. Authors of articles [19-21] present data showing that hydrogen can interact with pyrite and aluminum-containing minerals, as well as with dissolved carbon dioxide and sulfates, leading to the formation of methane and hydrogen sulfide. These reactions can alter the porosity and permeability of the formation. Publications [22-24] indicate that hydrogen can cause a twofold change in the porosity of core samples, with these effects being dependent on the lithological characteristics of the rocks.

Thus, it is recommended to store gas primarily in terrigenous reservoirs free of clay and carbonate impurities. Similar to traditional underground gas storage for methane, storing hydrogen can create a complex geodynamic situation at the operational sites. As shown in articles [25-27], fluctuations in formation pressures during gas injection and withdrawal can cause surface deformations. Therefore, it is essential to establish geodynamic monitoring systems in these UGS. An analysis of the literature reveals that the effects of hydrogen on the porosity and permeability of reservoir rocks, as well as on the chemical composition of the rock matrix, have not been sufficiently studied. This highlights the importance of examining the impact of hydrogen on reservoir properties and the chemical changes in the rocks of the investigated formation. The study focuses on the terrigenous deposits of the Bobrikovskii horizon in the Volga-Ural oil and gas province, where gas is stored in the Karashurskoe UGS in the Republic of Udmurtia [28-30]. A methodology was developed for analyzing core samples, and a unit was created for the long-term exposure of samples to hydrogen. The results of lithological and petrographic studies of thin sections of the core samples are presented, along with a comparative analysis of the laboratory results concerning the porosity, permeability, and chemical composition of the rock matrix.

Methodology

The influence of hydrogen injection on the natural properties of reservoirs was studied using the Bobrikovskii terrigenous formations as a case study—a geological body designated for underground gas storage in the Volga-Ural oil and gas province. Due to the inability to use core samples from the At the Karashurskoe UGS, core samples were collected from a similar Bobrikovskii formation at one of the oil fields in the northeastern part of the Volga-Ural oil and gas province for laboratory experiments (Fig. 1). The core was extracted from sections with the highest porosity and permeability, specifically at a depth closest to the production zone in the Karashurskoe UGS, ranging from 1,488.4 to 1,489.8 meters. A total of twenty-four core columns were drilled from the original core material (Fig. 1), with half having standard dimensions (3 cm in length and diameter) and the other half featuring non-standard dimensions (6 cm in length and 3 cm in diameter). The non-standard samples were used to evaluate the stress-strain properties of the rocks through static testing before and after hydrogen exposure. Any samples displaying visible cracks were excluded from further

analysis, resulting in a final total of twenty samples. After extraction, the samples underwent standard preparation, which involved soaking in an alcohol-benzene mixture for 20 days using a Soxhlet apparatus followed by drying. Figure 1 illustrates the prepared core samples, which were categorized into five groups of four samples each (Table 1). Each group contained two standard samples and two "long" samples. The intention is to compare the results of determining reservoir properties (porosity and permeability) as well as stress-strain properties (elastic modulus, Poisson's ratio, tensile and compressive strength) before and after hydrogen exposure for both the standard and "long" samples from each group.

Fig.1. Source core material and samples after drilling out

Table *1* Geometric characteristics of core samples and their porosity and permeability determined before and after exposure to hydrogen

Group number	Sample number	Length h, cm	Diameter d, cm	Before exposure to hydrogen		After exposure to hydrogen		Absolute change		Relative change	
				Kp, %	$Kper$, mD	Kp, %	$Kper$, mD	^-Kp, %	^-Kper, mD	^-Kp, %	^-Kper,%
1	1	6.03	3.00	22.4	720						
1	19	5.89	3.00	23.1	848	21.3	757	−1.8	−91	−7.79	−10.73
1	11/2	3.03	3.02	23.3	759						
1	2/1	3.01	3.00	22.4	739	22.3	692	−0.1	−47	−0.45	−6.36
2	4	5.89	2.99	22.4	664						
2	12	5.84	3.00	22.2	706	21.5	646	−0.7	−60	−3.15	−8.50
2	2/2	2.90	3.00	22.9	686						
2	14	2.96	2.99	22.9	686	22.5	644	−0.4	−42	−1.75	−6.12
3	6	6.03	3.01	21.3	604						
3	15	6.01	2.99	21.4	518	20.7	495	−0.7	−23	−3.27	−4.44
3	13	2.98	2.99	23.0	643						
3	5/1	2.87	2.99	22.8	644	21.1	603	−1.7	−41	−7.46	−6.37
4	7	5.97	2.99	22.1	612						
4	3	6.02	3.00	22.6	634	22.0	618	−0.6	−16	−2.65	−2.52
4	11/1	3.00	3.02	22.7	717						
4	8/1	2.98	3.00	22.4	669	19.4	603	−3.0	−66	−13.39	−9.87
5	16	5.9	2.99	22.3	496						
5	21	5.89	3.02	21.6	463	21.0	448	−0.6	−15	−2.78	−3.24
5	2/5	2.93	3.00	22.5	611						
5	8/2	2.91	3.01	22.3	655	21.7	625	−0.6	−30	−2.69	−4.58
Average value				22.4	656	21.3	612	−1.07	−44.6	−4.74	−6.46

Table 2 outlines the comprehensive research program for the sample studies. The research consists of the following stages:

Stage 1: Following the standard preparation of the samples, their porosity and gas permeability were measured under conditions similar to atmospheric pressure: open porosity (Kp) and absolute permeability (Kper). The assessment of reservoir properties was conducted in accordance with GOST 26450.2-85 using a PIK-PP unit (AO Geologiya). To ensure accurate measurements, the samples were subjected to a minimum overburden pressure of 2.5 MPa, which prevented gas from flowing around the sides of the samples. This phase of the study aimed to identify variations in the reservoir properties of the core samples and assess the representativeness of the sample selection.

Table 2

Key stages of the research program, along with the equipment used and the parameters measured for each group of four samples.

Stage	Content of research stage	Unit used	Determined parameters
1	Samples are extracted and dried, open porosity and absolute gas permeability are determined at effective stresses close to atmospheric conditions (overburden pressure 2.5 MPa)	PIK-PP	*Kper, Kp*
2	Lithological and petrophysical studies of thin sections of core samples	Polarising microscope Leica DM 2700P	**Lithological and petrophysical properties**
3	For three crushed samples, the chemical analysis of rock is performed, the com- position of the main rock-forming oxides: Fe2O3, MnO, TiO2, Al2O3, SiO2, CaO, MgO, Na2O, K2O, P2O5, Stot	Spectroscan MAKS-GV	**Mass fractions of oxides**
4	From each group, one "long" sample, one standard sample and part of the crushed core are placed in a cylinder, into which hydrogen is then injected. Sam- ples are kept in the cylinder for 7 days	Cylinder for injecting hydrogen and keeping samples	
5	For samples removed from the cylinder, the porosity and gas permeability are determined at effective stresses close to atmospheric conditions (overburden pressure 2.5 MPa)	PIK-PP	*Kper, Kp*
6	**For samples extracted from the cylinder, chemical analysis of the rock is per- formed, composition of the main rock-forming oxides: Fe2O3, MnO, TiO2, Al2O3, SiO2, CaO, MgO, Na2O, K2O, P2O5, Stot**	**Spectroscan MAKS-GV**	**Mass fractions of oxides**

Stage 2: Identification of the minerals present in the rock being analyzed. Stage 3: Prior to hydrogen exposure, studies were carried out, and some samples were crushed and thoroughly mixed for further analysis. Three crushed core samples were examined, assuming their compositions would be similar due to the crushing and mixing process. Chemical analysis of the primary oxides was conducted without hydrogen influence, following GOST 5382-2019, specifically clause 7 (weight loss on ignition – LOI) and clause 23 (X-ray spectral method for element determination) using the MAKS-GV X-ray fluorescence spectrometer. Stage 4: The samples underwent prolonged exposure to hydrogen using a system that included a hydrogen cylinder, a pressure regulator with pressure sensors, and a sealed chamber (Fig. 2). Hydrogen was supplied from a compressed gas cylinder with a volume of 40 dm³ and a total gas volume of 6.3 m³ (Fig. 2). The hydrogen characteristics in the cylinder included:

- Hydrogen volume fraction (dry gas) of at least 99.99%;
- Total oxygen and nitrogen volume fraction not exceeding 0.01%;
- Water vapor mass concentration at 20 °C and 101.3 kPa not more than 0.2 g/m³;
- Cylinder pressure at 20 °C of 14.7±0.5 MPa.

Given the high pressure of the hydrogen, a regulator was attached to the cylinder, equipped with two sensors to monitor the gas pressure at the inlet and outlet. The reduced gas pressure was approximately 0.6-0.7 MPa. For the interaction with hydrogen, core samples were placed in a specially designed cylinder (Fig. 2) with openings for gas supply and removal. Each study group included one standard sample, one "long" sample, and a sample of crushed rock moistened with distilled water, contained in a sieve to prevent loss during gas flow. The regulator and cylinder were connected after a specific volume of hydrogen was introduced to displace the air. Following this, both valves were closed, allowing the rock to be exposed to hydrogen for seven days, with the gas being refreshed every 24 hours.
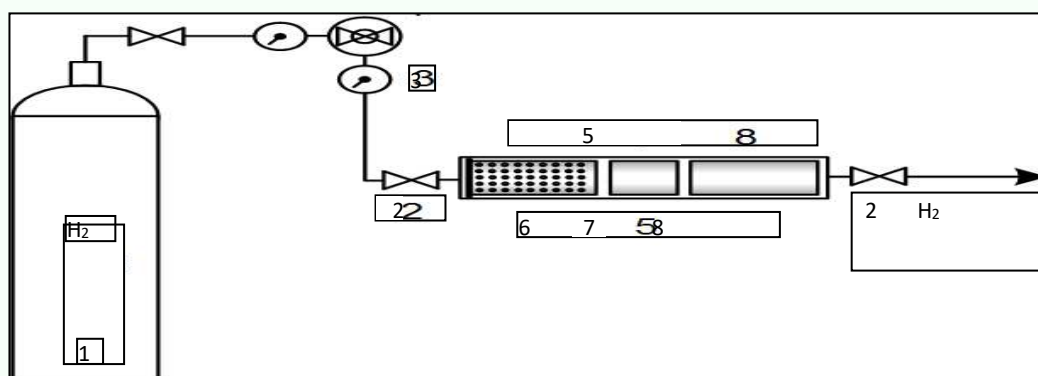
In total, five groups of samples—comprising five standart, five "long," and five crushed rock samples—were exposed to hydrogen to assess changes in chemical composition. Stages 5 and 6: After hydrogen exposure, porosity and gas permeability were measured again, along with a chemical analysis of the primary oxides.

Fig. 2. Diagram of the unit for containing core samples exposed to hydrogen:

1 – Hydrogen cylinder;

2 – Valves;

3 – Pressure sensors;

4 – Pressure regulator with valve;

5 – Cylinder housing core samples;

6 – Sieve with crushed rock;

7 – Standard core sample (diameter: 3 cm, length: 3 cm);

8 – "Long" core sample (diameter: 3 cm, length: 6 cm).

Results:

The results for open porosity and absolute permeability of the samples (Stage 1), along with their geometric characteristics, are summarized in Table 1. The porosity of the samples ranged from 21.3% to 23.3%, while the permeability varied between 463 mD and 848 mD, with average values of 22.4% and 653.7 mD, respectively.

$y = 12.67e^{0.175x}$

$R = 0.68$

$y = 152.4e^{0.064x}$

$R = 0.38$

1

2
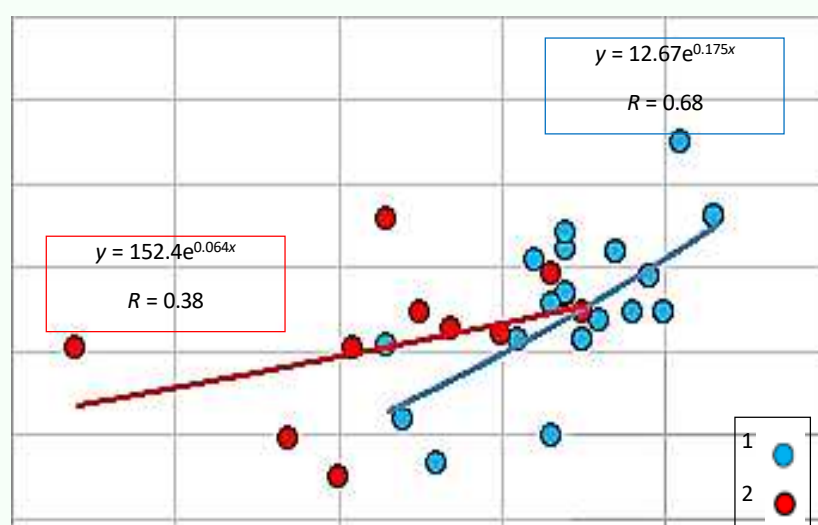
Fig.3. Dependence of permeability on porosity tof core samples before (1) and after (2) exposure to hydrogen

The correlation between absolute gas permeability and open porosity of the core samples is depicted in Fig. 3 (blue circles). This graph illustrates a strong relationship between these two characteristics, with a correlation coefficient of 0.68, indicating the homogeneity of the samples selected for analysis. Figure 4 presents images of some thin sections of the core samples studied (Stage 2). The analysis of these thin sections revealed the following key findings:- The samples are primarily composed of fine-grained silty sandstones with a quartz and feldspathic-quartz mineral composition. The rock structure is fine-grained silty-psammitic, with grain sizes ranging from 0.05 mm to 0.2 mm, and 10-30% of the grains are in the silty fraction measuring 0.1-0.16 mm. Grains are irregular, subisometric, elongated, and semi-rounded, with a microlayered texture resulting from the orientation of some elongated fragments. The rock primarily consists of quartz grains (82-95%), feldspar grains (up to 5%), and mica (up to 8%). The quartz grains exhibit an irregular elongated shape and may show signs of regeneration (0.003-0.015 mm). Some grains have dissolved around the edges, leading to uneven contours. Feldspar is mainly represented by plagioclase, which shows weak pelitization and partial dissolution. Mica includes muscovite blades and some chlorite flakes. The rock primarily features indentation cementation, which is a cement-free contact connection between quartz grains and fragments, characterized by a conformal structure. Accessory minerals include pyroxene grains measuring 0.08-0.18 mm. Authigenic minerals consist of isolated hydromica flakes smaller than 0.05 mm and calcite crystals measuring 0.25-0.3 mm (accounting for less than 1%). Post-sedimentation transformations have led to indentation structures and the formation of conformal structures due to quartz regeneration and the compaction of fragments

The void space within the rock is approximately 3-5% and is unevenly distributed, consisting of irregularly shaped, intergranular isolated pores of presumed secondary origin, ranging from 0.06 to 0.25 mm in size. Articles [21, 31, 32] indicate that quartz particles, under the mining and geological conditions of the UGS, show minimal interaction with hydrogen.

The results of chemical analysis of the rock (stage 3) are presented in Table 3 and Fig.5. As can be seen from these data, the samples have the chemical composition characteristic of a terrigenous reservoir. Figure 5 shows the averaged composition of oxides for three samples of crushed rock, while the composition with and without silicon oxide is plotted separately, since its content is much higher than

that of other oxides. The chemical composition of the investigated samples is dominated by silicon oxide, the amount of which is on average 96.64 %, the amount of other oxides, together with weight

loss on ignition, is 2.01 % (Fig.5, *a*).
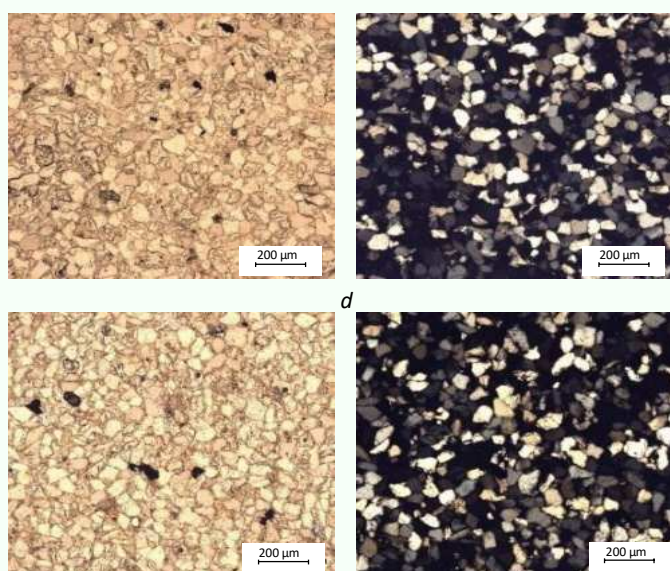
Fig.4. Photos of the investigated thin sections of core samples N 1
(*a*, *b*) and N 4 (*c*, *d*): *a*, *c* – without analyzer; *b*, *d* – with analyzer

Table 3 **Results of the chemical composition analysis of rocks before and after hydrogen exposure.**

Sample number	Content in rock, %											LOI
	Mass fraction of a chemical element in terms of oxide											
	Fe – Fe2O3 tot	Mn – MnO (II)	Ti – TiO2	Al – Al2O3	Si – SiO2	Ca – CaO	Mg – MgO	Na – Na2O	K – K2O	P – P2O5	S – Stot	
					Before exposure to hydrogen							
1	0.81	< 0.01	0.28	< 0.1	96.44	0.32	0.13	0.20	0.22	0.02	0.23	1.08
2	0.77	< 0.01	0.28	< 0.1	96.83	0.29	0.03	0.22	0.21	0.02	0.22	1.09
3	0.75	< 0.01	0.24	< 0.1	96.65	0.25	0.02	0.06	0.20	0.02	0.25	1.10
Average value	**0.78**		**0.27**		**96.64**	0.29	**0.06**	**0.16**	0.21	0.02	**0.23**	**1.09**
					After exposure to hydrogen							
1	0.98	0.01	0.28	< 0.1	95.01	0.46	0.11	0.14	0.25	0.02	0.29	2.58
2	0.72	< 0.01	0.24	< 0.1	95.73	0.25	0.16	0.16	0.14	0.02	0.21	1.18
3	0.75	0.01	0.23	< 0.1	97.62	0.31	0.10	0.11	0.14	0.02	0.18	1.26
4	0.82	< 0.01	0.25	< 0.1	95.64	0.24	< 0.1	0.22	0.21	0.02	0.32	1.23
5	0.72	< 0.01	0.21	< 0.1	97.11	0.28	< 0.1	0.25	0.26	0.02	0.44	1.13
Average value	**0.80**	**0.01**	**0.24**		**96.22**	0.31	**0.12**	**0.18**	0.20	0.02	**0.29**	**1.48**
Absolute change	**0.02**		**–0.02**		**–0.42**	0.02	**0.06**	**0.01**	–0.01	0.00	**0.06**	**0.39**

Fig.5. Results of determining the chemical composition
of samples before exposure to hydrogen:
a – all oxides, except silicon, are combined
into one value; *b* – silicon oxide is excluded
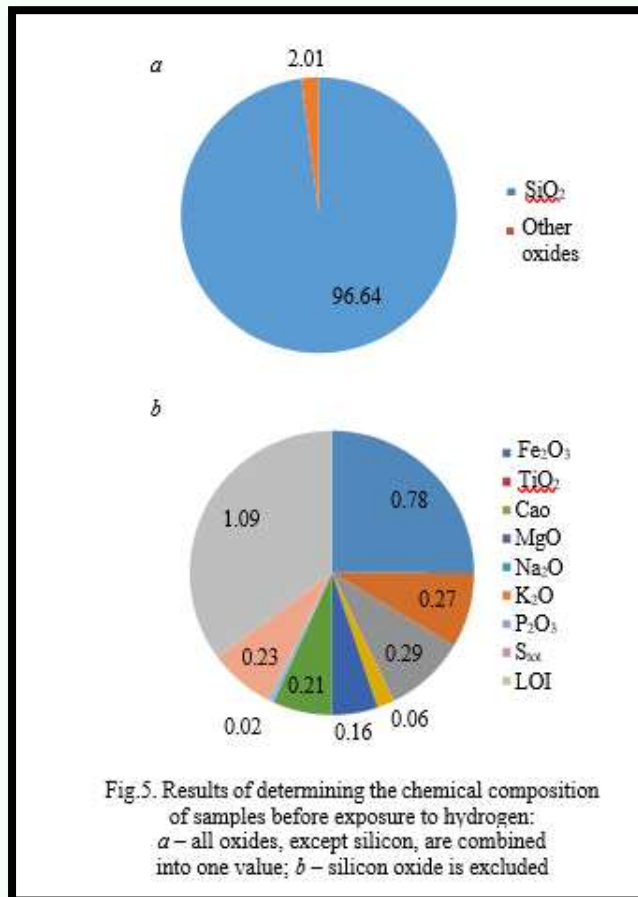
As shown in Fig. 5b, iron oxide ranks second in abundance after silicon oxide, with a composition of 0.78%. The samples also contained the following oxides in descending order: calcium oxide (0.29%), titanium oxide (0.27%), sulfur oxides (0.23%), potassium oxide (0.21%), sodium oxide (0.16%), magnesium oxide (0.06%), and phosphorus oxide (0.02%).

After prolonged exposure of the samples to hydrogen (Stages 4 and 5), changes in reservoir properties can be compared before and after exposure (refer to Table 1, Fig. 3 with red dots, and Fig. 6). To facilitate comparison, each graph in Fig. 6 includes a dotted line representing equal values. By comparing the experimental values to this line, one can easily determine whether a specific characteristic has increased or decreased following hydrogen exposure. Points below the line indicate a decrease in the rock property, while points above the line indicate an increase. Additionally, Fig. 6 features a linear approximation function starting from the origin. The coefficient for the variable x in this function helps quantify the extent of the changes in each characteristic. Table 3 displays the results of the chemical composition analysis of the rock before and after exposure to hydrogen (Stage 6). For easier data interpretation, Fig. 7 illustrates the composition of the main oxides in percentage and their absolute changes.

Discussion of Results

Comparing the porosity and permeability results of core samples before and after hydrogen exposure (see Fig. 5) indicates that after exposure
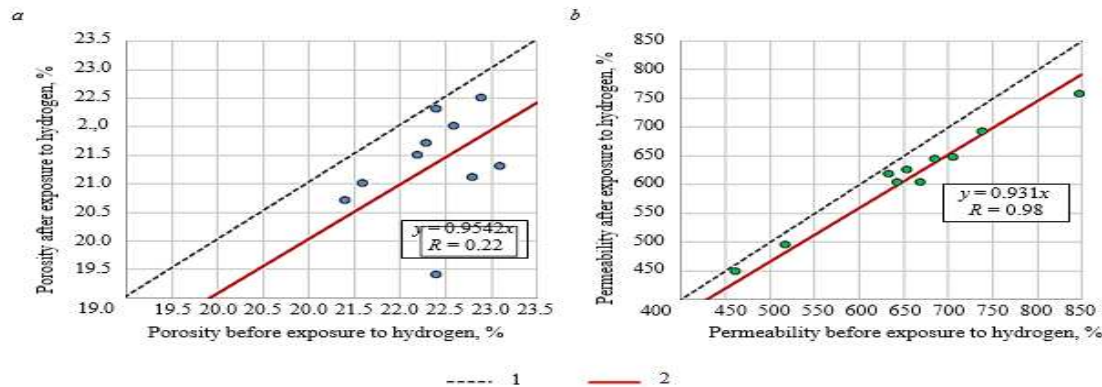
Fig.6. Comparison of porosity (*a*) and permeability (*b*) of core samples before and after exposure to hydrogen
1 – line of equal values; 2 – approximation

Fig. 6. Comparison of porosity (a) and permeability (b) of core samples before and after hydrogen exposure:1 – Line of equal values; 2 – Approximation line.

Fig.7. Average composition of basic oxides (silicon oxide excluded) before and after exposure to hydrogen (*a*) and an absolute change in their contents after exposure to hydrogen (*b*) in the total mass of the sample
1 – before exposure; 2 – after exposure

Exposure to gas resulted in a decrease in porosity and permeability by 4.6% and 7.9%, respectively. This indicates that the samples became more compacted after hydrogen exposure. According to the authors, this compaction occurred due to the weakening of the rocks under hydrogen's influence. Additionally, when measuring the porosity and permeability of the samples after this exposure, an overburden pressure of 2.5 MPa caused further compaction, even though the samples had already experienced compressive loading during the initial measurements before
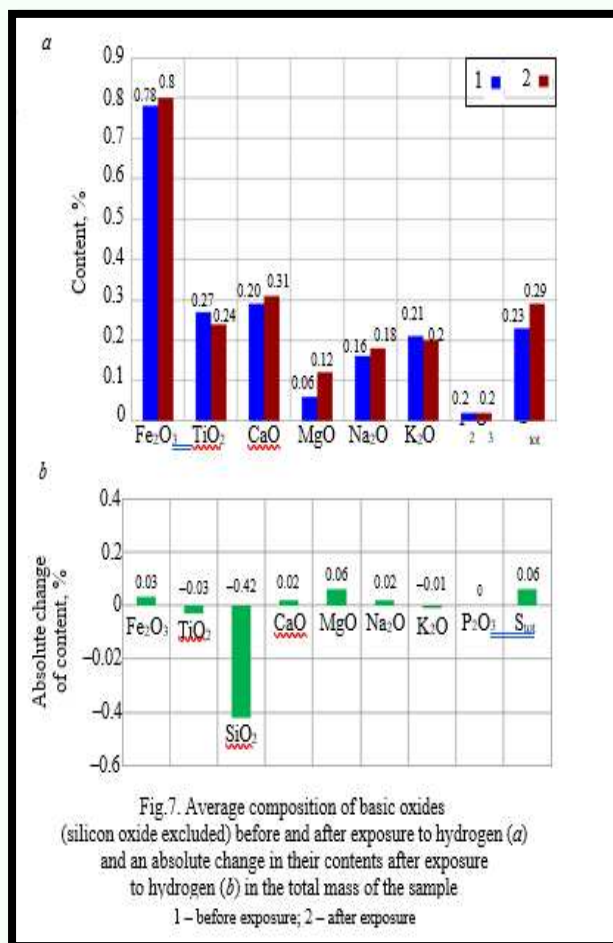
hydrogen exposure. It is likely that this exposure compromised the strength of the intergranular contacts, leading to a weakening of the rock matrix. The correlation between changes in both porosity and permeability after hydrogen exposure is understandable, as changes in the volume of void space affect rock compressibility. This, in turn, results in variations in porosity and permeability in response to changes in effective stress. In addition to the correlation trends illustrated in Fig. 6, it was observed that the relationship between permeability and porosity changed significantly after hydrogen exposure (see Fig. 3): the correlation coefficient decreased, and the variability in permeability values increased, indicating that permeability did not decline significantly with reduced porosity.

To sum up, it is important to examine the results of the chemical analyses of crushed rock samples before and after hydrogen exposure (Table 3, Fig. 7). Figure 7 presents the average values of basic oxides for three samples prior to hydrogen exposure and five samples afterward. The changes in chemical composition before and after exposure are minimal, with some values increasing and others decreasing. The exception is silicon oxide, which remains at a maximum concentration in the rock. Overall, these changes could be attributed to variations in sample composition or measurement errors. Thus, the comparison of chemical analysis results indicates that hydrogen's effect on the chemical composition of core samples is minor. This suggests that the geological formation studied (the Bobrikovskii horizon) could be suitable for storing a hydrogen-methane mixture. However, this conclusion would require further verification through more detailed studies involving a larger sample size and longer hydrogen exposure (up to one month or more).

Conclusion:

This study examines the methodology and findings from laboratory investigations into the effects of hydrogen exposure on the reservoir properties and chemical composition of terrigenous reservoir rocks, focusing on the Bobrikovskii horizon in the Volga-Ural oil and gas region. The main conclusions are as follows:

• The authors developed an experimental unit and a specialized program for analyzing core samples, allowing for the examination of reservoir properties, density, dynamic characteristics, stress-strain behavior, and chemical

composition before and after hydrogen exposure. The methodology was tested on terrigenous core samples from the Bobrikovskii formation in a Volga-Ural oil field.

- Lithological and petrophysical analyses revealed that the core samples were predominantly composed of quartz grains, with minor amounts of feldspar and muscovite.

- The experiments assessed the reservoir properties of the core samples before and after hydrogen exposure, showing a decrease in porosity and permeability by 4.6% and 7.9%, respectively.

- The authors attribute the reduction in porosity and permeability to the weakening of rocks due to hydrogen exposure. Additionally, when measuring these properties after exposure and applying an overburden pressure of 2.5 MPa, further compaction occurred, despite prior compressive loading during initial measurements. The hydrogen exposure likely disrupted the strength of intergranular contacts, contributing to rock weakening. It is important to note that these reductions in porosity and permeability are not substantial enough to significantly impact gas injection and removal, especially since hydrogen is much more mobile than natural gas.

- Comparing the chemical analysis results for basic oxides indicated that changes in the chemical composition of rocks before and after hydrogen exposure were minimal, possibly due to sample composition variations or measurement errors. These findings suggest that the formation is chemically resistant to hydrogen, supported by the high silicon oxide content (96.64%), which does not interact with hydrogen under the studied conditions.

- Overall, the analyses of porosity, permeability, and chemical composition demonstrate that hydrogen's influence on the reservoir rock is negligible. The Bobrikovskii horizon in the Volga-Ural oil and gas province appears suitable for storing a hydrogen-methane mixture. However, further validation is needed through more comprehensive studies involving a larger number of samples and extended hydrogen exposure.

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USING NEW METHODS IN THE PRESCHOOL EDUCATION SYSTEM

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Abstract:

The development of the preschool education system involves creating new methods to solve the problems of increasing the physical activity of children from birth to preschool age and developing their physical qualities.

Keywords: Preschool children, raising a healthy child, physical education, development, mental preparation.

Introduction

In order to expand the coverage of children of early and preschool age with quality preschool education in the Republic of Uzbekistan, a five-year State Program and Roadmap for the Development of Preschool Education in the Republic have been developed. The Ministry of Preschool Education has been established to fulfill state tasks for the development of preschool education. In the preschool education system, measures are being implemented that provide for foreign cooperation in accordance with the UNICEF annual plan for 2018. One of the achievements of this plan is the development of the competency-oriented State Curriculum for preschool education "First Step", as well as the update of the State Requirements for the Development of Early and Preschool Children, approved by the Ministry of the Republic of Uzbekistan. These two documents are the main documents used as guidelines for the management of preschool education and various categories of teachers in the preschool education system and for ensuring high-quality education for each child studying in MTEs. The special importance of the "First Step" program as a state curriculum is that it includes pedagogical goals of education, provides a structure for the child's learning throughout the day, and also ensures that teachers understand which most important aspects of a child's development they should focus their attention on.

The "First Step" program is a document that fully covers and regulates the entire preschool education system. The "First Step" program is designed to ensure the same quality of preschool education for different groups of children. The program helps teachers understand and learn how to create a stimulating learning environment for children and how to involve parents in education.

This curriculum is developed based on best international practices and South Korean experience. The main goal of the "First Step" curriculum is to form a person capable of continuous development throughout his life. The main feature of this modern pedagogical system is to instill in children an interest in reading. This means that special attention should be paid to getting children interested in the educational process. Today's children, regardless of where they live, are constantly faced with changes and innovations in the social, political, environmental, scientific and technical and industrial spheres. As a result of these reforms, relations in society and the set of vital professions are also changing to a certain extent. Such processes require children to constantly master new things, to study and learn throughout their lives. The main goals of the Program are to teach children to independently replenish their knowledge and adequately adapt to the ongoing renewal processes. This program seeks to create in children the basis of vital qualities and skills to solve modern problems. For this, every teacher must constantly search and study.

The program is intended for children from three to six years old, and is based on the combination of scientifically based and empirically proven methods with families and associations, taking into account their interests, in order to individually and uniquely shape the life conditions of each child. The program is designed to meet the specific educational needs of each child and requires respect for different cultural traditions. Physical education classes should correspond to the program of the preschool educational organization and state requirements, as well as the age of the children. Preparation for physical education classes should be organized at a high level and qualitatively (hygienic conditions, equipment, ensuring the safety of children, their general condition, etc.), the correct distribution of the parts of the class, the introductory part: preparing the body for exercises, the variety of exercises according to their direction, the main part: the correct distribution of general developmental exercises, for the muscles of the shoulders and arms, for the torso, back, waist, spine, for the muscles of the legs, abdomen, heels, the ability to control the physical load, controlling the correct

posture of children and correct breathing, playing an active game (explaining the conditions of the game, its compliance with the basic movements, compliance with the rules of the game), the final part: quiet games, performing breathing exercises, encouraging children at the end of the class, determining tasks for the next class based on the results of the class, and working with children who require separate training.

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THE ORIGIN, HISTORY OF DEVELOPMENT OF FREESTYLE WRESTLING AND METHODOLOGY OF RULES RELATED TO THIS SPORT

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Abstract:

This article provides information about the origin and development history of freestyle wrestling, the rules of this sport, instilling a sense of patriotism in the younger generation, and the philosophical foundations of this sport.

Keywords: Freestyle wrestling, Olympic Games, Physical training, National sport, International competitions.

Introduction

ERKIN KURASHNING KELIB CHIQISHI, RIVOJLANISH TARIXI VA USHBU SPORT TURIGA TEGISHLI QOIDALAR METODIKASI

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Annotatsiya:

Ushbu maqolada Erkin kurash sportining kelib chiqishi, rivojlanish tarixi, Erkin kurash sport turiga tegishli qoidalar, yosh avlodga vatatparvarlik ruhuni sindirish va ushbu sport turining falsafiy asoslari haqida ma'lumot berilgan.

Kalit so'zlar: Erkin kurash, Olimpiya o'yinlari, Jismoniy tayyorgarlik, Milliy sport, Xalqaro musobaqalar.

Аннотация:

В данной статье представлены сведения о происхождении и истории развития спорта вольной борьбы, правилах этого вида спорта, воспитании патриотизма среди молодого поколения, а также философских основах вольной борьбы.

The modern form of freestyle wrestling was formed in Great Britain in the late 19th and early 20th centuries. This sport, unlike Greco-Roman wrestling, allows for holding the legs and performing movements with the help of the legs. Freestyle wrestling has been included in the program of the Olympic Games since 1904.

Freestyle wrestling competitions are held on a circular carpet with a diameter of 9 meters. Men and women compete in different weight categories. Fights consist of 3 rounds of 2 minutes each, with a break of 30 seconds between rounds. Freestyle wrestling in Uzbekistan began to become popular in the 50s of the 20th century. Since 1956, the Uzbek championships have been held for men, and since 2003 for women. During the years of independence, freestyle wrestling has further developed in the country, and Uzbek athletes have been successfully participating in international competitions. Many famous athletes have emerged in the history of freestyle wrestling. For example, Alexander Medved, a three-time Olympic champion and seven-time world champion, is considered one of the most successful athletes in the history of freestyle wrestling. Freestyle wrestling is now popular in many countries around the world and is gaining great popularity among athletes and fans. Its rules and techniques are constantly being improved and developed by a new generation of athletes.

In this sport, it is possible to grab an opponent by the legs, perform moves with the legs and knock him to the ground. Holding the opponent to the ground with the full weight of the shoulder is called a "fall" and means victory. If this does not happen, the judges determine the winner on the basis of points. Points are awarded for knocking down, holding the opponent or effective moves. Prohibited moves include strangling the opponent, grabbing the hair or clothing, dangerous twists and twisting the fingers. In the training of freestyle wrestlers, exercises are

performed aimed at developing strength, endurance, agility and flexibility. Technical training focuses on learning and perfecting various techniques. Tactical training involves anticipating the opponent's moves and developing strategies. Psychological training focuses on developing stress resistance and maintaining mental stability during the competition. To achieve success in freestyle wrestling, an athlete must regularly work on technical, tactical and psychological aspects.

Freestyle wrestling plays an important role in forming a patriotic spirit in children. Through this sport, children develop feelings of love and loyalty to their homeland. During freestyle wrestling classes, children become closely acquainted with the cultural heritage and values of their native land, which instills in them a sense of national pride and honor. In addition, through freestyle wrestling, children develop such qualities as courage, perseverance and discipline. These qualities strengthen the desire to serve and protect the Motherland. Also, during sports classes, children acquire social skills such as mutual respect, solidarity and teamwork, which helps them grow into useful and responsible citizens for society.

Engaging in freestyle wrestling not only strengthens the physical health of children, but also has a positive effect on their spiritual and moral education. Thus, this sport plays an important role in instilling a patriotic spirit in children.

Freestyle wrestling has a number of advantages over other sports. This sport requires athletes to have a high level of physical fitness, which helps develop strength, endurance, agility and balance. In freestyle wrestling, it is allowed to grab the opponent by the legs and make movements with the legs, which allows athletes to use a variety of techniques and enriches combat strategies. This aspect distinguishes it from Greco-Roman wrestling, since the use of legs is prohibited in Greco-Roman wrestling.

In addition, freestyle wrestling requires athletes to have a high level of discipline and self-control, which has a positive effect on their personal development. Through this sport, athletes strengthen their mental stability and increase their stress resistance. Engaging in freestyle wrestling helps to form a spirit of patriotism among children and young people, as it embodies national values and traditions. Another advantage of freestyle wrestling is that it develops teamwork and mutual respect. During training and competitions, athletes help each other and treat their opponents with respect, which improves their social skills. At the same time, freestyle wrestling does not require special equipment or expensive

equipment, which makes it accessible and popular for the general public. The above-listed advantages of freestyle wrestling indicate its importance not only as a sport, but also as a means of personal development and the upbringing of citizens useful to society. The philosophical foundations of freestyle wrestling are aimed at harmonizing the physical and spiritual development of a person. Through this sport, athletes learn to control their body and mind, which helps them achieve success in other areas of life. The philosophical principles of freestyle wrestling include human freedom and responsibility. Through this sport, a person learns to control his body and mind, which helps him achieve success in other areas of life. The philosophical foundations of freestyle wrestling are aimed at combining the physical and spiritual development of a person, and through this sport, a person has the opportunity to realize himself, develop internal discipline, and achieve success in various areas of life.

Uzbek freestyle wrestlers have achieved a number of successes on the international stage. For example, Artur Taymazov is a three-time Olympic champion, having won gold medals at the 2004, 2008 and 2012 Olympic Games. He also won a silver medal at the 2000 Sydney Olympics. Recently, at the 2024 Summer Olympics in Paris, members of the Uzbek national freestyle wrestling team, Javrail Shapiyev and Gulomjon Abdullayev, advanced to the quarterfinals. In addition, at the 2023 World Championships in Turkmenistan, Uzbek wrestlers won 7 gold, 1 silver and 1 bronze medals, taking 1st place in the overall team standings. Also, at the 2023 U-20 Asian Wrestling Championships in Amman, Jordan, the Uzbek national team won a total of 20 medals (4 gold, 6 silver, and 10 bronze). These achievements clearly demonstrate the success of Uzbek freestyle wrestlers in the international arena.

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SOCIOLINGUISTIC FEATURES OF BILINGUALISM IN UZBEK AND ENGLISH: HISTORICAL TRENDS AND CONTEMPORARY PERSPECTIVES

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Abstract:

Bilingualism, the ability to use two languages proficiently, has been a subject of linguistic, cognitive, and social research for decades. Historically, bilingualism has been viewed differently depending on sociopolitical contexts, with attitudes ranging from its promotion in multicultural societies to its suppression in monolingual nationalistic states. Contemporary research highlights cognitive benefits, socio-economic advantages, and educational challenges associated with bilingualism. This paper analyzes historical trends, modern perspectives, and implications for language policy and education.

Keywords: Bilingualism, phenomenon, suppression, perspectives, historical, contemporary.

Introduction

Bilingualism, the ability to use two languages proficiently, has been a subject of academic discussion for centuries. Historically, attitudes toward bilingualism have varied widely, influenced by political, cultural, and social factors. In ancient civilizations such as Rome and Greece, multilingualism was a practical necessity for trade, diplomacy, and scholarship. Latin, Greek, and later Arabic served as lingua francas, facilitating communication between different linguistic communities. During the colonial era, bilingualism became both a tool of administration and a marker of social hierarchy, as colonial powers imposed their languages on indigenous populations while often relying on interpreters and local multilingual elites. However, with the rise of nationalism in the 19th and 20th centuries, many governments sought to promote linguistic homogeneity, viewing

bilingualism as a threat to national unity. In countries such as France and the United States, policies discouraged the use of regional and minority languages in favor of a single national language, a trend that continued well into the 20th century.

Bilingualism is a widespread phenomenon, with over half of the world's population estimated to speak at least two languages (Grosjean, 2010). It has been studied from multiple perspectives, including cognitive psychology, sociolinguistics, and education. Historically, bilingualism has been perceived both as an asset and a disadvantage, depending on political and social ideologies. Today, advances in neuroscience and education policy provide new insights into the benefits and challenges of bilingualism

Methods

This study is based on a qualitative review of existing literature, including historical accounts, linguistic research, cognitive studies, and policy documents. Primary sources include academic articles, governmental reports, and linguistic analyses that discuss attitudes toward bilingualism across different time periods and regions. The research methodology involves a comparative analysis of historical and modern perspectives on bilingualism.

Discussion and Results

The historical suppression of bilingualism stands in contrast to its modern recognition as a cognitive and social advantage. While monolingual ideologies once dominated national policies, today's research highlights the ways in which bilingualism enhances problem-solving abilities, fosters cross-cultural understanding, and opens doors to global economic opportunities. However, the implementation of bilingual policies remains complex, requiring careful consideration of linguistic rights, educational resources, and social integration. As societies continue to evolve, bilingualism is likely to play an increasingly vital role in education, economic mobility, and international relations. Future research should focus on refining bilingual education models, addressing disparities in language access, and exploring the long-term cognitive and social impacts of bilingualism in an increasingly interconnected world.

Throughout history, bilingualism has been both encouraged and suppressed, often depending on political and nationalistic movements:

- Ancient and Medieval Societies: In ancient civilizations such as Rome and Greece, multilingualism was common among merchants, scholars, and diplomats (Ostler, 2005). The spread of Latin across Europe and Arabic across the Middle East further reinforced bilingualism in trade and education.

- Colonial and Post-Colonial Eras: During European colonial expansion (16th–20th centuries), bilingualism became a tool for governance and missionary work. However, many colonial rulers imposed their languages while suppressing indigenous ones, leading to language shift and loss (Fishman, 1991).

- Nationalist Movements (19th–20th centuries): The rise of nation-states in the 19th century promoted monolingualism as a means of national unity (Weinreich, 1953). Governments, such as those in France and the U.S., discouraged bilingualism, viewing it as a threat to social cohesion.

Modern research and societal changes have reshaped perceptions of bilingualism:

- Cognitive and Neurological Benefits: Studies have shown that bilingualism enhances cognitive flexibility, executive function, and delays neurodegenerative diseases like Alzheimer's (Bialystok, 2009).

- Social and Economic Advantages: Bilingual individuals often have better job prospects and greater cultural adaptability (Peal & Lambert, 1962). Multilingual countries, such as Switzerland and Canada, benefit from bilingual policies that enhance economic integration.

- Challenges and Criticism: Despite its benefits, bilingualism faces challenges in education. Some studies indicate that bilingual children may initially experience slower vocabulary development in each language compared to monolingual peers, though they eventually catch up (Cummins, 1979).

- Bilingual Education Models: Countries like Canada, Finland, and Singapore implement bilingual education policies that promote linguistic diversity and cognitive development.

- Language Policy and Identity: In regions with strong nationalist movements (e.g., Catalonia, Quebec), bilingual policies often intersect with political debates on identity and autonomy.

The historical suppression of bilingualism contrasts with modern recognition of its cognitive and social benefits. While historical nationalist ideologies often viewed bilingualism as divisive, contemporary research supports its advantages in cognitive development and socio-economic mobility. However, challenges remain in ensuring effective bilingual education and policy implementation.

The contemporary perspective on bilingualism has shifted significantly, influenced by research in linguistics, psychology, and neuroscience. Studies have shown that bilingual individuals often exhibit greater cognitive flexibility, improved executive function, and a delayed onset of neurodegenerative diseases such as Alzheimer's. This shift in understanding has led to a reevaluation of bilingual education policies in many countries. Nations like Canada and Finland have embraced bilingual education as a means of fostering both linguistic diversity and cognitive development. Similarly, in multilingual societies such as Switzerland and Singapore, government policies actively promote bilingual proficiency to enhance economic competitiveness and social cohesion. However, bilingualism is not without its challenges. Some studies suggest that bilingual children may initially experience slower vocabulary acquisition in each language compared to their monolingual peers, though this gap typically diminishes over time. Additionally, debates over language policy continue in regions where bilingualism intersects with issues of national identity and political autonomy, such as Catalonia in Spain and Quebec in Canada.

Education and language policy play crucial roles in shaping attitudes toward bilingualism. While early research once suggested that bilingualism could hinder cognitive development, more recent studies have debunked these claims, demonstrating that the benefits far outweigh any potential drawbacks. Bilingual education models vary across countries, with some emphasizing full immersion in two languages and others prioritizing a dominant language while maintaining secondary language instruction. In many cases, access to bilingual education remains unequal, with marginalized communities often facing limited opportunities to develop proficiency in multiple languages. Policymakers must navigate these challenges carefully, balancing the promotion of linguistic diversity with the need for social and political cohesion.

In term of historical and contemporary trends of bilingualism in Uzbekistan, it has a rich linguistic history shaped by centuries of cultural and political influences. Historically, the region has been home to a diverse array of languages due to its position along the Silk Road, where traders, scholars, and diplomats from different linguistic backgrounds interacted. Persian and Arabic played a significant role in shaping the linguistic landscape of Central Asia, particularly in religious, scholarly, and administrative contexts. With the rise of the Russian Empire and later the Soviet Union, Russian became a dominant language, leading

to widespread bilingualism among Uzbeks. During the Soviet era, Russian was the language of government, higher education, and interethnic communication, while Uzbek remained the primary language in informal and cultural settings. This period saw the implementation of policies that promoted Russian-Uzbek bilingualism, making fluency in Russian essential for social and economic mobility.

Since gaining independence in 1991, Uzbekistan has undergone significant linguistic shifts, with efforts to promote Uzbek as the national language. Language policies have focused on strengthening Uzbek in education, administration, and media, leading to a decline in the official status of Russian. However, Russian continues to play an important role in business, academia, and communication with other post-Soviet states. While some view the reduced influence of Russian as a step toward national identity consolidation, others argue that bilingualism remains an asset in maintaining international economic and diplomatic ties.

In recent years, English has emerged as an increasingly important language in Uzbekistan, particularly in education and professional sectors. Government initiatives have emphasized the integration of English into the school curriculum, and fluency in English is now seen as a key factor for career advancement, particularly in industries such as IT, business, and international relations. Many young professionals and students actively pursue English proficiency to access global academic and employment opportunities. Unlike Russian, which retains its stronghold among older generations, English is more popular among younger Uzbeks, reflecting a broader trend of globalization and economic integration.

Despite these shifts, the implementation of bilingual and multilingual policies in Uzbekistan presents challenges. While urban areas offer greater access to high-quality Russian and English language education, rural regions often face significant disparities in language instruction. Many schools in remote areas lack qualified teachers and resources for effective bilingual education, leading to unequal opportunities for language acquisition. Additionally, linguistic preferences often reflect socio-economic status, with wealthier individuals having greater access to Russian and English language education.

Bilingualism in Uzbekistan today reflects a complex interplay of historical legacies, national identity, and globalization. While Uzbek is firmly established as the national language, Russian remains a significant second language, and

English is gaining prominence as a tool for international engagement. The evolving linguistic landscape highlights the need for inclusive language policies that ensure equal access to bilingual education while preserving linguistic diversity. Moving forward, Uzbekistan's approach to language planning will play a crucial role in shaping its cultural and economic future in an increasingly interconnected world.

Conclusion

Bilingualism has evolved from being seen as a barrier to national unity to being recognized as an asset for cognitive flexibility, economic opportunity, and cultural exchange. Future research should focus on optimizing bilingual education methods and addressing inequalities in language access. Policymakers must balance linguistic diversity with national cohesion, ensuring that bilingualism remains a tool for empowerment rather than division.

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METHODOLOGY OF USING THE VENN DIAGRAM AND THE INTEGRATION OF NATURAL SCIENCES IN TEACHING STUDENTS NITROGEN-CONTAINING ORGANIC COMPOUNDS

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Abstract:
This article focuses on developing a methodology for using the Venn diagram and integrating natural sciences in teaching nitrogen-containing organic compounds. Today, an interdisciplinary integration approach is becoming important for enriching students' theoretical knowledge with practical skills, for an exciting and effective educational process. The article presents a developed method used in a generalized lesson plan so that students can better understand the structure, properties, and biological significance of nitrogen-containing organic compounds in an organic chemistry course, combining biology, physics, and ecology with the Venn diagram in teaching nitrogen-containing organic compounds.

Keywords: Containing nitrogen-containing organic compounds, integration of natural sciences, teaching methodology, integration of biology and chemistry, interdisciplinary approach in education, integration of theoretical and practical knowledge, integrated lesson plans, interactive teaching methods.

Introduction

The formation of competencies in lessons organized on the basis of the integration of chemistry with other disciplines demonstrates the relationship between academic subjects. Students develop interdisciplinary competence and develop

logical thinking. In the process of understanding science by students, the interrelation of social – humanitarian, natural – scientific, and technical methods of cognition is visible. It is on the basis of integration that natural sciences appear in the guiding principles of the biofield, in the study of human activity, and in solving urgent problems of our time. Well, this manifests itself in differences and changes in relationships, in the general cultural knowledge of all students. This interconnectedness creates a regular basis for the development of students' intellectual abilities and their active positive attitude towards the learning process. The integration of chemistry with natural sciences is important for a deeper understanding of natural processes, the enrichment of scientific approaches and the development of innovative technologies. Below we will consider its integration with chemistry and biology, ecology and geology [1].

1. Integration of chemistry and biology

Chemistry and biology are interconnected, and their integration makes it possible to understand and analyze biological processes at the molecular level.

Biochemistry is the chemical reactions occurring in living organisms (metabolism, enzymatic reactions).

Genetic engineering is the analysis of the structure of DNA and proteins, the creation of new organisms.

Medicinal chemistry is the use of chemical compounds in pharmacology and biomedicine.

Food chemistry is the study of the composition, storage and processing technology of food products [2].

2. Integration of chemistry and ecology

Chemistry is closely related to ecology and helps to understand the chemical processes occurring in nature and protect the environment.

Environmental chemistry-analysis of the composition of water, air and soil, identification of sources of pollution.

Ecotoxicology is the study of the effects of chemicals on living organisms and ecosystems.

Green chemistry is the development of environmentally friendly chemical technologies.

Atmospheric chemistry – chemical bases of the ozone layer, greenhouse effect and air pollution [3].

3. Integration of chemistry and geology

Together, chemistry and geology play an important role in studying the composition of minerals and substances in the Earth's crust.

Geochemistry is the study of the chemical composition of the Earth's crust and minerals.

Oil and gas chemistry-technologies for the formation and production of hydrocarbons.

Mineralogy is the determination of the composition of minerals and the study of their chemical properties.

Hydrogeochemistry is the study and assessment of the chemical composition of groundwater.

This integration of chemistry and natural sciences greatly contributes to the development of modern science, medicine, ecology and technology.

The methodology involves the application of skills in practice, linking students' theoretical knowledge of organic chemistry with biological and environmental problems. In addition, the integration of natural sciences enhances students' opportunities to develop logical thinking skills, complex problem analysis, and apply scientific research methods in the learning process [4].

The main approaches to this methodology include interactive laboratory work, the development of environmental projects, and the widespread use of practical experiments. As a result, students develop the skills necessary to apply their knowledge in practice and achieve success in further scientific activities. Modern pedagogical technologies are used in the teaching of nitrogen-containing organic compounds in higher educational institutions along with the integration of a number of disciplines.

Organic compounds containing nitrogen are called organic substances, the molecule of which contains the element nitrogen. Nitrogenous organic compounds are vital substances such as amino acids, proteins, and nucleic acids. Nitrogen-containing organic compounds include such nitrogen-containing compounds as amines, nitro compounds, amino acids, proteins, and nucleic acids. Amines are compounds formed by the exchange of ammonia hydrogens for

hydrocarbon radicals. Amines are divided into saturated, unsaturated and aromatic amines depending on the hydrocarbon part.

The integration of natural sciences is becoming increasingly important in modern education, as it forms multifaceted knowledge by teaching subjects as a single system. The nitrogen-containing organic compounds contained in it play an important role in biological processes and the environment, therefore, their teaching requires an integrated approach from various disciplines [5].

Containing nitrogen-fixing organic compounds and their significance:

The nitrogen-fixing organic compounds contained in it play an important role in biological and chemical processes. They are part of amino acids, proteins, nucleic acids, and many other important molecules. Providing students with knowledge about the molecular structure, properties, and biological functions of nitrogen-containing organic compounds in the composition will increase their interest in natural sciences.

The importance of integrating natural sciences:

The integration of chemistry, biology, and ecology helps students understand nitrogen-containing organic compounds in the composition in a broader context. For example:

Chemistry: the study of the molecular structure, reactions, and properties of the hip joint.

Biology: intracellular functions of nitrogen-containing organic compounds in the composition, protein synthesis, and role in the structure of genetic material.

Ecology: natural cycle, nitrogen cycle and environmental impact.

Methodological approach:

Integrative Lesson Plans: Joint study of biological and chemical aspects of nitrogen-containing organic compounds in the composition by combining chemistry and biological sciences topics in lessons.

Practical exercises: Providing students with the opportunity to conduct nitrogen-containing organic compounds in the composition -related experiments in a laboratory setting.

Interactive teaching methods: explaining complex processes using multimedia, simulations, and other interactive technologies.

Project activity: to develop independent research and creative approaches through students' work on projects related to nitrogen-containing organic compounds in the composition.

Developing students' competencies:

Through the integration of natural sciences, students' analytical thinking skills, research skills, and the ability to understand interdisciplinary connections are developed. This allows them to further engage in R&D or put their knowledge into practice.

Using the integration of natural sciences allows students to study nitrogen-containing organic compounds contained in them in depth and systematically. This approach not only expands their theoretical knowledge, but also develops their practical skills. The success of this approach depends on the active participation of the teacher and students, as well as on the effective organization of interdisciplinary connections.

When teaching subjects on nitrogen-containing organic compounds using modern pedagogical technologies, the following methods can be used [6].

As an example, consider using the Venn diagram graphic organizer. At the same time, the graphic organizer is focused on developing students' skills of an analytical approach to the subject, assimilation (synthesis) of the general essence of the subject on the basis of individual parts.
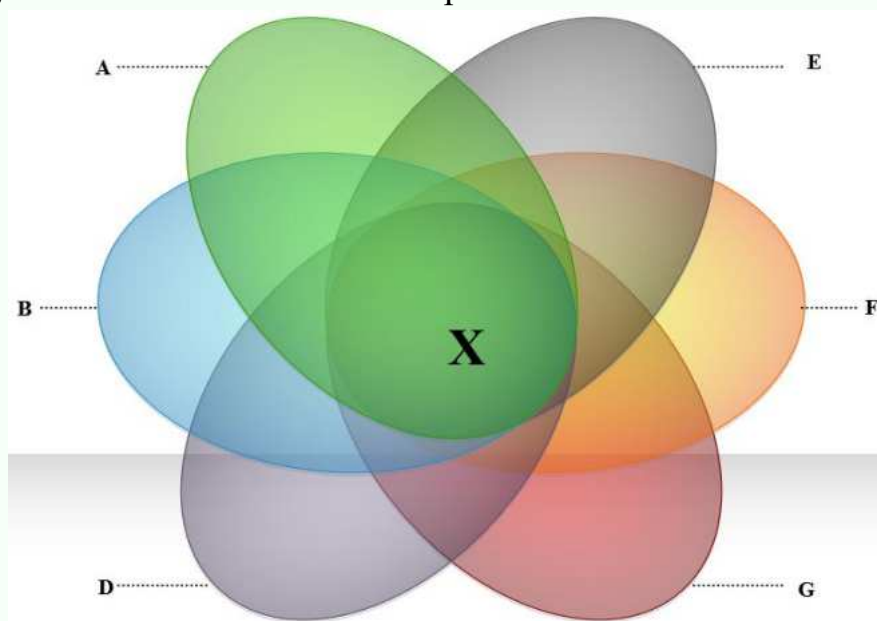
Complex view of the Venn diagram

The graphic organizer helps to conduct a comparative analysis of interrelated theoretical knowledge, information or facts learned by students. Its use in organizing final classes in certain sections or chapters has a good effect. For example: if we place the organic compounds containing nitrogen section in the center of the Venn diagram, we will place classes such as nitroalkanes, nitroarenes, amino compounds, acid amides, amino acids, and proteins around it. Then you can write down their similarities and differences [7].
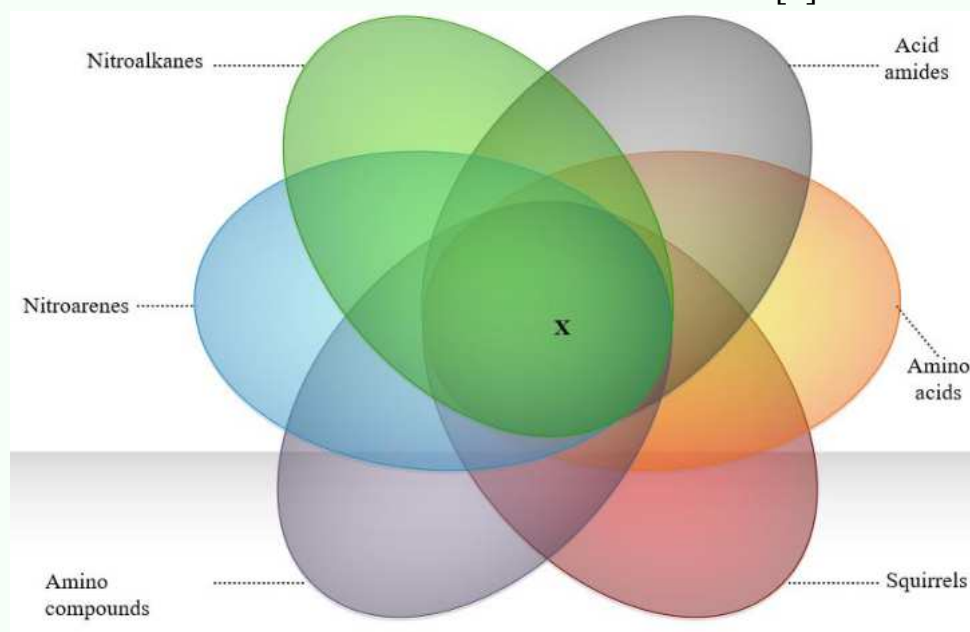
The placement of objects on the Venn diagram

The stages of its application are as follows in this case, students participate in the lesson in small groups: A diagram is drawn on the board, reflecting the essence of the task. Each group is given separate tasks on the topic being studied (section, chapter). After completing the tasks, leaders are selected from among the group members. The leaders fill out a diagram displayed on the board, summarizing the opinions expressed by the group members [8]. In the process of using the graphic organizer, each group performs tasks on a specific topic. After the thematic resources on the Venn diagram (the morphological series, isomerism and nomenclature of nitrogen-containing organic compounds contained therein, their preparation and properties, as well as their biological significance and use) are ready, the similarities and differences between the thematic sources will be presented at the junction of the circles on the Venn diagram.
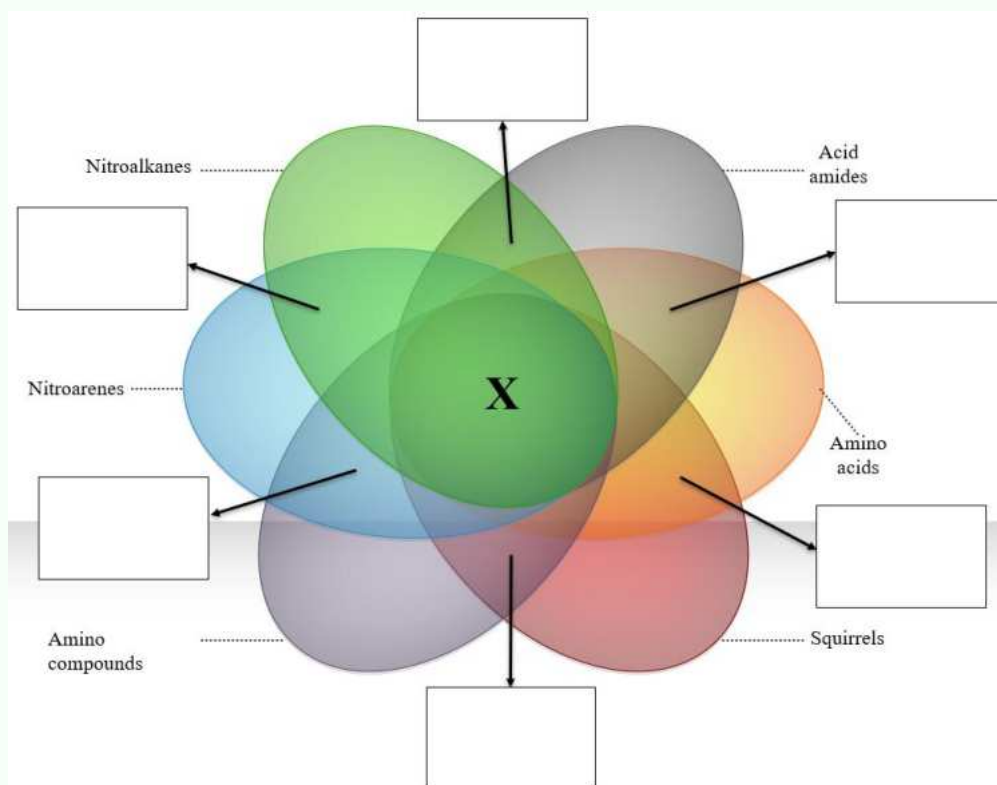
The placement of sources related to the nitrogen-containing organic compounds contained in it on the Venn diagram.

After forming a comprehensive representation of the Venn diagram, the final part expresses the similarities and differences common to all nitrogen-containing organic compounds contained in it at the junction of the circles (X). This means that with this method, which we have reviewed in our study, we can use the nitrogen-containing organic substances contained in it in generalizing lessons to explain to students, as well as use them to assess the extent to which they have internalized their knowledge of the subject. In conclusion, the use of modern pedagogical technologies and the integration of disciplines in chemistry teaching allows students to better assimilate subject-related resources, creating the basis for studying the biological importance of each chemical and its importance in living organisms, as well as in plants. Based on the resources received, students can develop several concepts related to the subject, natural phenomena, properties of substances, areas of their use, and competencies necessary for students.

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THE PRACTICAL STATUS OF DEVELOPING STUDENTS' PROFESSIONAL-CREATIVE SKILLS IN AN INDIVIDUAL EDUCATIONAL ENVIRONMENT

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Abstract:
Professional mastery of students is manifested in deep assimilation of acquired knowledge, solution of educational tasks, development of creative qualities. It is known that the process of personality development occurs under the influence of a number of factors. These are heredity, education and social environment. Motivation of learning, which is an element of education, plays an important role in preparing students for pedagogical activity. In addition to managing academic activity in the higher education system, it is also aimed at developing self-control and self-awareness in the student.

Keywords. Individual education, development, personality, creativity, students' problems, science, education.

Introduction

INDIVIDUAL TA'LIM MUHITIDA TALABALARNING KASBIY-IJODIY KO'NIKMALARINI RIVOJLANTIRISHNING AMALIYOTDAGI HOLATI

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Annotatsiya

Talabalarning kasbiy ko'nikmasi o'zlashtirgan bilimlarni puxta egallash, ta'limiy muammolarni hal etish va ijodiy sifatlarni rivojlantirish bilan namoyon bo'ladi. Ma'lumki, shaxsning rivojlanish jarayoni qator omillar ta'sirida yuz beradi.

Bular irsiyat, ta'lim-tarbiya va ijtimoiy muhit hisoblanadi. Talabalarning pedagogik faoliyatga tayyorlashda ta'lim-tarbiyaning elementi bo'lgan o'quv motivlari muhim o'rin egallaydi. Oliy ta'lim tizimida o'quv faoliyatini boshqarish bilan birga talaba shaxsida o'z-o'zini nazorat qilish va anglash kabilarni ham shakllantirish ko'zda tutiladi.

Kalit so'zlar. Individual ta'lim, rivojlantirish, shaxs, ijodkorlik, talaba muammo, fan, ta'limi.

ПРАКТИЧЕСКОЕ СОСТОЯНИЕ РАЗВИТИЯ ПРОФЕССИОНАЛЬНО-ТВОРЧЕСКИХ НАВЫКОВ СТУДЕНТОВ В СРЕДЕ ИНДИВИДУАЛЬНОГО ОБУЧЕНИЯ

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Аннотация
Профессиональное мастерство студентов проявляется в глубоком усвоении полученных знаний, решении учебных задач, развитии творческих качеств. Известно, что процесс развития личности происходит под влиянием ряда факторов. Это наследственность, образование и социальная среда. Мотивация учения, являющаяся элементом образования, играет важную роль в подготовке студентов к педагогической деятельности. Помимо управления академической деятельностью в системе высшего образования, она также направлена на развитие самоконтроля и самосознания у студента.

Ключевые слова. Индивидуальное образование, развитие, личность, творчество, проблемы учащихся, наука, образование.

Introduction

Professional training of future teachers that meets the modern requirements of scientific and technical progress is a necessary condition for achieving high results in all forms of an effectively organized educational process, stability of labor relations and satisfaction of their needs. In this regard, the development of self-awareness and creative abilities of the student, ensuring the constitutional

human rights to education, is of great importance in the development of professional training.

As a result of the clash of centuries and civilizations, all aspects of human life are moving to a new level. This necessitates the development of professional and creative skills of students in the system of higher pedagogical education.

Professional and creative skills of students of preschool educational institutions of higher educational institutions are understood as a set of personal qualities and characteristics that encourage them to apply current theoretical and practical developments and innovative ideas in practice in a purposeful manner, to seek their own creative direction in the chosen field of pedagogical activity.

Students' professional skills are manifested in the thorough mastery of the acquired knowledge, the solution of educational problems and the development of creative qualities. As is known, the process of personal development occurs under the influence of a number of factors. These are heredity, education and upbringing and the social environment. Educational motives, which are an element of education and upbringing, play an important role in preparing students for pedagogical activity. In the higher education system, along with the management of educational activities, it is envisaged to form self-control and awareness in the student. Cognitive motives related to the content of educational activities and the process of mastering them, as well as social motives covering the student's relationships with other individuals, also ensure the formation of professional skills in them. Students, as future educators and educators, must acquire special knowledge, skills and qualifications that will be effective in performing tasks in a particular field of activity. The Regulation on the National System for the Development of Professional Qualifications, Knowledge and Skills defines professional skills as a quality or skill that expresses a person's ability to perform certain labor functions, acquired in the educational process or through personal experience. Therefore, it can be said to be a practical action necessary to perform a certain job or task.

In an individual educational environment, the student's shortcomings are not discussed collectively, but rather individually, as a result of analyzing his interests and abilities, and exchanging ideas with the student about his abilities and interests in knowledge can lead to more positive results than discussing his shortcomings.

According to Ya.A. Komensky, improving professional training is the process of acquiring new and additional knowledge in the main and relevant profession, specialty [1]. Only if students have professional skills, the path to professional activity opens up. Professional development is the process of deepening knowledge and skills in this area, the successful completion of which allows them to perform more complex work within a certain profession, specialty.

E.P. Torrens identified the criteria for creativity in students, in his opinion "The first criterion is non-standard, which is similar to creative ability and originality, and is a broader concept than originality. The second criterion is awareness. This implies the student's ability to find a solution to the problem" [2]. The goal of higher education is to systematically develop the level of professional and general knowledge of future educators, to train highly qualified specialists.

N.V. Martishina defines "creativity as a product of a person's pedagogical skills" [3].

Based on the analysis of theories on the development of professional and creative skills in students, they can be divided into six types:

Professional and creative skills of students can be developed through meetings, round tables, events, master classes, studying the activities of experienced teachers, and cooperation with other educational institutions aimed at developing preschool specialized subjects, various pedagogical activities.

According to A.K. Markova, "The development of students' creative abilities is carried out under internal and external influence, that is, internal influence is the desire to gain knowledge and work on oneself, the orientation of values and interests to the educational process, and external influence is the requirements imposed by society on highly qualified specialists based on objective needs and demands [4]. To develop students' professional and creative skills, it is necessary to create an adaptive learning environment for heuristic, self-awareness. An adaptive environment is associated with the educational process and environmental conditions. In addition, it includes the availability of teaching aids, information technologies, the scientific basis of metaplan cards and instructions, the provision of the audience with material and technical resources, and a positive psychological climate in the group.

V.I. Andreev identified the qualities of a creative person. Personal qualities include the ability to defend their creative work, moral example, honesty, adherence to humanitarian principles, humility, courage, determination,

individual characteristics and activity [5]. In addition to professional and creative skills, students should be able to analyze the implementation of their plans, organizational skills and achieved results.

V.P. Bespalko considers professional skills to be a process that is carried out through study-learning, collective-individual research, mastering experiences and applying them in practice, and self-education [6]. In this case, conditions are created for students who do not have basic professional skills and knowledge to undergo practical training. In our opinion, professional training is the process of systematically acquiring practical knowledge, skills, and qualifications necessary to perform a specific task or group of tasks in a specific field of activity.

The current stage of development of modern higher education, the process of professional training of students in state and non-state higher education institutions imposes qualitatively new requirements on its organization, content and methodology and offers modern approaches to increasing its effectiveness. Constructive and realistic pedagogical strategies in the field of higher education should be based on a deep analysis of professional needs, taking into account the long-term prospects of the socio-economic, scientific-technical and cultural development of our country and the world. Historical and pedagogical analysis of students' professional training shows that the transition to a new system of socio-economic relations occurs with the process of abandoning the stereotypes of traditional professional forms. The new image of the profession chosen by students as a psychological and pedagogical phenomenon has a significant impact on the process of professional training of preschool education specialists in the higher education system. The development of students' professional training in higher education depends on the content and method of organizing education [7]. At the same time, improving higher education policy, restoring the state's responsibility and active role in this regard, requires the establishment of a system of comprehensive use of scientific and practical programs to organize the educational process in educational organizations based on modern approaches.

One of the most important directions of higher education policy at the present time is the development of professional and creative training of students, ensuring its high quality based on meeting the current and future needs of the individual, society, and the state.

As L.S. Vygotsky noted, "in this matter, the educator should be able to answer the questions: what will the development process look like in a year, what will be the

level of problem solving at the next stage of development, what will be the end of the development process, and finally, what characteristics will a mature person have?" [8]. At the same time, in our opinion, certain difficulties and unresolved problems of professional and creative training in the educational process of students are also evident. It is known that today in the process of higher education, the internal isolation and "self-sufficiency" of the professional training process of students, the insufficient development of the scientific and practical foundations of their professional training, the lack of a teaching staff that does not meet the requirements of state educational standards, the lack of an educational and material base for conducting various types of training, the ineffective cooperation of higher education institutions with preschool educational organizations, etc. have a serious impact on the formation of professional and creative skills of students [9]

I.M. Sirojiddinova's scientific research is aimed at identifying the stages of development of students' professional and creative skills and factors affecting motivation. The scientist identified methods of pedagogical diagnostics of students' mastery levels (specific analysis, intensive training, problem situations, non-standard tests).

According to the level of development of the individual, the factors influencing the development of professional and creative skills are divided into three groups.
1. External factors - requirements set by the teacher.
2. The need and interests for the development of professional and creative skills.
3. The interaction of external requirements with a real situation that encourages personal change [10].

Therefore, in order to organize the process of developing professional and creative skills in students, it is necessary to pay attention to the use of problem lectures, case studies, training and seminar classes. It is also advisable to use extracurricular forms of heuristic conversations, video excursions, exhibitions, creative competitions, workshops of artistic creativity, and various forms of manual labor. The implementation of the listed forms ensures optimal organization of the process of developing professional and creative skills.

The above considerations confirm that the development of professional and creative skills of future preschool education specialists is one of the urgent problems of modern education. This issue is solved as a result of the use of various methods, forms and technologies in the joint activities of the professor-

teacher and the student and their solution. Self-awareness and development of students in the educational process provides an opportunity for professional and creative preparation for pedagogical activity. In the process of higher education, future teachers should be prepared for professional activity and develop personal qualities. It is advisable for professors-teachers to teach students interactive methods and modern technologies in educational processes, as well as to form the skills to apply them in practice. It is also necessary to correctly direct students to set strategic goals from the first and second stages, and to interest them in scientific research activities (writing theses, articles, BMI). At the same time, it is necessary to encourage creativity in students and motivate them for personal growth.

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VALUES OF SUSTAINABLE DEVELOPMENT OF GLOBALIZATION

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Abstract:
The work shows that the main problem will not be the combination of the values of globalization and the strategy of sustainable development, but the combination of the values of individual cultures and new values. It is considered that in the empirically oriented American political science two trends in the interpretation of globalization are distinguished.

Keywords: Globalization, development, strategy, consumer, West, empire, radicalism, realism, liberalism, internationalism.

Introduction

The problem of sustainable development is currently a priority for most countries. It should be noted that this problem, without a doubt, has a direct connection with the problem of crisis and the choice of a priority development path.

Sustainable development is a strategy of socio-natural development that ensures the survival and continuous progress of society and does not destroy the natural environment.

Thus, sustainable development is understood as development that satisfies all the needs of society in the present, without jeopardizing the ability of future generations to solve development issues in the future. The transition to sustainable development involves a gradual restoration of natural ecosystems to a level that ensures environmental sustainability and at which there is a real possibility of the existence of future generations of people, satisfying their vital needs and interests.

Formulating a new development strategy means gradually uniting the economic, environmental and social spheres of activity into a single self-organizing system.

In this sense, sustainable development implies, at a minimum, economic efficiency, biosphere compatibility and social justice with a general reduction in anthropogenic pressure on the biosphere.

One of the main messages of humanity's transition to a different - let's call it sustainable - development is a change in ideological foundations, a change in the value foundations of existence, 245 which is also not an easy task.

Values are a conservative element of sociality. It is impossible to change the matrix of fundamental values by reforming the structure of society; values often act as elements that slow down the progress of reforms. Consequently, a change in the value foundations of existence is possible as a consequence of a change in a person's attitude to the world around him.

The processes of globalization are inherently positive; the ideal type of globalization consists in the harmonious development of all regions of the planet Earth, their unity and uniform distribution of produced material goods and production complexes, cross-cultural communication and the exchange of spiritual values. In reality, globalization has taken the form of Westernization, which has caused rejection and aversion to globalization processes in many regions of the globe.

So, although globalization processes are inevitable, globalization causes an ambiguous assessment among specialists, dividing the camp of researchers of globalization processes into two groups: the first emphasizes the importance and significance of globalization, its positive aspects, the second puts at the forefront the negative consequences of globalization, its negative impact on the development of local cultures and civilizations, absorbed by more powerful ones. Thus, globalization is antinomic in its essence, unlike the values of sustainable development. Of course, if we consider globalization and the strategy of sustainable development as some ideal types, then it is quite possible to assume that the value matrices of these processes are superimposed on each other, but the values of these development paradigms do not exist on their own, the main contradiction arises, first of all, between the values of an alien nature and the values being introduced.

Therefore, the main problem will not be the combination of the values of globalization and the strategy of sustainable development, but the combination of the values of individual cultures and new values. Extracting universal benefit from globalization processes and a smooth transition to the rails of sustainable

development, implying the harmonious coexistence of humanity and the Earth's biosphere, is impossible without changing the ideological foundations of modern humanity.

The value matrix of modern humanity is permeated with the values of consumerism. Consumption increases exponentially with each decade. Moreover, this applies not only to the unreasonable and wasteful use of natural resources for the purpose of obtaining immediate benefits, but also to the change in personal value foundations, which will undoubtedly be reflected in the future.

The crisis that has engulfed Western civilization in recent years and affected all countries is a direct consequence of the short-sighted socio-economic policies of states based on the rationalistic and consumer values of the West.

The crisis situation, which has exacerbated the risky situation in modern society to the limit, should prompt humanity to change the vector of further development and to revise the value foundations of the European civilization.

However, this problem is not solved quickly and at once. The process of revising value paradigms can take several centuries, since values are the most conservative socio-cultural element, the change of which is a long-term and uneven process.

Thus, the future of humanity depends entirely on humanity itself (a truth that does not require proof). The vector of further development cannot be linked either to the processes of globalization or to the strategy of sustainable development. The future will be sustainable in the event of a revision of the value foundations of modern society.

The values of harmonious development with the Earth's biosphere, careful attitude to the environment, care for future generations, consumption according to the norm should be included in the value monads of society, then there will be no need to separate such processes as globalization and sustainable development.

In modern debates within the boundaries of legal philosophy, the definition of the place and meaning of the globally holocal is in line with the search for a definition of the meaning of the concept of community in the new paradigms of post-liberalism and post-communitarianism.

Traditional paradigms of liberalism and communitarianism, due to their conceptual vulnerability (liberalism defends the priority of freedom - a formal epistemological concept, communitarianism relies on the concept of good, which is contradictory in its essence in the context of various social interests in society), do not provide an opportunity to search for new foundations for the formation of

community, therefore legal philosophers are busy searching for new paradigmatic foundations for interpreting community.

At the same time, both the vagueness of such searches, which, according to D. Warner, can be nostalgic and insoluble, and the vagueness and uncertainty of the very concept of community, discussed mainly within the boundaries of the discourse of modernism, are emphasized.

The main problem of interpreting community is concentrated in the analysis of the relationship between the individual, the state and the system of states according to the principle of domestic analogy: the analogy of international relations with internal processes in the state. Discussions are moving in the direction from the interpretation of an isolated individual through an isolated state to a global state (global village).

At the same time, global problems are interpreted in different ways. Legal conceptualism sees a normative imperative behind global problems, since the community develops from a natural state to a specific political community.

Another point of view is that the global nature of goals creates global responsibility. In this regard, legal philosophy is searching for a responsible community, a good society, etc.

In empirically oriented American political science, two trends in the interpretation of globalization are distinguished:

1. Interventionism, which asserts the superiority of the United States over other powers.

2. Isolationism, which asserts that faith in American power is a way of losing it and fragmenting power in an attempt to carry out imperial overstrain.

During the debate, several approaches to the implementation of American hegemony in the 21st century emerged:

1. hard realism, based on the thesis that the leading power of the modern world must constantly think about the prospects of its historical evolution, proceeding from the fact that international politics will always be a ruthless battle for dominance;

2. moderate realism, asserting the need to turn to the outside world, proceeding from the order of priorities; developing a scale of non-military measures to resolve international problems; recognizing the erroneousness of unilateral policy;

3. liberal hegemonism, proposing to use the military superiority of the United States not for the rigid assertion of hegemony, but to restore order in uncivilized countries;

4. liberal internationalism, asserting the thesis that democratic states are much less likely to enter into conflicts with each other than autocratic and illiberal states.

In modern social analysis, three positions in the interpretation of globalization are distinguished:

1. radical globalist, asserting the gradual convergence of national states and cultures into a single community and culture;

2. moderately globalist, arguing that along with convergence, there will also be an oppositely directed process;

3. anti-globalist, defending the thesis that globalization only intensifies the demonstration of differences between cultures and can cause a conflict between them (S. Huntington's clash of civilizations).

Factors of globalization: economic, predetermining the prospect of the movement of cultures within the boundaries of modernization; social, predetermining the globalization of social action; risk factor, moving from local to global.

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DATABASES AND ELECTRONIC LIBRARIES IN LEARNING ENGLISH

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Abstract:

This article examines the importance of databases and electronic libraries in learning English. The research methodology includes literature review and statistical analysis. The findings demonstrate the effectiveness of resources and the opportunities they provide for learners.

Keywords. English language, databases, electronic libraries, teaching methods, educational effectiveness, information resources, learning process, digital platforms, knowledge acquisition opportunities.

Introduction

Learning English is important for global communication and economic relations. Today, English is recognized as an international language in many countries, which increases the demand for its study. Also, the role of English in scientific research, education and business cannot be denied. In such conditions, it is necessary to use modern resources to effectively organize the educational process [1].

Databases and electronic libraries provide students with access to a wide range of high-quality information resources. These resources include not only traditional books, but also articles, video materials , and interactive courses. Therefore, the role of databases and electronic libraries in the learning process is invaluable. They increase motivation and enthusiasm for language learning by providing students with an interesting and immersive learning experience.

In addition, with the help of digital resources, students' self-management skills are developed and independent learning skills are formed. This helps to make the

learning process more effective and interesting. As a result, the process of learning English serves as an important tool not only for acquiring knowledge, but also for personal development and professional success. Therefore, databases and electronic libraries are relevant and necessary resources in learning English [2].

Analysis and Result

English language in learning The role of databases and electronic libraries has been explored in many studies in recent years. For example, Smith (2020) showed in his study how resources provided through electronic libraries can improve students' language learning effectiveness. He emphasized the importance of providing accessible and comprehensive materials for students in increasing their motivation. Also, a study by Johnson (2021) found that the use of databases has a positive effect on students' independent learning abilities.

However, these studies have focused more on traditional teaching methodologies. Nowadays, with the development of digital technologies, the need for new approaches is emerging . For example, interactive platforms, online courses and mobile applications, databases and electronic libraries can provide students with a more engaging and productive learning experience. These new approaches offer materials tailored to the individual needs of students and make the process more personalized [3].

In addition, the integration of electronic libraries and databases provides students with easy navigation and quick access to resources. This allows for effective time management and enhanced learning. It also allows students to monitor their learning process and identify problems using modern analytical tools.

The scientific significance is that these approaches help to further improve teaching methods and allow the development of the educational process on a scientific basis. In practical terms, these resources make students more interested and make their learning process more effective. Thus, databases and electronic libraries in English language learning, incorporating new approaches and methodologies, are becoming increasingly important in the field of education [4]. The research main purpose The aim of this study is to analyze the role of databases and electronic libraries in English language learning and to study their impact on the educational process. To achieve this goal, it is aimed at improving the effectiveness of students' language learning and developing modern

approaches to the use of digital resources. The study examines how the quality of resources provided to students affects their motivation and independent learning skills.

Achieving this goal for following tasks by designating to take necessary:
Data collect: English language in learning Collecting statistics on the level of use and effectiveness of databases and electronic libraries. This will help to understand how students are using the resources and what they are doing for them. how opportunities create to determine help gives[5].

Literature Analysis: Topic according to there is Study and analyze research. This task involves reviewing the results of previously conducted research and drawing conclusions from them and then developing new research approaches working to go out help gives.

Empirical research Conducting: Conducting a survey or interview among students to learn about their experiences using databases and electronic libraries. This process is designed to gather students' opinions and experience correct reflection to continue opportunity gives.

Analysis and the results Presentation: Analyzing the data obtained and presenting it in a scientific manner. This is to clearly present the results of the research. and understandable in the form show opportunity gives.

Recommendation and conclusions Development: Based on the results obtained during the research, develop recommendations for the effective use of databases and electronic libraries in learning English. This will help to further improve the educational process [6].
Fulfilling these tasks will help achieve the main goal of the study and make the process of learning English more effective. The results also provide useful recommendations for educational institutions, teachers and students. The study will further enhance the importance of databases and electronic libraries in the modern education system.

Research methods and directions. It is important to clearly define the methodology and approach for the effective implementation of the research. This study uses a number of methods and approaches to analyze the role of databases and electronic libraries in learning English. The main research methods used are empirical research, literature review, questionnaire survey and case study. These methods, in accordance with the research objectives, in reaching effective tools as service does.

The research initial stage Literature review is a process that involves reviewing existing scientific research, articles, books, and other sources. Literature review helps to understand the role of databases and electronic libraries in the process of learning English. Through this analysis, the results of previously conducted research, problems in the learning process, and solutions are identified. This approach helps to strengthen the theoretical foundations of the study, as well as to the results practical in terms of to justify opportunity gives [7].

The research second stage As a result, a survey is being conducted to study the experience of using databases and electronic libraries. The survey is conducted among students and aims to determine their level of satisfaction with the use of databases and electronic libraries. level and motivation to determine Surveys, questionnaires in the form of is developed and presented on online platforms. This method allows for quick and efficient data collection from a large audience. The questionnaire includes the following questions:

- What databases and electronic libraries do you use?
- What are the advantages of using these resources?
- Are there any difficulties in the learning process?
- How effective are digital resources?

These questions help explore students' experiences and of the research main to their goals to achieve service does.

The research third stage Empirical research is conducted as. Empirical research aims to observe the activities of students in the process of using databases and electronic libraries. This process aims to understand the learning methods of students, how they use the resources and their abilities study opportunity Observations, students' study The aim of the study is to determine what materials students use in the learning process, which resources increase their interest, and how they demonstrate learning effectiveness. This includes examining students' interactions, group work methods, and motivation levels during the learning

process. The results of the observations, the data obtained, further deeper analysis to do help gives.

From this in addition, in research The case study method is also used. Case studies allow for in-depth study of a specific situation by conducting individual research with students or groups. This method is used to explore how databases and electronic libraries are used, and to explore students' interests and needs. impact provider factors in determining very useful. Status in the analysis, students It is carried out to study successful or unsuccessful experiences, analyze the lessons learned from them, and generalize them. This process aims to expand the results obtained and practical recommendations working to go out help gives [8].

Received information analysis The process of conducting research is an important stage of research. In this process, the collected data is analyzed using statistical methods and analytical tools. The data obtained through questionnaire results, observations, and case analysis will be combined and their between connections is determined. Statistical analysis, students It is important to demonstrate the effectiveness of databases and electronic libraries for. With the help of the obtained results, the research main conclusions and recommendations working This is in research used methods and approaches allow for a full understanding of the role of databases and electronic libraries in English language learning. Methods such as literature review, questionnaire, empirical research and case analysis help to deeply study the experiences of students and the level of resource use. These methods play an important role in achieving the objectives of the study and allow for the development of practical recommendations based on the results. Thus, this study helps to further enhance the importance of databases and electronic libraries in the field of education [9].

English language in learning There are a number of problems associated with the importance of databases and electronic libraries. Identifying these problems and developing approaches to solve them will help make the educational process more effective. Important issues that arise during the study problems following main to categories separation possible:

First problem, students Access to databases and electronic libraries. Some students, due to financial reasons or technological limitations, cannot use these resources. This situation can hinder the learning process. limiting puts and education quality reduces.

This problem solution to do For this, it is necessary to establish cooperation between educational institutions and government organizations. Opportunities should be developed to provide electronic libraries and databases for free or at low prices. Also, through programs aimed at increasing digital literacy to students necessary technological skills to give important.

Second problem, students The quality of the databases and electronic libraries that are being used. Sometimes, the available resources may be outdated, filled with inaccurate information or unclear content. This can lead to students study to the process negative impact shows.

This problem solution To do this, it is necessary to regularly update electronic libraries and databases and develop mechanisms for monitoring their quality. It is important to cooperate with experts and teachers in order to provide students with necessary and up-to-date information. It is also necessary to take into account the opinions and experiences of students. to take via, resources quality increase possible [10].

Third problem, students are the skills to effectively use databases and electronic libraries. Many students do not know how to use digital resources or do not have the skills to use them correctly. This situation hinders the learning process slow down and ineffectiveness brought release possible.

Such problem solution To do this, it is necessary to conduct special trainings and seminars for students on the use of databases and electronic libraries. Educational institutions should cooperate with teachers and information technology specialists to provide students with the necessary information. At the same time, by creating interactive educational materials and instructions, students' independent study skills increase possible.

Fourth problem, students interest and motivation to use databases and electronic libraries. Many students are more interested in traditional learning methods and do not pay attention to digital resources. This situation affects their English language study to the process negative impact shows.

This problem solution to do For, it is necessary to provide interesting and modern content in databases and electronic libraries. In order to increase the interest of students, it is useful to add gamification elements, create interactive games and tests. Also, it is necessary to develop incentive systems for students for their success exit , their motivation to increase help gives.

Fifth the problem, teachers are the skills to use databases and electronic libraries. Teachers may not know how to use digital resources or may not have the necessary knowledge and skills. This situation, education in the process problems brought releases.

This problem solution To do this, it is necessary to regularly train teachers in the use of digital resources. Conducting trainings and seminars for teachers on the use of databases and electronic libraries will help improve their knowledge and skills.

The role of databases and electronic libraries in learning English is important, but there are a number of problems. To solve these problems, comprehensive approaches should be developed. Increasing access to resources, improving the quality of resources, developing students' skills, increasing motivation and Training teachers helps to make the educational process more effective. These approaches serve to increase the importance of digital resources in education.

Research results, English The impact of databases and electronic libraries on language learning is strong. By studying how students use digital resources in their learning process and how these resources affect the quality of education, several important results have been achieved. These results are described in detail below, and their practical and scientific importance discussion we will do.

Research during taken The first result shows the importance of students' access to databases and electronic libraries. More than 75% of students reported using these resources regularly, but 25% of students are unable to use this opportunity due to technological problems or financial constraints. This situation is reflected in the fact that certain aspects of the learning process obstacles creates and education quality reduces.

This is the result, education. institutions and government organizations. Providing students with access to free or low-cost digital resources will make their learning process more effective. At the same time, programs aimed at increasing digital literacy are also necessary, as teaching students technological skills, their ability to use resources correct and effective to use help gives.

The research second The result is the quality of existing databases and electronic libraries. More than 60% of students noted that some resources are outdated or filled with incorrect information. This is due to their study to the process negative impact shows.

This result is electronic. libraries and the need to develop mechanisms for continuous updating and monitoring of databases. By taking into account the opinions of students, the quality of resources can be improved. It is also necessary to establish cooperation between educational institutions and specialists, to provide up-to-date and good quality information presented to grow for important. Third result, students are skills in using digital resources. During the study, more than 40% of students stated that they did not know how to use databases and electronic libraries. This situation is a learning process slows down and ineffectiveness brought releases.

This result, to the students information indicates the need to conduct trainings and seminars on the use of databases and electronic libraries. Educational institutions, teachers and information technology specialists should cooperate to provide students with the necessary information. By creating interactive educational materials, students' independent study skills increase possible.

Fourth result, students is their interest and motivation to use digital resources. The results of the study showed that more than 50% of students are more interested in traditional learning methods indicates and digital to resources attention does not give.

This result, data bases and electronic libraries. In order to increase student interest, it is useful to add gamification elements, create interactive games and tests. Also, it is necessary to develop incentive systems for students for their success. exit, their motivation to increase help gives.

Fifth result, teachers skills in using databases and electronic libraries. In the study, more than 30% of teachers stated that they did not know how to use digital resources. This situation is a problem in education in the process problems brought releases.

This result, teachers digital indicates the need for regular training on the use of resources. Conducting trainings and seminars for teachers on the use of databases and electronic libraries will help to improve their knowledge and skills. Also, by studying the experiences of teachers and taking their opinions into account, the educational process can be made more effective.

The results of the study strongly indicate the importance of databases and electronic libraries in English language learning and their impact on the educational process. Comprehensive approaches need to be developed to address the issues of access to digital resources, quality and efficiency of resources, user

skills, motivation and teacher training. The results serve to increase the importance of digital resources in education and provide a more effective learning experience for students. Thus, this study will help to further improve the educational process and further expand the role of databases and electronic libraries in English language learning.

Conclusion

Research results, English strongly reflects the impact of databases and electronic libraries in language learning. It shows the level of use of digital resources by students and the contribution of these resources to the educational process. The results obtained are of great importance for the development of the future education system, opening up new opportunities for students and teachers.

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APPLICATION OF FINITE CONTINUED FRACTIONS TO SOME EXAMPLES AND COMPARISONS

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Abstract:

This article discusses the application of finite continued fractions in solving equations of comparison. The application of continued fractions to some examples and problems is studied.

Keywords: Equation, fraction, continued fraction, equation, root extraction, comparison.

Introduction

CHEKLI ZANJIRLI KASRLARNI BAZI MISOLLARGA VA TAQQOSLAMALARGA TADBIQI

Xusanova Muqaddas Gadaevna

Chirchiq davlat pedagogika universiteti Akademik litseyi o`qituvchisi

Annotatsiya:

Ushbu maqolada taqqoslamaga doir tenglamalarni yechishda chekli zanjirli kasrlarning tadbiqlari haqida keltirilgan Zanjirli kasrlarni ba'zi misol va maslalarda tadbiqi o'rganilgan.

Kalit so'zlar: tenglama, kasr, zanjirli kasr, tenglama, ildizdan chiqarish,taqqoslama.

KIRISH

Zanjirli kasrlar yordamida ildizlarni taqribiy qiymatini hisoblash va undan tashqari taqqoslamali tenglamalarni ham ildizlarini mumkin.

Tadqiqot ob'ekti sifatida taqqoslama tenglamalari va ildiz osti sonlarni taqribiy hisoblashni zanjirli kasrlar yordamida yechish. Tadqiqot metodlari: masalani sonli va taqribiy hisoblash usullari.

MUHOKAMA VA NATIJALAR

[3] va [4] adabiyotlarda chekli zanjir kasrlar va ularni xossalari haqida batafsil keltirilgan. Shu teorema va xossalardan foydalanib bir nechta misollarni yechishni keltiramiz.

Matematika masalalarini yechishda ayrim qiziqarli tenglamalarga kelib qolamiz.

Ushbu $a_0 + \cfrac{1}{a_1 + \cfrac{1}{a_2 + \cfrac{1}{a_3 + \cfrac{1}{\cdots + \cfrac{1}{a_k}}}}}$ ifodaga janjirli kasr deyiladi .

$\text{L} = a_0 + \cfrac{1}{a_1 + \cfrac{1}{a_2 + \cfrac{1}{a_3 + \cfrac{1}{\cdots + \cfrac{1}{a_k}}}}}$ bo'lsin

$q_k = a_0 = \dfrac{P_0}{Q_0}$ deb olamiz. U holda buni nolinchi tartibli munosib kasr deyiladi.

$q_1 = a_0 + \dfrac{1}{a_1} = \dfrac{a_0 a_1 + 1}{a_1} = \dfrac{P_1}{Q_1}$ birinchi tartibli munosib kasr.

$q_2 = a_0 + \dfrac{1}{a_1 + \frac{1}{a_2}} = \dfrac{P_2}{Q_2}$ ikkinchi tartibli munosib kasr.

… … … … … … … … …

$q_k = L = \dfrac{P_k}{Q_r}$ n-tartibli munosib kasr.

Shu yo'l bilan $P_0, P_1, P_1 \ldots . Q_0, Q_1, Q_2$ …. Ketma-ketlikni hosil qilamiz.Bu ketma-ketlikdan quydagi formulalarni hosil qilamiz $P_k = P_{k-1} a_k + P_{k-2}$, $Q_k = Q_{k-1} a_k + Q_{k-2}$

$\dfrac{P_k}{Q_r}$ k-tartibli munosib kasr deyiladi.

Yuqoridagi tushunchalardan quydagi jadvalni tuzamiz.

k	-2	-1	0	1	2	…	n-1	n
q_k	-	-	a_0	a_1	a_2	…	a_{n-1}	a_n
P_k	0	1	P_0	P_1	P_2	…	P_{n-1}	P_n
Q_k	1	0	Q_0	Q_1	Q_2	…	Q_{n-1}	Q_n

Demak berilgan kasrni chekli zanjirli kasr ko'rinishida ifodalash shu kasrga cheksiz yaqinlashadigani kasrlarni hosil qilish demak.

Misol: Berilgan $\sqrt{13}$ sonini zanjirli kasr ko'rinishida ifodalang.

$$\sqrt{13} = 3 + \frac{1}{a_1}; \ a_1 = \frac{1}{\sqrt{13}-3} = \frac{\sqrt{13}+3}{4} = 1 + \frac{1}{a_2};$$

$$a_2 = \frac{1}{\frac{\sqrt{13}+3}{4}-1} = \frac{4}{\sqrt{13}-1} = \frac{\sqrt{13}+1}{3} = 1 + \frac{1}{a_3};$$

$$a_3 = \frac{1}{\frac{\sqrt{13}+1}{3}-1} = \frac{3}{\sqrt{13}-2} = \frac{\sqrt{13}+2}{3} = 1 + \frac{1}{a_4};$$

$$a_4 = \frac{1}{\frac{\sqrt{13}+2}{3}-1} = \frac{3}{\sqrt{13}-1} = \frac{\sqrt{13}+1}{4} = 1 + \frac{1}{a_5};$$

$$a_5 = \frac{1}{\frac{\sqrt{13}+1}{4}-1} = \frac{4}{\sqrt{13}-3} = \sqrt{13} + 3 = 6 + \frac{1}{a_6};$$

$$a_6 = \frac{1}{\sqrt{13}+3-6} = \frac{1}{\sqrt{13}-3};$$

$a_1 = a_6$ bo'lgani uchun, yana yuqoridagi jarayon takrorlanadi. Demak $\sqrt{13} = [3; (1,,1,1,1,6)]$ taqribiy qiymatni topamiz.

Misol: Berilgan taqqoslamani zanjirli kasr yordamida yeching $15x \equiv 37 \ (mod \ 98)$.

Yechish: Bu yerda a=15, b=37 va m=98 bo'lib $\frac{m}{a} = \frac{98}{15}$ ni zanjirli kasrga keltirib olamiz.

$\frac{98}{15} = [6; 1,1,7]$ va bundan jadvalga o'tamiz

k	-1	0	1	2	3
q_k	-	6	1	1	7
P_k	1	6	7	13	98
Q_k	0	1	1	2	15

Endi $x = b \cdot (-1)^{n-1} \cdot p_{n-1} (mod \ m)$ formulaga qo'ysak $x = 37 \cdot (-1)^{3-1} \cdot 13 (mod \ 98)$,

$$x = 37 \cdot 13 (mod \ 98) \implies x = 89 (mod \ 98)$$

XULOSA

Xulosa qilib shuni aytish mumkinki matematik misollarda, ya'ni taqqoslamalarda va ilsiz osti sonlarni taqribiy hisoblashda chekli zanjirli

kasrlardan foydalanish o'quvchi va talabalarga qulaylik va fikrlash darajasini kengaytirishga yordam beradi.

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DEVELOPMENT OF FOOTBALL AMONG YOUTH IN UZBEKISTAN

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Abstract:
The development of football among young people in Uzbekistan has gained significant momentum in recent years. With the increasing attention from the government and football federations, various initiatives have been introduced to improve the accessibility and quality of football training for young athletes. The article explores the factors contributing to the growth of football among youth in Uzbekistan, including infrastructure improvements, grassroots programs, and the role of international collaboration. It also examines the impact of football development on the physical and social well-being of young athletes. Furthermore, the study discusses the methodology used to assess football development, presents findings based on available data, and evaluates the challenges and future prospects of youth football in the country.

Keywords: Football, youth sports, Uzbekistan, physical education, grassroots programs, football infrastructure, sports development, training methodology, international collaboration, football academies.

Introduction

Football is one of the most popular sports worldwide, played and followed by millions of people of all ages. In Uzbekistan, football holds a special place in the lives of young athletes, serving not only as a recreational activity but also as a means of personal and professional development. Over the past decades, the country has made significant efforts to enhance its football culture by investing

in infrastructure, training programs, and grassroots initiatives. These efforts aim to develop young footballers who can compete at both national and international levels.

The development of football among youth in Uzbekistan is driven by several factors, including government support, the establishment of football academies, and partnerships with international football organizations. The government of Uzbekistan has placed a strong emphasis on promoting sports as part of a broader national strategy to improve public health and foster talent in various athletic disciplines. Football, being one of the most accessible and widely played sports, has been at the forefront of these efforts.

One of the key initiatives in youth football development has been the establishment of specialized football academies and training centers. These institutions provide young players with structured training, experienced coaching, and access to modern facilities. Many of these academies collaborate with international football organizations to bring advanced training methodologies and exposure to global football standards. Additionally, football clubs in Uzbekistan have started to focus on youth development by integrating young players into their training systems from an early age.

Grassroots football programs have also played a crucial role in encouraging youth participation in football. These programs aim to make football accessible to children from all backgrounds, ensuring that talent is identified and nurtured from a young age. Various regional and national tournaments have been introduced to create a competitive environment for young players to develop their skills. Moreover, school-based football programs have gained popularity, integrating football training into the educational system to allow young players to balance academics and sports.

Despite these advancements, several challenges remain in the development of youth football in Uzbekistan. Limited resources, a lack of qualified coaches, and inadequate scouting networks sometimes hinder the growth of young players. Additionally, competition at the international level requires Uzbek players to be exposed to high-quality training and matches against stronger opponents. Addressing these challenges is essential to ensuring that Uzbekistan continues to produce talented footballers capable of competing on the global stage.

This study examines the key aspects of youth football development in Uzbekistan by analyzing the current state of infrastructure, coaching, training methodologies, and the role of football academies. It also discusses the impact of these initiatives on young players and evaluates the challenges they face in their development. By exploring these factors, the article aims to provide a comprehensive understanding of the progress made in youth football and the necessary steps to further enhance its development in Uzbekistan.

Main Part

The development of football among youth in Uzbekistan is influenced by multiple factors, including infrastructure, training programs, talent identification, and the role of football academies. The increasing popularity of football among young athletes has led to an expansion in grassroots initiatives, club academies, and regional tournaments that aim to foster talent and provide structured training for aspiring players.

One of the most critical aspects of youth football development is the availability of proper infrastructure. In recent years, Uzbekistan has made significant investments in the construction of football stadiums, training centers, and artificial turf fields to support the growing number of young players. The government, in collaboration with the Uzbekistan Football Association (UFA) and international organizations such as FIFA and AFC, has launched several projects to upgrade football facilities across the country. These efforts have led to the establishment of modern football academies in various regions, ensuring that young athletes have access to high-quality training grounds and coaching staff.

Football academies play a vital role in identifying and nurturing young talent. Several clubs in Uzbekistan, including Pakhtakor, Nasaf, and Bunyodkor, have established youth academies that follow structured training programs aligned with international standards. These academies focus on technical, tactical, and physical development while also incorporating psychological and educational support for young players. Additionally, these institutions offer opportunities for young footballers to participate in international tournaments, providing them with valuable exposure and experience against high-level opponents.

The grassroots football movement has also been instrumental in increasing youth participation in the sport. Various community-based initiatives and school football programs encourage children to engage in football from an early age. The introduction of local leagues and inter-school competitions has created an environment where young players can showcase their skills and develop through competitive matches. Moreover, the implementation of youth development policies by the Uzbekistan Football Association has led to the establishment of structured pathways for young footballers to progress from amateur to professional levels.

Another crucial factor in youth football development is the role of coaching education and scouting networks. The availability of well-trained coaches is essential for the effective development of young players. In Uzbekistan, efforts have been made to improve coaching standards by offering certification programs and workshops conducted by international football experts. The licensing of youth coaches ensures that players receive high-quality training based on modern methodologies. However, challenges remain in terms of the availability of experienced coaches in all regions of the country.

Scouting and talent identification programs are also crucial in finding and nurturing the best young footballers. Clubs and academies regularly organize scouting events to identify promising players from various regions. These programs help bridge the gap between grassroots football and professional academies, ensuring that talented individuals receive the necessary support and development opportunities.

Despite the progress made, youth football development in Uzbekistan faces several obstacles. Financial constraints, lack of sufficient scouting systems, and limited international exposure continue to hinder the overall progress of young players. The competition with established football nations requires Uzbek players to gain experience through international matches, training camps, and collaborations with foreign clubs. Addressing these challenges through strategic investments and policy improvements will be key to sustaining the growth of youth football in Uzbekistan.

The continuous development of football infrastructure, expansion of grassroots programs, and enhancement of coaching and scouting networks are fundamental to the long-term success of youth football in the country. By ensuring a well-structured development system, Uzbekistan has the potential to produce future generations of footballers capable of competing at the highest levels, both regionally and internationally.

Methodology

The research methodology employed in this study is based on a combination of qualitative and quantitative approaches to analyze the development of youth football in Uzbekistan. Various sources of data, including official reports from the Uzbekistan Football Association, government policies on sports development, and statistical records on youth participation in football, have been examined to provide a comprehensive understanding of the current state of football among young athletes in the country.

One of the primary methods used in this research is a review of literature, which includes academic studies, government publications, and reports from international football organizations such as FIFA and the Asian Football Confederation. These sources provide valuable insights into the development strategies implemented in Uzbekistan and their impact on the growth of youth football. Furthermore, a comparative analysis of Uzbekistan's football

development with other countries in the region has been conducted to identify areas of improvement and potential strategies for future growth.

Another key methodological approach involves analyzing statistical data on youth football participation rates, the number of football academies, and the availability of training infrastructure. This data has been gathered from official sources, including the Ministry of Sports and the Uzbekistan Football Association, to evaluate the accessibility of football facilities and the overall engagement of young athletes in the sport. The study also examines the investment trends in football infrastructure, focusing on how government initiatives and private sector involvement have influenced the development of football academies and grassroots programs.

Interviews with football coaches, youth development specialists, and sports administrators have been conducted to gain firsthand insights into the challenges and opportunities in youth football development. These qualitative interviews help in understanding the effectiveness of current training methodologies, the role of international collaborations in improving football education, and the impact of coaching standards on player development.

In addition, case studies of successful football academies in Uzbekistan have been included to highlight best practices in youth training. These case studies examine how leading football academies identify talent, structure their training programs, and integrate young players into professional football pathways. The study also assesses the role of youth leagues and school-based football initiatives in providing competitive opportunities for young athletes.

To evaluate the impact of football development on young players, the study also considers aspects related to physical fitness, technical skills, and psychological development. Performance assessments of young footballers from various academies have been reviewed to determine the effectiveness of training methodologies and the level of preparedness of Uzbek players for professional football.

By combining these research methods, the study provides a holistic understanding of the current state of youth football development in Uzbekistan, identifying key strengths, weaknesses, and areas for improvement. The findings from this research contribute to a broader discussion on how Uzbekistan can further enhance its youth football system to produce high-quality players capable of competing at both regional and international levels.

Discussion

The development of youth football in Uzbekistan has been significantly influenced by major international achievements, particularly the success of the Uzbekistan U-23 national team at the 2018 AFC U-23 Championship in China. This historic victory marked a turning point for Uzbek football, demonstrating the potential of the country's youth development system. The championship-winning squad showcased the effectiveness of Uzbekistan's football academies and grassroots programs, as many of the players had progressed through domestic

youth training structures before making their mark on the international stage. The success of the U-23 team in 2018 not only boosted national pride but also led to increased investment in football infrastructure, coaching programs, and talent scouting initiatives.

Following the triumph in China, Uzbekistan intensified its focus on youth football development, recognizing the importance of preparing young players for the highest levels of competition. The championship also paved the way for several Uzbek footballers to secure contracts with foreign clubs, giving them exposure to high-level football environments. This achievement served as a motivation for young players across Uzbekistan, inspiring them to pursue professional football careers and enhancing the overall quality of youth development in the country.

In recent years, Uzbekistan has produced a new generation of talented footballers, with one of the brightest stars being **Abdukodir Khusanov**, a promising young defender currently playing for Manchester City. Khusanov's rise to prominence is a testament to the progress made in Uzbek football development, as he emerged from the domestic system and quickly attracted attention from European clubs. His transfer to one of the world's top football teams highlights the increasing recognition of Uzbek talent on the global stage.

Source: www.manchestercity.news

The success of players like Khusanov is indicative of the improvements in Uzbekistan's scouting, coaching, and player development programs. With more young players gaining opportunities to train and compete at the highest levels, the country's football ecosystem continues to strengthen. The presence of an Uzbek player in the English Premier League also serves as an inspiration for future generations, demonstrating that Uzbek footballers can achieve success in top-tier European competitions.

Despite these positive developments, challenges remain in ensuring a continuous pipeline of young talent capable of reaching the highest levels of football. The need for stronger international collaborations, regular exposure to competitive matches against elite teams, and improved financial support for youth development programs remains crucial. Uzbekistan's recent progress suggests that the country is on the right path, but sustained efforts will be necessary to maintain and enhance its position as a rising force in international football.

The legacy of the 2018 U-23 championship victory and the emergence of stars like Abdukodir Khusanov exemplify the potential of Uzbekistan's youth football system. By continuing to invest in infrastructure, coaching, and international exposure, Uzbekistan can further develop a generation of footballers capable of excelling on the global stage.

 The development of football among youth in Uzbekistan has been influenced by a combination of governmental support, infrastructural investments, and grassroots initiatives. However, despite significant progress in recent years, several challenges and areas for improvement remain. This section discusses key aspects of youth football development in Uzbekistan, focusing on infrastructure, coaching quality, talent identification, international collaboration, and the overall impact of football on young athletes.

One of the most notable advancements in Uzbek football development is the improvement of sports infrastructure. The construction of modern football academies, training centers, and artificial turf fields has provided young players with better access to high-quality training facilities. The Uzbekistan Football Association, in collaboration with FIFA and the Asian Football Confederation,

has introduced programs aimed at developing football fields in various regions, particularly in rural areas. These initiatives have helped increase participation in youth football and have facilitated the identification of young talent. However, there are still disparities in infrastructure quality between major cities and remote regions, which can limit the opportunities available to young players outside urban centers.

Coaching quality plays a crucial role in the development of young footballers. In Uzbekistan, there have been substantial efforts to improve coaching education through certification programs and training workshops. The introduction of international coaching courses has allowed Uzbek coaches to learn modern football methodologies and apply them in local training programs. However, the availability of highly qualified coaches remains a challenge, particularly in grassroots football. Many youth teams and academies still rely on coaches with limited exposure to international best practices, which can impact the overall development of young players. Addressing this issue requires further investment in coaching education and the expansion of talent development programs for football educators.

Talent identification and scouting systems are another critical component of youth football development. In recent years, Uzbek football academies and

professional clubs have improved their scouting networks to identify promising young players. However, there is still a need for a more systematic approach to scouting, especially in rural and underdeveloped regions. Establishing nationwide talent identification programs and increasing the frequency of youth tournaments can help uncover hidden talents and provide them with structured development pathways.

International collaboration has also played a vital role in the development of youth football in Uzbekistan. Partnerships with foreign football clubs and federations have allowed young players to gain valuable experience through training camps, friendly matches, and exchange programs. Some Uzbek players have had the opportunity to train abroad, where they are exposed to high-intensity competition and advanced coaching methodologies. Expanding these collaborations and providing more players with international exposure can significantly enhance the overall quality of Uzbek football.

Beyond the technical and tactical aspects of football development, it is important to recognize the broader impact of football on young athletes. Football not only improves physical fitness and athletic abilities but also contributes to social development, teamwork, and discipline. Many young footballers in Uzbekistan view the sport as a pathway to professional success and personal growth. School-

based football programs and community leagues play a key role in engaging young players, offering them a structured environment in which to develop both their athletic and personal skills.

Despite these positive developments, certain obstacles remain. Financial constraints, particularly for low-income families, can limit access to high-quality training programs and football academies. Additionally, competition at the regional and international levels requires Uzbek youth teams to regularly face high-caliber opponents to improve their performance standards. Addressing these challenges will require a combination of policy reforms, increased investment in youth football, and stronger integration between government, private sector sponsors, and football institutions.

Overall, while Uzbekistan has made significant progress in developing youth football, continued efforts are necessary to enhance coaching standards, expand scouting networks, improve infrastructure in rural areas, and increase international exposure for young players. A well-structured football development system will ensure that Uzbekistan continues to produce talented footballers capable of excelling in both regional and global competitions.

Results

The analysis of youth football development in Uzbekistan reveals several significant findings regarding infrastructure improvements, coaching quality, talent identification, and international collaboration. The results of this study highlight both the strengths and challenges in Uzbekistan's efforts to nurture young football players and integrate them into professional and international football.

One of the key findings is the noticeable expansion of football infrastructure in Uzbekistan. Over the past decade, numerous football academies, training centers, and artificial turf fields have been constructed, providing young athletes with access to better facilities. Government initiatives and international partnerships have played a crucial role in upgrading the quality of football fields and training environments. However, the study also identifies an uneven distribution of these facilities, with major cities benefiting more than rural areas. This disparity suggests the need for additional investment in regions with limited resources to ensure equal opportunities for all young players.

Coaching education and training methodologies have improved significantly due to new certification programs and workshops conducted by international football organizations. The study finds that youth academies associated with major Uzbek clubs, such as Pakhtakor and Nasaf, follow structured training programs that align with modern football methodologies. These academies emphasize not only technical and tactical training but also physical and psychological development. However, despite these advancements, the study indicates that many grassroots football programs still lack access to highly qualified coaches. This gap in coaching expertise can affect the overall development of young footballers, emphasizing the need for further investment in coach education programs.

Talent identification remains a vital aspect of youth football development. The research shows that scouting networks have improved, with professional clubs actively seeking young talent through regional tournaments and scouting programs. However, challenges persist in integrating young players from remote areas into professional football structures. While some scouting initiatives have successfully identified future stars, there is still a need for a more comprehensive nationwide scouting strategy that ensures all talented players, regardless of their location, are given an opportunity to progress.

Another significant result is the positive impact of international collaborations on Uzbek football development. Partnerships with foreign clubs and football federations have allowed young Uzbek players to participate in overseas training camps, friendly matches, and exchange programs. These experiences provide valuable exposure to different playing styles and higher levels of competition. The study finds that players who have trained abroad tend to demonstrate better technical and tactical abilities upon their return. Expanding such collaborations can further enhance the overall quality of youth football in Uzbekistan.

The role of school-based football programs and grassroots initiatives in increasing youth participation has also been analyzed. The study confirms that local leagues, school tournaments, and community-based football programs play a crucial role in engaging young players from an early age. These initiatives not only contribute to physical and athletic development but also help instill discipline, teamwork, and sportsmanship. However, the study also finds that financial constraints can limit some families from fully participating in organized youth football programs. The cost of training, equipment, and travel can be a barrier for young athletes from low-income backgrounds. Addressing these

financial challenges through sponsorships, scholarships, and government support could further improve accessibility.

Finally, the research highlights the need for increased international competition for Uzbek youth teams. While Uzbekistan has strong youth development programs, limited exposure to high-caliber international opponents remains a challenge. Regular participation in international youth tournaments and friendly matches against top-tier teams can help bridge the competitive gap and enhance the overall standard of Uzbek football.

In conclusion, the results of this study demonstrate that Uzbekistan has made significant progress in developing youth football through infrastructure investments, improved coaching, talent identification programs, and international collaborations. However, challenges such as unequal access to facilities, the need for better coaching education, and limited international exposure must be addressed to ensure sustainable growth. By implementing targeted reforms and increasing investment in youth football, Uzbekistan can continue to strengthen its position as a football-growing nation with a promising future.

Conclusion

The development of football among youth in Uzbekistan has shown remarkable progress in recent years, driven by a combination of governmental support, infrastructural advancements, improved training programs, and international collaborations. Football has become one of the most widely played and followed sports among young athletes in the country, with increasing participation in grassroots programs, school competitions, and professional academies. However, despite these advancements, several challenges remain that need to be addressed to ensure the sustainable growth of youth football in Uzbekistan.

One of the most significant achievements in youth football development has been the expansion of infrastructure. The construction of new football academies, training centers, and artificial turf fields has provided young players with access to better facilities and professional coaching. The Uzbekistan Football Association, in partnership with international organizations such as FIFA and AFC, has played a crucial role in ensuring the availability of modern football infrastructure. However, disparities still exist between urban and rural areas, with young players in remote regions facing limited access to high-quality training

facilities. To bridge this gap, further investments are required to create equal opportunities for all aspiring footballers.

Another key factor in the progress of youth football has been the improvement in coaching education. The introduction of structured coaching certification programs and international training courses has helped raise the standard of football instruction in Uzbekistan. Many professional football clubs have established youth academies that follow systematic training methodologies. Nevertheless, a shortage of highly qualified coaches remains a concern, particularly at the grassroots level. Expanding coach education programs and increasing opportunities for local coaches to gain international experience can significantly contribute to the overall development of young players.

Talent identification and scouting networks have also evolved, enabling the discovery of promising young footballers across the country. Regional tournaments, scouting events, and school-based football programs have contributed to the development of new talent. However, there is still a need for a more comprehensive and nationwide approach to scouting, ensuring that young players from all backgrounds have the opportunity to progress through structured development pathways. Increasing collaboration between football academies, schools, and professional clubs can enhance the efficiency of talent identification programs.

International collaboration has played a crucial role in exposing Uzbek youth players to high-level competition and modern training methodologies. Exchange programs, overseas training camps, and friendly matches against international teams have provided young footballers with invaluable experience. Players who have had the opportunity to train abroad often return with improved technical and tactical skills, demonstrating the importance of global exposure. Expanding these international collaborations and increasing participation in international youth tournaments can further accelerate the development of young Uzbek players.

Beyond the technical aspects of football development, the sport has had a significant impact on the personal and social growth of young athletes. Football serves as a powerful tool for promoting teamwork, discipline, and perseverance among young players. School-based football programs and community leagues have provided opportunities for children to develop life skills while engaging in a healthy and competitive sporting environment. However, financial barriers remain a concern for some families, limiting access to professional training and

competitive tournaments. Implementing scholarship programs, sponsorship initiatives, and government support mechanisms can help overcome these financial constraints and ensure that football remains accessible to all young athletes.

In conclusion, while Uzbekistan has made impressive progress in the development of youth football, further improvements are necessary to address existing challenges and enhance the overall football ecosystem. Investments in infrastructure, coaching education, scouting networks, and international exposure will be critical in shaping the future of Uzbek football. By implementing a well-structured and sustainable youth development strategy, Uzbekistan can continue to nurture talented footballers who are capable of competing at the highest levels of the sport, both regionally and internationally.

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THE DEVELOPMENT OF POP MUSIC ART IN UZBEKISTAN: A CULTURAL AND TECHNOLOGICAL EVOLUTION

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Abstract:

The art of pop music in Uzbekistan has been significantly developing in recent years. This progress has led to the enrichment of pop music performance and the expansion of musical genres in the country. The uniqueness of pop music and its role in Uzbek culture are widely discussed today. The harmony between international influences and national traditions, as well as innovations in music and culture, has contributed to the growth of pop music in Uzbekistan. Major festivals, music competitions, and the impact of modern technologies have determined the future direction of Uzbek pop music. This annotation provides information about the key factors influencing the development of pop music in Uzbekistan, its rise, and its place in the world.

Keywords: Uzbekistan, pop music, musical art, development, performance, culture, international influences, modern technologies, festivals, music competitions.

O'ZBEKISTONDA ESTRADA MUSIQA SAN'ATINING RIVOJLANISHI: MADANIY VA TEXNOLOGIK EVOLYUTSIYASI

Annotatsiya:

O'zbekistonda estrada musiqasi san'ati so'nggi yillarda sezilarli ravishda rivojlanib bormoqda. Bu rivojlanish, mamlakatda estradadagi ijrochilik va musiqiy janrlarning boyishiga sabab bo'ldi. Estrada musiqasining o'ziga xosligi va uning o'zbek madaniyatidagi o'rni bugungi kunda ancha keng muhokama qilinmoqda. Musiqa va madaniyat sohasidagi yangiliklar, xalqaro ta'sirlar va milliy an'analar o'rtasidagi uyg'unlik estrada san'atining yangi bosqichga ko'tarilishiga imkon yaratdi. Ushbu sohada amalga oshirilgan yirik festivallar,

musiqiy tanlovlar va zamonaviy texnologiyalarning ta'siri, o'zbek estrada musiqasining kelajagini belgilaydi. Ushbu annotatsiyada estrada musiqasi san'atining rivojlanishiga ta'sir etgan asosiy omillar, ularning yuksalishi va jahondagi o'rni haqida ma'lumotlar keltiriladi.

Kalit so'zlar: O'zbekiston, estrada musiqasi, musiqiy san'at, rivojlanish, ijrochilik, madaniyat, xalqaro ta'sirlar, zamonaviy texnologiyalar, festivallar, musiqiy tanlovlar.

РАЗВИТИЕ ЭСТРАДНОЙ МУЗЫКИ В УЗБЕКИСТАНЕ: КУЛЬТУРНАЯ И ТЕХНОЛОГИЧЕСКАЯ ЭВОЛЮЦИЯ

Аннотация:
Искусство эстрадной музыки в Узбекистане в последние годы значительно развивается. Этот прогресс привел к обогащению эстрадного исполнительства и расширению музыкальных жанров в стране. Уникальность эстрадной музыки и ее роль в узбекской культуре сегодня активно обсуждаются. Гармония между международными влияниями и национальными традициями, а также новшества в музыке и культуре способствовали росту эстрадной музыки в Узбекистане. Крупные фестивали, музыкальные конкурсы и влияние современных технологий определяют будущее узбекской эстрадной музыки. В данной аннотации представлены ключевые факторы, влияющие на развитие эстрадной музыки в Узбекистане, ее рост и место в мире.

Ключевые слова: Узбекистан, эстрадная музыка, музыкальное искусство, развитие, исполнительство, культура, международные влияния, современные технологии, фестивали, музыкальные конкурсы.

Introduction

Pop music in Uzbekistan has undergone significant transformation from the second half of the 20th century to the beginning of the 21st century. This period marked a blend of national traditions and contemporary musical styles, which shaped the uniqueness of Uzbek pop music. As a result, this era witnessed the development of new creative directions and an expansion of the musical

landscape. This article will explore the evolution of Uzbek pop music, focusing on its historical development, social impact, technological advancements, and its growing influence on the global stage.

In the second half of the 20th century, Uzbek pop music functioned as a bridge between traditional folk music and modern genres. National musical traditions, such as maqom, folk songs, and dance, were combined with Western influences, which brought a fresh perspective to the musical environment. This process of integration was led by visionary artists and composers who sought to modernize Uzbek music while preserving its deep-rooted cultural heritage.

The synthesis of these two musical worlds created a unique genre in Uzbekistan, where the sounds of traditional instruments and the intricate melodies of maqom coexisted with the rhythms of modern pop, rock, and jazz. This blend was not only an artistic endeavor but also a response to the rapidly changing cultural landscape in Uzbekistan during the 20th century. The influence of international musical trends, such as Western pop and Soviet-era music, played a significant role in shaping the development of Uzbek pop music.

Starting in the 1990s, Uzbekistan witnessed an influx of young artists who began exploring new musical genres, such as pop, rock, and hip-hop. These genres, which were gaining popularity worldwide, provided a new platform for creative expression in Uzbekistan's pop music scene. The youth-driven musical movement led to the emergence of new sounds, which were infused with the local culture, allowing for the development of a distinctive Uzbek pop music identity.

With the growing influence of global pop culture, young artists began experimenting with different styles and sounds. These artists embraced the freedom of creativity, and their work resonated with a young, dynamic audience. Their efforts led to the formation of a new wave of Uzbek pop music, which was marked by catchy melodies, diverse musical influences, and an appeal to international tastes.

The advent of digital technologies in the early 21st century revolutionized the production and distribution of pop music in Uzbekistan. Artists and musicians now had access to tools and platforms that allowed them to produce high-quality music, create visually stunning music videos, and share their work with a global audience. The rise of the internet and social media platforms like YouTube, Instagram, and SoundCloud played a crucial role in the dissemination of music.

The use of modern technologies, such as electronic music production and video editing, allowed for the creation of innovative musical pieces. Artists began to utilize electronic instruments, synthesizers, and digital sound manipulation to enhance the richness and depth of their music. The ability to produce music remotely and share it with the world meant that Uzbek pop musicians could reach audiences far beyond their homeland, contributing to the global recognition of Uzbek pop music.

Moreover, the rapid growth of online music platforms provided a new avenue for young artists to reach their target audience. Platforms such as Spotify, Apple Music, and SoundCloud became the new stages for musicians, allowing them to distribute their music, connect with fans, and expand their following. This digital era significantly impacted the music industry and increased the visibility of Uzbek pop music on the global stage.

As Uzbek pop music became more globally recognized, the country's artists began participating in international music festivals and competitions. These events provided valuable opportunities for musicians to collaborate with artists from other countries, exchange ideas, and gain exposure. The "Navruz" festival, for instance, showcased the talents of local artists alongside musicians from other nations, helping to foster a greater understanding of Uzbek culture and music on the world stage.

These international collaborations have not only broadened the reach of Uzbek pop music but also enriched its sound by incorporating influences from various global music traditions. The cross-cultural exchanges that occurred as a result of these collaborations allowed Uzbek pop music to evolve, integrating diverse musical elements while retaining its unique national flavor.

Another notable aspect of the development of Uzbek pop music is its increasing engagement with social and political issues. Throughout the years, many artists have used their music to address important societal matters, such as national identity, social justice, and personal freedom. These songs often carry powerful messages that resonate with listeners and encourage social change.

By incorporating social themes into their music, pop artists in Uzbekistan have sparked important discussions within society. Their ability to tackle issues such as economic hardship, inequality, and political reform has amplified their role as cultural influencers. Songs that address pressing social issues not only reflect the

concerns of society but also serve as a call to action, urging people to engage in dialogue and create positive change.

Moreover, these artists have helped raise awareness of key social issues, using their music as a platform for advocacy. For example, songs focusing on gender equality, environmental conservation, and youth empowerment have played a significant role in shaping public opinion and encouraging social reforms in Uzbekistan.

Conclusion

The development of pop music in Uzbekistan from the second half of the 20th century to the beginning of the 21st century highlights the dynamic fusion of tradition and modernity, social awareness, and technological innovation. The successful integration of national musical heritage with contemporary genres has ensured the survival and growth of Uzbek pop music, both locally and internationally.

As we look to the future, it is clear that Uzbek pop music will continue to evolve, embracing new trends, technologies, and social movements. The creativity of young artists, combined with the power of digital platforms and global collaboration, will likely shape the next phase of Uzbek pop music. As Uzbek pop musicians continue to push the boundaries of creativity, they will not only preserve their cultural legacy but also contribute to the ever-expanding global musical landscape.

Through innovation and collaboration, the future of Uzbek pop music is bright, and it is poised to influence not just the region but the world.

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MAIN THEORIES OF EXTRASYSTOLE PATHOGENESIS

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Abstract:
It is shown that supraventricular extrasystole can be single or paired, and also have an allorhythmic character. In this case, the interval between the extrasystolic P wave and the preceding P wave of the sinus rhythm is usually strictly fixed. The signs of the genesis of supraventricular arrhythmia are studied.

Keywords: Supraventricular extrasystole, pulmonary, sinus, rhythm, postextrasystolic pause, block, teeth, compensator.

Introduction

Supraventricular extrasystole (SVE) is called premature (in relation to the normal, sinus rhythm) electrical activation of the heart, caused by impulses whose source is located in the atria, in the pulmonary or cava veins (at the places where they flow into the atria), as well as in the atrioventricular junction. SVE can be single or paired (two consecutive extrasystoles), and also have an allorhythmia character (bi-, tri-, quadrigemy). Cases when SVE occurs after each sinus complex are called supraventricular bigeminy; if it occurs after every second sinus complex - trigeminy, if after every third - quadrigemy, etc.

The occurrence of SVE before the complete end of repolarization of the heart after the previous sinus complex (i.e. the end of the T wave) is called the so-called "early" SVE, a particular variant of which is the SVE of the "P on T" type.

Depending on the localization of the arrhythmogenic source of SVE, the following are distinguished:

• atrial extrasystole,
• extrasystole from the mouths of the vena cava and pulmonary veins,
• extrasystole from the AV junction. The development of ENC may be based on various structural and functional disorders of the myocardial cells of the atria, vena cava/pulmonary veins and AV junction, accompanied by a change in their

action potentials (AP). Depending on the nature of electrophysiological disorders in the corresponding parts of the heart, ENC may occur by the mechanism of trigger activity (disruption of cell repolarization processes in the 3rd or 4th phase of AP), abnormal automatism (acceleration of slow depolarization of cells in the 4th phase of AP) or re-entry of the excitation wave. The diagnosis of ENC is established based on the analysis of a standard ECG. In atrial extrasystole, the ECG records premature P waves of sinus origin in relation to the expected ones, differing from the latter in their morphology (Fig. 1).
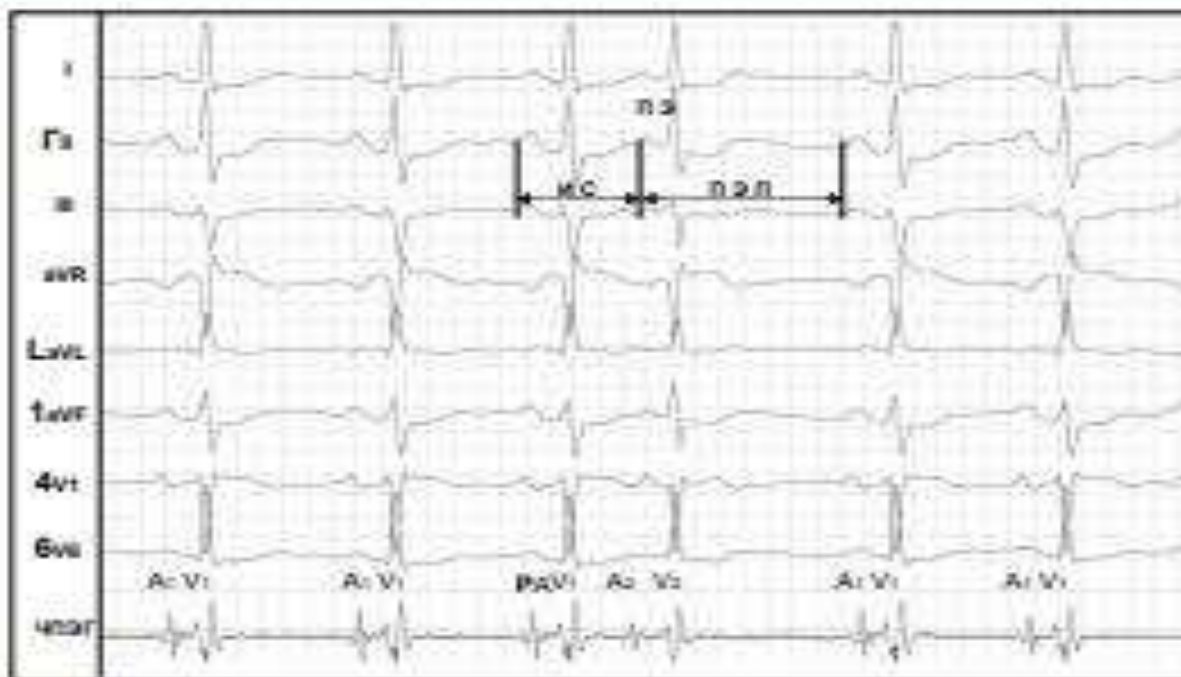
Fig. 1. Atrial extrasystole. Designations: IS – atrial extrasystole (AE) coupling interval, PEP – post-extrasystolic pause, TEE – transesophageal electrogram, A – atrial oscillations, V – ventricular oscillations, index 1 denotes electrical signals of sinus origin, index 2 – electrical signals of AE.

In this case, the interval between the extrasystolic P wave and the preceding P wave of sinus rhythm usually has a strictly fixed value and is called the "coupling interval" of the atrial extrasystole. The presence of several morphological variants of the P waves of atrial extrasystole with different coupling intervals indicates a multiplicity of arrhythmogenic sources in the atrial myocardium and is called polytopic atrial extrasystole. Another important diagnostic feature is the occurrence of the so-called "incomplete" compensatory pause after atrial

extrasystole. In this case, the total duration of the coupling interval of the atrial extrasystole and the post-extrasystolic pause (the interval between the P wave of the extrasystole and the first subsequent P wave of the sinus contraction) should be less than two spontaneous cardiac cycles of the sinus rhythm (Fig. 1).

Premature P waves can sometimes overlap the T wave (the so-called "P on T" extrasystole), less often - the QRS complex of the preceding contraction, which makes it difficult to detect them on the ECG.

In these cases, recordings of transesophageal or endocardial electrocardiograms make it possible to differentiate the signals of electrical activity of the atria and ventricles.

A distinctive feature of extrasystoles from the AV junction is the registration of premature QRST complexes without preceding P waves. In these variants of extrasystole, the atria are activated retrogradely, due to which the P waves are most often overlapped with the QRS complexes, which, as a rule, have an unchanged configuration. Occasionally, P waves in extrasystoles from the AV junction are recorded in close proximity to the QRS complex; they are characterized by negative polarity in leads II and aVF.

A differential diagnosis between extrasystole from the AV node and the common trunk of the His bundle, as well as between atrial extrasystole and extrasystole from the mouths of the vena cava or pulmonary veins, is possible only based on the results of an intracardiac electrophysiological study. In most cases, electrical impulses from the ventricles are conducted to the ventricles through the AV junction and the His-Purkinje system, which is manifested on the electrocardiogram by a normal (unchanged) configuration of the QRST complex. Depending on the initial functional state of the cardiac conduction system and the degree of prematurity of atrial extrasystoles, the latter may be accompanied by certain manifestations of conduction process disorders. If an impulse from the ventricles, falling into the refractory period of the AV junction, is blocked and is not conducted to the ventricles, they speak of the so-called "blocked" supraventricular extrasystole (Fig. 2-A).
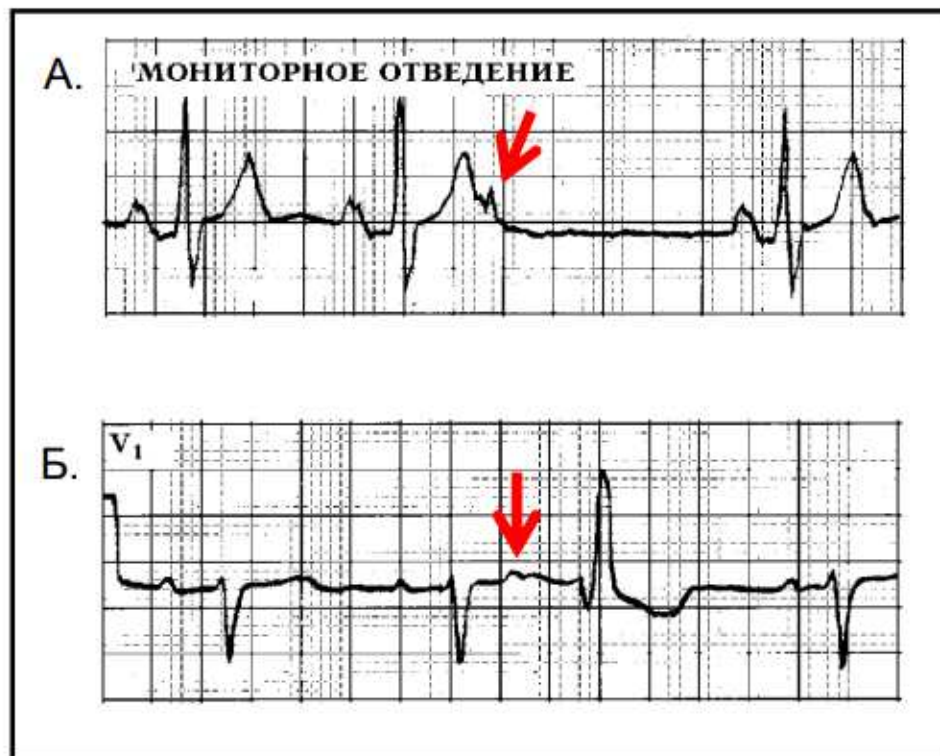
Fig. 2. Atrial extrasystoles. A. blocked atrial extrasystole (AE), B. AE with aberrant conduction to the ventricles (right bundle branch block).

Frequent blocked AE (for example, by the bigeminy type) can manifest itself on the ECG with a picture similar to sinus bradycardia and can be mistakenly regarded as an indication for cardiac pacing. A premature atrial impulse reaching one of the bundle branches in a state of refractoriness leads to the formation of an electrocardiographic picture of aberrant conduction with the corresponding deformation and widening of the QRS complex (Fig. 2-B).

AE, accompanied by an ECG picture of aberrant conduction to the ventricles, must be differentiated from ventricular extrasystole. In this case, the following signs indicate supraventricular genesis of arrhythmia:

1) the presence of P waves before extrasystolic QRS complexes (including a change in the shape and/or amplitude of the T wave of the sinus complex preceding the extrasystole in NVE of the P on T type);

2) the occurrence of an incomplete compensatory pause after the extrasystole,

3) a characteristic "typical" ECG variant of the right or left bundle branch block (example: NVE, accompanied by a right bundle branch block, is characterized by

an M-shaped QRS complex in lead V1 and a rightward deviation of the EOS of the heart).

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COLOR AND ITS SYMBOLIC MEANING IN UZBEK AND SPANISH PROVERBS: AN INTERDISCIPLINARY VIEW

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Abstract:

Color plays a crucial role in shaping the national worldview, reflecting the cultural, historical, and social characteristics of each nation. This article presents a comparative analysis of the symbolism of color in the Uzbek and Spanish languages. It explores the differences and similarities in the perception of key colors such as white, black, red, green, and blue in the context of proverbs, idiomatic expressions, and other linguistic-cultural elements. The article also considers the influence of religious traditions and natural conditions on color perception in both cultures. The results demonstrate that colors, as part of the linguistic and cultural code, play a significant role in reflecting national values and worldview.

Keywords: Color, national worldview, linguoculture, symbolism, Uzbek language, Spanish language, proverbs, culture.

Introduction

Color plays a crucial role in the perception and formation of a national picture of the world, reflecting not only the natural features of a particular region, but also its cultural, historical and social heritage. In different cultures, color can symbolize completely different concepts, from religious beliefs to social norms. This article attempts to compare and analyze the role of color in Uzbek and Spanish linguistic and cultural traditions, paying special attention to folk wisdom expressed through proverbs and stable expressions. Color in linguoculturology is a symbol that expresses the versatility of the national picture of the world. He is able to convey emotional nuances, cultural codes, and even metaphysical concepts. Each culture creates its own color perception system based on history,

religious beliefs and natural features. In languages, as one of the main means of expressing culture, color becomes an important linguistic and cultural marker that can reveal the peculiarities of people's thinking and worldview. In the process of analyzing the Uzbek and Spanish language worldviews through the symbolism of color, it becomes obvious that these two cultures, despite their geographical and historical remoteness, have both significant differences and unexpected similarities in the perception of color codes. This is explained not only by differences in religious traditions and socio-historical context, but also by the influence of natural conditions that form basic associations with color. The national picture of the world in Uzbek and Spanish cultures reflects deeply rooted ideas about the nature of things, the relationship between man and the world around him, good and evil, life and death. In this context, color acts not just as a physical phenomenon, but as a complex symbol associated with emotional, cultural and philosophical categories. For example, in Uzbekistan, white is associated with purity, holiness and blessing, reflecting the influence of Islam and the natural conditions of the region. In Spain, white also has a positive meaning, but with a focus on solemnity and conviviality, which is associated with the Catholic tradition. The black color in Uzbek and Spanish cultures has a dual character. In Uzbekistan, black can mean both darkness and difficulties, as well as truth and frankness. In Spain, by contrast, black is traditionally associated with mourning, sadness and grief, which is associated with Catholic culture and its emphasis on life after death. Thus, differences in the symbolism of color may be due to religious beliefs and social attitudes, which is especially evident in the proverbs and expressions of both cultures. Red, symbolizing energy, passion and danger, has an important place in both cultures, but its interpretation may vary depending on the context. In Uzbek culture, red is often associated with aggression and war, which refers to the historical roots of the nomadic and agricultural lifestyle. In Spain, red has more positive connotations, being associated with holidays, bullfighting and passion, which reflects the cheerful and expressive character of the Spanish people. A special place in both cultures is occupied by green and blue colors, which reflect deep spiritual and natural connections. In Uzbek culture, green symbolizes life, prosperity and religious values, which is associated with Islamic traditions, where green is considered the color of paradise. In Spanish culture, green is also associated with nature and hope, but it can also have negative meanings, such as immaturity or inexperience,

which is expressed in expressions such as "estar verde" (to be green is immature). Blue in both cultures is associated with heaven and spirituality, but in Spanish culture it can also symbolize melancholy and sadness, which is associated with the expression "estar azul" (to be blue is sad). Thus, colors, as part of the national picture of the world, play a key role in the formation of the linguistic and cultural code of the nation. They not only convey emotional and symbolic meanings, but also reflect deeper philosophical and spiritual concepts that underlie the worldview of the people. A comparison of Uzbek and Spanish linguistic and cultural traditions through the prism of color symbols allows for a deeper understanding of how cultural values are formed and how they are transmitted through language and folk wisdom. The color symbolism in the language also reflects the interaction of man with nature and the world around him. In Uzbek culture, where the main source of life and well-being is the land, green is associated with prosperity and abundance. In Spanish culture, where the sun and warmth play a central role in everyday life, orange and red colors become symbols of energy, life and joy. This difference in color perception demonstrates how natural conditions can influence cultural associations and symbolism. In addition, historical and social factors also play an important role in the formation of color symbols. For example, the color red in Spanish culture is closely associated with bullfighting and fiesta, events that symbolize the national spirit and courage. In Uzbek culture, red can symbolize war or danger, reflecting more militant historical realities. These differences show how the historical experience of the people is reflected in the symbolism of color and its perception in language. An equally important factor is the influence of religious traditions. In Uzbekistan, where Islam is the dominant religion, green occupies a special place as a symbol of paradise and spiritual blessing. In Spain, under the influence of Catholicism, white is associated with purity, holiness and conviviality, while black is associated with mourning and death. These religious associations are deeply rooted in folk wisdom and are reflected in proverbs and expressions. The study of the role of color in shaping the national picture of the world in Uzbek and Spanish cultures allows not only to better understand cultural differences, but also to identify universal features inherent in the perception of color in different peoples. Colors, as a powerful linguistic and cultural tool, play an important role in conveying folk values, norms and worldviews through language, and their analysis can shed light on many aspects of cultural identity and national identity.

In the course of our research, we examined the role of color as a linguistic and cultural code, analyzing its meaning in Uzbek and Spanish cultures through the prism of folk wisdom expressed in proverbs and stable expressions. Color symbolism, as a complex and multi-layered phenomenon, allows for a deeper understanding of not only the peculiarities of thinking and worldview of peoples, but also their unique cultural values. We have established that color is not just a physical perception; it is filled with cultural and emotional meaning, which varies depending on historical, social and religious factors. Uzbek culture associates colors such as green and white with vitality, purity and spiritual values, while Spanish culture attaches special importance to red and yellow colors, associating them with joy, energy and holidays. Despite the differences in color interpretation, we have also identified universal features that unite these two cultures. For example, the symbolism of black in both cultures reflects duality — from mourning and sadness to deep wisdom and understanding. In addition, both Uzbek and Spanish cultures show that color is a powerful tool through which traditions, moral values and cultural identity are transmitted. The analysis of color symbols in the context of linguoculturology shows that understanding these symbols not only enriches knowledge about specific cultures, but also contributes to a deeper understanding of the interrelationships between language, culture and nature. The study of the role of color in shaping the national picture of the world opens up new horizons for further research, allowing a deeper understanding of how color can be used as a cultural code to express the unique characteristics of different peoples. In conclusion, it can be noted that color symbolism is an important element of cultural heritage, and its study in the framework of linguoculturology not only enriches our understanding of linguistic and cultural interactions, but also deepens our perception of the diversity of human experience.

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SIMULATION MODELS FOR USE IN THE LEARNING PROCESS

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Abstract:

This article highlights the importance and effectiveness of using simulation models in the educational process. Simulation models allow students to consolidate theoretical knowledge with practical experience, make decisions in real conditions, and model various situations. In fields such as engineering, medicine, economics, and linguistics, such models help make the educational process interactive and effective. The article also discusses the process of implementing simulation models, their advantages, and future development prospects.

Keywords: Simulation models, educational technologies, interactive learning, artificial intelligence, virtual reality, educational innovations, practical education, theoretical knowledge, simulation.

Introduction

As the modern education system develops on the basis of innovative technologies, various methods are used to increase the effectiveness of the educational process. One of these is simulation models, which allow students to consolidate theoretical knowledge with practice by simulating real-life situations. Simulation models serve to create an interactive learning environment, helping students and pupils to gain a deep understanding of certain processes and gain experience in solving problems. They are especially widely used in fields such as medicine, engineering, economics, linguistics and management, creating an opportunity for students to study and test complex processes in a safe environment. Simulation models are one of the advanced technologies widely used in the educational process, which help to effectively organize the learning process, to further master knowledge and to connect theoretical knowledge with practice. These models are especially important in explaining, analyzing and

adapting complex processes to real conditions. With the help of simulation models, students can try out various situations, conduct experiments and develop decision-making skills. Especially in such scientific fields as engineering, medicine, economics, management and linguistics, simulation models are becoming an integral part of the educational process. Because this method allows students to explain how theoretical knowledge can be applied in real conditions. For example, in the medical field, simulation models allow students to learn surgical procedures, make the right decisions in emergency situations, and develop skills in working with patients. In the engineering field, they are widely used to understand how different systems work, test engineering solutions, and model technological processes. Simulation models serve to improve teaching methods in the educational process, increase the level of student mastery, and prepare students for situations they may encounter in real life. One of the main advantages of these models is their safety and effectiveness. For example, in the medical or engineering fields, it may be difficult or even impossible to conduct complex and dangerous experiments in real conditions, but through simulation models, students can carry out these experiments in a safe environment and study the results. Such models also allow teachers to better assess students and more accurately analyze their level of knowledge. By using simulation models in the learning process, it is possible to achieve greater interactivity than traditional teaching methods, which increases student interest and enlivens the learning process.

Various software tools and technologies are used to create simulation models. For example, through virtual reality (VR) and augmented reality (AR) systems, students can conduct training in environments close to real life. Computer simulations, on the other hand, provide the opportunity to model and analyze various processes. For example, in economics, students can study the impact of various economic changes through economic model simulations, which helps to consolidate theoretical knowledge in a practical way. Also, in the field of linguistics, the language learning process can be effectively organized using simulation models. Using artificial intelligence technologies, language learning programs, chatbots, and virtual teachers can conduct training that is close to real-life conversations.

To increase the effectiveness of the educational process based on simulation models, it is important to design them correctly and adapt them to the curriculum.

Because it is not enough to limit ourselves to the implementation of technology, but also to take into account how it affects the educational process. Therefore, when developing curricula, it is necessary to conduct scientific research on how to use simulation models, evaluate their effectiveness and constantly improve them. In addition, it is necessary to train teachers to work with such technologies and organize special training on how to apply them in practice. Because the effective use of simulation models depends not only on the availability of technology, but also on the ability to use it correctly. At the same time, with the help of simulation models, there is also the possibility of individualizing the educational process and adapting it to the needs of each student. For example, educational platforms based on artificial intelligence can analyze the level of knowledge of each student and offer educational materials that are suitable for him. This creates the opportunity for each student to learn at their own level of knowledge. Also, such systems help to identify the strengths and weaknesses of students, give them individual recommendations, and personalize the educational process. As a result, students have the opportunity to learn in the most effective ways for them.

It is not for nothing that imitation models are being used more widely in the educational process. Because they have many advantages, they serve to make the educational process interactive, interesting, and effective. Especially in the current era of advanced digital technologies, such models are becoming an integral part of the educational process. In the future, these technologies are expected to develop further and bring new opportunities to the educational process. Therefore, it is important to continue research on improving the educational process based on imitation models, increasing their effectiveness, and introducing new innovative approaches.

In conclusion, imitation models are becoming an integral part of the modern educational system. One of their main advantages is that they make the educational process more interactive, effective, and interesting. Unlike traditional teaching methods, through simulation models, students can learn in conditions close to real life, conduct various experiments and develop practical skills. This is especially important in complex disciplines and professional areas. For example, in the medical field, students have the opportunity to work with virtual patients or study surgical operations, while in engineering they have the opportunity to model complex systems, and in economics they have the

opportunity to preview the results of various economic processes. This increases the effectiveness of the educational process and helps students further consolidate their professional knowledge. The process of implementing simulation models is not only about technologies, but also how they are integrated into the educational process. If such models are used incorrectly or if the ways of their effective use are not carefully thought out, they may not produce the expected results. Therefore, a scientifically based approach is needed to develop simulation models and introduce them into the education system. Training teachers to work with such technologies and developing special programs to properly use their capabilities is also an important task. Because technology itself does not automatically improve the educational process, but how it is used is important.

Using simulation models, individualizing the educational process and adapting it to the needs of each student is also a great advantage. Simulation educational platforms developed based on artificial intelligence technologies can analyze the level of knowledge of students and offer them appropriate educational materials. This allows students to learn at a pace convenient for them and fill in the gaps in knowledge. Also, through simulation models, students have the opportunity to connect theoretical knowledge with practice, which serves to increase their professional training.

In the future, simulation models are expected to be more widely used in the educational process and their development will continue. With the help of artificial intelligence, virtual and augmented reality, and complex simulation systems, the educational process can reach a new level. These technologies will help students create a more realistic and interactive learning environment, develop their abilities, form independent decision-making skills, and analyze various situations. Therefore, educational institutions, researchers, and specialists should work on the development of simulation models and their wider application in the education system. As a result, the educational process will improve in accordance with modern requirements, and students will have the opportunity to receive higher-quality knowledge.

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HISTORY OF TRADITIONAL SINGING CULTURE

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Abstract:

This article examines the history of traditional singing culture, its stages of development and specific features. Traditional singing is an integral part of the cultural heritage of the people, and it reflects the historical, social and cultural life of the Uzbek people. The article provides information about the main genres of traditional singing, the content and styles of songs, as well as the importance and development of traditional singing in modern times. Traditional singing culture is passed down from generation to generation as a powerful means of expressing the spirit and values of the people.

Keywords: Traditional singing, cultural history, Uzbek folk songs, song genres, cultural heritage, modern singing, folk music, folk traditions.

Introduction

The aim of musical education is to raise the young generation into a perfect human being who respects our national heritage, understands our musical richness and widely praises the essence of our oriental melodies.

From ancient times to the present, statuses in the traditional Uzbek singing school, works of previous composers, great songs and classical songs as expressions of traditional professional (professional) music have been referred to as examples of masterful performance, passed down from mouth to mouth, from teacher to student, from generation to generation1.

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[1] Mahammadali Mirabdullaev TRADITIONAL SINGING (study manual) Publishing house "Iste'dod ziyo-press" Namangan 2022.

Since ancient times, a school for performing traditional singing was founded simultaneously with Uzbek folk singing 2.

The difference between the traditional singing school and the folk singing school is that the traditional singing school includes examples of professional music in the oral tradition, classical singing, grand singing and examples of the school of maqam performance.

During the Timurid period, certain local peculiarities began to emerge in the performance of traditional professional music. This year, 12 Arab statuses, 12 Uighur statuses, 7 Iranian statuses, 7 Azerbaijani statuses and 6 Uzbek statuses appeared. These series, in turn, inspired the creation of new perfect series under the influence of the local musical style.   In particular, the Khorezm and Fergana-Tashkent status roads were laid out on Uzbek soil.

In the late 16th and early 17th centuries, the Shaibani ruler Ubaidullah Khan Hafiz Ahiy invited Garavi from Herat to Bukhara, and Garavi founded a school for maqam enforcers in Bukhara. Darvish Ali Changi, one of the great musicians, music historians and theorists of this time, created the twelve-chapter "Treatise Music". It discusses the maqams, their branches, methods and music theory. In the second half of the 19th century, the status of Bukhara began to be called "Shashmaqom". It is said that Khan Muhammad Rahimkhan Soni, who sat on the throne of Khorezm, was an accomplished poet, composer, musician and hafiz in the second half of the 19th century and his performances of "Feruz I", "Feruz II" and "Feruz III" became popular among the people.

In the second half of the 19th century and the beginning of the 20th century, the practice of singing, a term related to hafiz, began to become popular among artists of the master form of musical art. The work of singers in the Khorezm, Bukhara and Ferghana valleys has found its place. Every master-level singer-songwriter was popularly called Hafiz by his fans.

He even issues a special "Supreme Decree" to preserve the status of Khorezm. "We, the Supreme Ruler of the country, Muhammad Rahimkhan Soni, have signed the following decree to the Supreme. The status of Khorezm should be declared the inalienable property of the people. Those who have aroused distrust of the sovereignty and humiliated the status of this decree should be severely punished." Muhammad Rahim Khan Soni before 1292 AD.

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2 Shamsiev Shavkat. A look at the history of Uzbek folk music.
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In the Kokan Khanate in the mid-18th century, during the reign of Umar Khan, Tashkent-Fergana maqams were created by master musicians and singers based on Shashmaqom.

By the end of the 18th century, "Shashmaqom", considered a performance of classical music of the Uzbek-Tajik peoples, was established in the maqams of Bukhara, Tashkent-Fergana and Khorezm. Great songs, classical songs and works by earlier composers are performed with special attention and care by experienced performers. Usually, through many years of training under an experienced, competent and great teacher, through tireless research, performances and singing, they could become professional artists.

It is true that in ancient times and even in modern times, a young singer-songwriter who attracted the attention of a teacher with his voice, hearing and talent becomes an apprentice to a teacher, spends years learning the secrets of the performing arts, learning them, memorizing works, then passing an exam in front of the teacher and the audience and standing in front of the people. In our opinion, it is recommended to classify singing, large-scale singing and musical works from the composer's creativity as traditional singing, recognizing their status as the art of classical music and calling the status of "Maqom" by its name.

In Uzbek music, genres of professional performance such as singing, big song, status emerged and developed. In the following periods, the nationwide traditional solo singing performance of folk music developed. Professional performance skills, particularly in singing and playing instruments, grew and various art schools were founded.3

In the higher education system of the Republic of Uzbekistan, teachers and their professional skills in the field of music are one of the most important issues. Music has a direct impact on a person's spiritual world. Forms aesthetic taste. The direction, genre and performance of the music determine its general level. Singing is one of the most important areas as an art form.

The musical culture of the peoples of Central Asia is perfectly developed on the basis of historical and ancient written sources, with archaeological finds being one of the most important areas as an art form.

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ти.

It turns out that the musical culture of the peoples of Central Asia is perfectly developed on the basis of historical and ancient written sources and archaeological finds. The first examples of traditional singing have a long history. Abu Nasr Muhammad al-Farabi and Ibn Sina contributed much to bringing our musical heritage to the level of perfect science.

Al-Farabi's contribution to the development of this science is that, as a result of his research, he created the scientific science of music theory in his booklet "Book of Music Styles", which dealt in detail with music performance.

We all know that Ibn Sina was an expert in medical science. In his treatise "The Book of Healing", the scientist explained the science of music, the analysis of melodies and songs and their effect on people.

In the history of the development of musical culture of the Timur and Timurid era, the service of scholars such as Abu Abdullah Muhammad ibn Yusuf al-Katib, al-Khorazmi, Safauddin Abdulmomin, Muhammad ibn Masud al-Sherazi and Al-Husaini was incomparable.

Traditional singing forms a number of directions. These include maqams, big songs and classical vocal performances.

These songs express people's long-term lifestyle. Traditional folk songs evolve step by step over time. Traditional singing-

Modes of performance are of great importance in the development of Traditional songs and maqam performances influence the lives of our people as cultural nourishment. Among the genres of traditional singing, status performance stands out. The position requires the artist to have a certain level of sound, performance and academic potential. Numerous musicology competitions, seminars and international symposiums take place in the Status area.

In this situation, experienced musicians and composers impart their knowledge to their students in order to preserve local traditions.

Of particular note are the Shashmaqom School led by Ota Jalal and the music and composition schools led by Haji Abdulaziz. The hard work of these scholars paid off despite the colonial conditions in Turkistan. The songs were about the difficult days of the people, the hard work of the masses of working people.

The subject "traditional singing" plays an invaluable role in the professional training process of prospective music teachers. Of course, it is advisable to familiarize yourself with any science and study its subject theoretically. If we look at the history of traditional singing performances in Uzbekistan, we can see

that several generations of artists grew up in our country between 1850 and 1900. Father Jalol Nasirov, Father Giyos Abduganiev, Haji Abdulaziz Abdurasulov, Domla Halim Ibodov, Levi Bobokhanov, Sodirkhan Hafiz, Mulla Toychi Tashmuhammedov, Madali Hafiz and Matyakub Harratov are among the great representatives of the Uzbek people.

After the 1930s, representatives of the third generation entered the art of traditional singing. Matpano's father Khudoyberganov, Hajikhan Boltaev, Mikhail Tolmasov, Yunus Rajabi, Bobokhan and Akmalkhan Sufikhanov, Shorahim Shoumarov, Erka Qori Karimov, Mamatbobo Satorov, Berkinboy Fayziev, Jorakhan Sultanov, Ma'murjon Uzokov, Ortiqkhoja Imamkhojaev grew up as Hafiz. They have enriched the treasure of our oral professional music traditions by creating their own performance styles. It should be mentioned here that hundreds of songs and great songs by composers such as Yunus Rajabi, Tokhtasin Jalilov, Komiljon Jabbarov, Ganijon Tashmatov, Doni Zakirov, Saidjon Kalonov, Nabijon Hasanov, Muhammadjon Mirzaev, Mukhtarjon Murtozoev and Fahriddin Sadikov have become the traditional musical heritage of our nation.

In conclusion, music is an important tool for the moral and emotional education of a person. Traditional performance is an area that requires a lot of attention. A singer creating in this direction should pay close attention to vocal color and vocal performance.

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REPRESENTATION OF PSYCHOLOGICAL TERMS IN DICTIONARIES

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Abstract:
This article discusses the history of the development of psychology, its various definitions throughout different periods, and modern psychological concepts. It highlights that psychology was initially not recognized as an independent discipline but was considered part of philosophy. Additionally, the article examines the formation of psychological terminology in Russian and Uzbek languages, the role of terminological dictionaries, and their significance in the advancement of psychology. Special attention is given to psychological dictionaries and encyclopedias published in Russian, which have highlighted the necessity of developing new terminological sources in the Uzbek language. The article provides a detailed analysis of the diversity of existing psychological terms in Uzbek and the importance of their scientific foundation.

Keywords: Psychology, psychological terminology, dictionaries, encyclopedia, psychological concepts, scientific research, Uzbek and Russian languages, scientific development, pedagogy, terminology formation.

Annotatsiya:
Mazkur maqolada psixologiya fanining rivojlanish tarixi, uning turli davrlardagi ta'riflari va hozirgi zamonaviy psixologik tushunchalar haqida fikr yuritiladi. Psixologiyaning dastlab fanning mustaqil yo'nalishi sifatida qabul qilinmagani, balki falsafa tarkibida bo'lganligi ta'kidlanadi. Shuningdek, maqolada rus va o'zbek tillaridagi psixologik terminlarning shakllanishi, terminologik lug'atlar va ularning psixologiya fanini rivojlantirishdagi ahamiyati muhokama qilinadi. Ayniqsa, rus tilida nashr etilgan psixologik lug'atlar va ensiklopediyalar o'zbek tilida yangi terminologik manbalar yaratish zaruratini yuzaga keltirgani qayd etiladi. O'zbek tilida mavjud psixologik terminlarning xilma-xilligiga va ularning ilmiy asosda shakllanishi muhimligi haqida batafsil ma'lumot beriladi.

Kalit so'zlar: Psixologiya, psixologik terminologiya, lug'atlar, ensiklopediya, psixologik tushunchalar, ilmiy tadqiqotlar, o'zbek va rus tillari, fan rivojlanishi, pedagogika, termin shakllanishi.

Introduction

The definitions of **psychology** vary. It has been defined as "a science that studies the reflection of reality in human activity and animal behavior, as well as mental processes, phenomena, and characteristics." Another definition states: "Psychology is one of the branches of science that studies the mechanisms and regularities of human mental activity."

Regarding the term **psychology** and its interpretation, **E. G'oziev** also expressed his views: "The word 'psychology' (from the Greek **psychologos**) translates into Uzbek as 'science or teaching about the soul or spirit.' However, in modern times, we continue to use 'psyche' instead of 'soul.' From a linguistic point of view, the terms 'soul' and 'psyche' convey the same meaning. However, today, the concept of 'psyche' has a broader scope than 'soul,' encompassing both visible and invisible aspects. The structural components of the psyche, such as activity, speech, and communication, are clearly manifested, while cognitive processes, mental states, inner experiences, creative plans, and scientific hypotheses are embodied in the brain, making them invisible. The further development of **psychology** has led to significant differences in these aspects."

It is known that **psychology** was not considered an independent science for a long time, as it was part of **philosophy**. Moreover, the term **psychology**, which was meant to denote a special field of science, did not exist at that time. This term appeared in the **16th century** and began to be widely used from the **mid-18th century**. By the **late 18th and early 19th centuries**, **psychology** had developed into an independent science.

The development of modern **psychology** has been significantly influenced by scholars such as **P.K. Anokhin, A.N. Bernstein, L.S. Vygotsky, M.G. Yaroshevsky, A.N. Leontiev, A.V. Petrovsky, S.L. Rubinstein, A.G. Asmolov,** and **A.G. Kovalev**. Their scientific research, textbooks, and manuals played a crucial role in shaping the system of psychological terminology in the **Russian language**, elevating it to a new stage of development. Encyclopedias, dictionaries, and reference materials published in **Russian** fully confirm this idea.

Several dictionaries and encyclopedias related to **psychology** have been published in **Russian lexicography**. Below, we analyze some of them. In particular, the dictionary **"Психология. Словарь"**, compiled by **L.A. Karpenko**, includes and explains more than **1,000 terms**. This dictionary is intended for a broad audience seeking information about modern **psychology**. It covers the main fields of psychology, theoretical directions and concepts, principles and methods of experimental research, and the history of psychology. In **2007**, an important work was published for **psychologists, psychological analysts, psychiatrists, psychotherapists, medical students**, and psychology enthusiasts – the **"Большая психологическая энциклопедия"** (**BPE**). This work contains more than **5,000 terms and concepts** and presents them in alphabetical order. The dictionary provides extensive explanations for some terms, while others are briefly defined. The explanations include modern psychological knowledge, various schools of thought, theories, different structures of the **psyche**, contributions of scholars to the formation and further development of **psychology**, psychological mechanisms of human behavior and emotions, mental disorders and ways to cope with them, as well as information about **phobias** ("fears").

Additionally, this encyclopedia provides concise but essential information about various international psychological organizations and associations, including the **American Counseling Association, the American Psychiatric Association, and the International Scientific Psychology Union**. In conclusion, although the **BPE** was originally developed in **Russian**, it is also a valuable reference for speakers of other languages, including **Uzbek**. This is because it presents crucial information on various aspects of modern **psychology**.

The encyclopedia is written in a clear and accessible language. This is one of its advantages. Another important aspect is that this unique encyclopedia serves as an essential educational and scientific resource for **psychology** professionals. Third, this book can serve as a reference for creating explanatory **Russian-Uzbek** or **Uzbek-Russian** psychological terminology dictionaries. Finally, it can act as a model for **Uzbek psychologists** in developing similar encyclopedias in **Uzbek**. Thus, as mentioned above, numerous dictionaries and encyclopedias related to **psychology** have been created in the **Russian language**, both in terms of quantity and volume. These works demonstrate the highly developed state of

psychological terminology in **Russian** and confirm that it can be studied scientifically.

From the perspective of the history of sciences, **psychology** has developed significantly in **Central Asia**, particularly in **Uzbekistan**. **Abu Ali Ibn Sina** became well-known in **Europe** for his works related to **psychology**, and there are even separate studies dedicated to his psychological views abroad. His works on the relationship between **Islam, philosophy, and other sciences** also contain ideas related to **psychology**.

The publication of textbooks and educational materials on **psychology** in **Uzbekistan** indicates that it has developed not only as a scientific discipline but also in terms of its specific terminology. In this regard, the textbooks by **E. G'oziev** are particularly noteworthy.

One of the factors confirming the complexity of **psychology** as a field is the uniqueness of its **terminological system**. While various **terminological dictionaries** have been published in **Uzbekistan** for different fields, a **modern and comprehensive psychological dictionary** has yet to be published.

Since the mid-**20th century**, **pedagogy and psychology** have been taught as special courses in **pedagogical and humanitarian faculties** of **Uzbekistan**. This created a need to **translate psychological materials from Russian** and use **Russian psychological dictionaries**. To fulfill these tasks, it was necessary to create a **specialized Uzbek psychological terminology**. Fortunately, efforts were made in this direction. With the dedication of some **pedagogues, psychology teachers, and scholars**, a **specialized pedagogical dictionary** was created. In **1963**, **Sh. Bayburova** and **N. Takanaev** published the **"Педагогикадан қисқача русча-ўзбекча луғат"** (**A Brief Russian-Uzbek Dictionary of Pedagogy**). Among the nearly **1,000 terms** included in this dictionary, about **300** are directly related to **psychology**. This situation can be explained by the close interrelation between **pedagogy and psychology**. Despite being created **55 years ago**, the dictionary has not lost its relevance. This is because it serves a **dual purpose**: first, as a **terminological dictionary**, and second, as an **explanatory dictionary**.

In the book **"Психологияда мукаммал луғат тузиш хусусиятлари"** (**Features of Creating a Comprehensive Dictionary in Psychology**) by **E. G'oziev** and **L. Tursunov**, it is emphasized that **Q. Turg'unov's "Психология терминларининг русча-ўзбекча изоҳли луғати"** (**Russian-Uzbek**

Explanatory Dictionary of Psychological Terms) (Tashkent: Oʻqituvchi, 1975) remains the only significant work dedicated to **psychological concepts and terms** for nearly **42 years**. This dictionary includes many definitions and concepts related to **psychology**. The terms are arranged **alphabetically**, and definitions, characteristics, and structures are presented in as detailed a manner as possible. The publication of this explanatory dictionary was a major event in **Uzbekistan's** cultural life, as interest in **psychological literature** has been growing.

Although this dictionary does not serve as a **psychology textbook**, it has made a valuable contribution to understanding **psychological concepts**. This is because it primarily provides **Uzbek equivalents of Russian psychological terms**.

Certain concepts can be presented individually or in connection with other related terms. This aspect is particularly evident in Q. Turgʻunov's dictionary, distinguishing it from other lexicons. The author introduced an innovative approach by providing references to related terms after each definition, indicated by the symbol q. (қаралсин; қаранг), allowing for a deeper understanding of psychological concepts.

For instance:

• Внешнее торможение – tashqi tormozlanish; unconditional or congenital inhibition (q. Безусловное торможение, Запредельное торможение).

• Внешние рецепторы – tashqi retseptorlar; peripheral endings of sensory nerves that receive external stimuli (q. Анализаторы, Рецепторы, Экстерорецепторы).

In general, Q. Turgʻunov's dictionary has made a significant contribution to the formation and development of Uzbek psychological terminology and continues to be widely used today. This is why it was an essential reference in our research. It is important to note that every field undergoes terminological evolution over time. New concepts emerge, necessitating the creation of new terminologies, while outdated terms gradually fall out of use. This phenomenon is particularly noticeable in psychology, where numerous new concepts and their corresponding terms have emerged. A comparative analysis of Q. Turgʻunov's dictionary and the Большая психологическая энциклопедия (БРЕ) clearly illustrates this shift.

A comparative study of the A-section terms in both sources revealed that 60 terms present in the BPE were absent from Q. Turgʻunov's dictionary. These missing

terms represent newer psychological concepts that were not included in the earlier dictionary. Notable examples include:

абазия, абдукция, аберрация, аборигены, абреакция, абсанс, абсорбция, авиафобия, авокалия, автаркия, автоагрессия, автогипноз, автоидентификация, автокорреляция, автократичность, автоматичность, автоскопия, аутосуггестия, автотренинг, автофилия, автоэротизм, агасфер, агравация, агирофобия, агитация, агорафобия, аграмматизм, агрессия, агрессивность, адаптометр, аддикция, аддитивность, адекватность, адреналин, акарофобия, аквафобия, акклиматизация, аклимация, акме, акмеология, акнефобия, актограф, актография, and many others.

These observations do not seek to diminish the significance of Q. Turgʻunov's dictionary. Rather, they highlight the ongoing evolution in the field of psychology and underscore the necessity of compiling a new, modern Uzbek psychological dictionary.

In 1998, another Uzbek-language psychological dictionary was published, albeit in a more compact format. This dictionary differs from previous ones in that it is monolingual. It includes 585 root, compound, and phraseological terms, as well as 23 personal names. Each psychological term is accompanied by a brief explanation.

It is worth noting that the dictionary contains a total of 210 Russian-international terms such as association, deduction, didactics, design, image, individual, comfort, mnemonics, drug addiction, stress. This is twice as many as Uzbek terms alone.

Semi-calculated terms are also used in the psychological terminology system of the Uzbek language. Some of these terms are included in the dictionary.

The constituent elements of such terms found in the dictionary are, for example, 18 of them are formed with -lash and -tirish (scaling, automation, modeling, personification), and 11 are formed with -lik affixes (debilik, individualik, labilik, objektlilik).

Due to the assimilation of many Russian-international terms (lexemes) into the Uzbek language, compound terms began to be formed with the participation of such borrowings, which is especially noticeable in terminological systems. Therefore, it is natural that a number of compounds formed with their participation are also included in the dictionary. The linguistic material of the components of such compounds can consist either of borrowings, or of an

borrowing and its own layer, and the positions of the components can be placed in different places. We find evidence confirming the use of each of them in this very dictionary. They are:

both components of which are formed from Russian-international terms (lexemes): vestibular apparatus, genetic psychology, orientation reflex, psychophysical parallelism, character accentuation, etc.;

the first component is Uzbek, and the second is Russian-international terms (lexemes): management psychology, skills interference, national character, musical psychology, qualitative analysis, natural experiment, etc.;

the first component is Russian-international, and the second is formed from Uzbek terms (lexemes): biogenetic law, dialogic speech, individual approach, communication skills, mechanical memory, perceptive actions, mental processes, psychological image, referent group, sensory sensations, erotic state, etc.

The number of such terms is 77. At the same time, although fewer, the dictionary also includes complex, that is, compound terms with 3 or more components: 1) complex terms formed from Uzbek components: theory of reflection, criterion of mental development, age conflicts, career guidance, pre-reflection, long-term memory, perception of space, etc.; 2) compound terms with one component considered Russian-international: second signal system, demonstrative image thinking, national test norms, higher mental functions, etc. Although fewer, the dictionary also includes and explains compounds with 4–5 components: cerebral hemispheres, psychology of scientific organization of labor, method of mathematical statistics in psychology. The number of terms belonging to this group is 15.

The work "Features of Completing a Complete Dictionary in Psychology" (a textbook for university students) by E.Goziev and L.Tursunov, although not a dictionary, is an important book on the terminology of psychology in the Uzbek language. It examines the scientific and methodological problems of compiling a psychological dictionary, a comparative review of concepts and terms used in Russian psychological literature, an analysis of the history of the creation of psychological concepts in the Uzbek language, and the psycholinguistic features of the creation of psychological concepts and terms. The work explains only some terms related to psychology in the Uzbek language. While emphasizing the significant importance of this work, we would like to express some critical comments about it. There are many spelling errors in it. We refer to the section

entitled "2.5. Explanatory Dictionary of Concepts and Terms Related to Attention and Memory" on pages 36-43 of the book. For example (in parentheses, the right and the page are indicated): braking (braking), attention (attention), activite (activity), umaman (in general), professional attention (professional attention) - page 36, polkhologia (psychology), attention (attention), lack of favor (from lack of favor), attention (attention, 2 times), voluntary (voluntary), subjective (subjective) – page 37, excitation (excitement), spheres (spheres), process (process), weakening, (weakening), triggers (triggers), correction (correction) – page 38, between (between), meningitis (meningitis), marking (signs), imagination (imagination), significance (significance), connections (connections), to union (union), from feeling (from feeling), to leave, (to leave), activity (of activity), obvious (obvious), etc.

In general, a total of 72 words are misspelled in the text on pages 36-43. Writing a work on psychological terms is a positive, worthwhile endeavor, but it is necessary and necessary to adhere to the spelling rules of the Uzbek language and the norms of the literary language.

Here we would like to express our thoughts on the use of some psychological terms in the Uzbek language. E.Goziev writes: "Due to the diversity of psychological concepts and the influence of the development of science and technology, psychology began to be divided into many areas with their own objects of research... The division of the science of psychology into certain areas was based on the psychological side of a specific, clear activity, the psychological aspect of a person in relation to society...".

In the treatise named after E.Goziev and L.Tursunov, an 11-page Russian-Uzbek terminological dictionary is given under the heading "2.1. Scientific concepts and terms of general psychology". It contains Russian compound terms in two different forms. First of all, they are expressed by the "noun + quality" template (model): activity poiskovaya, dvizhenia neproizvolnye, dvizhenia proizvolnye, diagnoz psychologichesky, zadacha problemnaya, zadacha psychologicheskaya, napryajennost psikhicheskaya, oproschiki lichnostnye (2.1.); adaptation sotsialnaya, vzaimodeystvie mejlichnostnoe, vospriyatii mejgruppovoe, gruppa bolshaya, gruppa diffuznaya (total 8), identification collectivistic, integration gruppovoya, control sotsialnyy, conflict produktivnyy, nauchenie sotsialnoe, splochennost gruppovoya (2.2.), etc.

Secondly, a number of compound terms are expressed based on the "adjective + at" pattern: aviation psychology – aviation psychology, unconditional stimulus – unconditional stimulus, external speech – external speech, volitional actions – volitional actions, expressive movements – expressive movements, single concept – single concept, thinking operations – thinking operations (actions), legal psychology – legal psychology, etc.

In this textbook, the combination of psychology of the family and marriage is translated as psychology of the family and marriage. E.Goziev is one of the authors of this textbook. In the textbook "General Psychology" by the same author, published in 2010, one of the areas of psychology is indicated as "family psychology". Therefore, there is also some variation in this regard.

It seems that modern, full-fledged dictionaries reflecting the terms of psychology in the Uzbek language have not yet been compiled. However, many textbooks, study guides, and other educational literature, as well as scientific and popular publications on psychology have been published in the Uzbek language. They reflect many psychological terms used in the Uzbek language.

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METHODS OF DEVELOPMENT OF SOCIAL LINGUISTIC CULTURE IN RUSSIAN LANGUAGE CLASSES

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Abstract:
This article examines the methodology of development of socio-linguistic culture in the Russian language classes. The main theoretical and methodological aspects of this problem are analyzed, and the most effective approaches and methods are proposed. The main attention is paid to the development of communication skills, culture of speech and intercultural competence of students effectively conduct classes and achieve successful results.

Keywords: Socio-linguistic culture, development, methodology, Russian language, communication skills, culture of speech, intercultural competence, teaching.

Introduction

Modern society increasingly recognizes the need to develop a socio-linguistic culture. In the context of studying the Russian language, this problem becomes especially relevant. This study is aimed at analyzing and developing a methodology that will help teachers effectively develop the socio-linguistic culture of students in the Russian language classes. The focus is on the development of communication skills, culture of speech and intercultural competence. To achieve these goals, we have conducted an extensive analysis of modern theoretical and methodological sources, as well as offer a number of practical examples and recommendations.

Socio-linguistic culture is a set of knowledge, skills and values related to the use of language in society. This concept plays an important role in the study and understanding of the relationship between language and society, and also has a significant impact on communication and interaction between people [1].

Socio-linguistic culture includes not only the grammatical and lexical aspects of language, but also the norms, rules, and conventions that govern its use in various social contexts. It combines knowledge of standard and non-standard language forms, communication strategies, taboo and acceptable topics for discussion, accepted norms of politeness and etiquette, as well as cultural characteristics that affect language behavior.

One of the important aspects of socio-linguistic culture is the mastery of various language registers and styles adapted to communication in certain social situations. Distinctive features of a language, such as accent, intonation, vocabulary and phraseology, can reflect the social status and cultural background of the speaker.

Understanding socio-linguistic culture allows for the conscious choice and use of linguistic means in accordance with the context and audience, which contributes to effective communication and the prevention of misunderstandings. In addition, it makes it possible to study and analyze linguistic changes in society related to social and cultural processes.

Socio-linguistic culture and the development of language skills are inextricably linked. In today's world, where borders are blurred and communication takes place not only locally but also internationally, language skills are becoming increasingly important and relevant.

Socio-linguistic culture is a complex concept that reflects the linguistic norms, values, foundations and principles in the field of language and communication created by society. It is conditioned by the social context and includes knowledge about the rules of communication, etiquette, intercultural communication and cultural characteristics of national groups. Socio-linguistic culture helps people understand how to behave in society, how to speak and conduct dialogues with other people. It gives the language social significance and helps to determine the status of each speaker [2].

The development of language skills is inextricably linked with socio-linguistic culture. A person with well-developed language skills will be more successful in communicating and communicating with other people, both on a personal and professional level. Language skills include understanding and being able to use language structures, vocabulary, grammatical rules, and the ability to adapt to different communicative situations.

In The development of language skills is based on knowledge of socio-linguistic culture. A person who understands the peculiarities of language behavior in different cultures is able to choose appropriate speech strategies and communication tactics. In addition, knowledge of socio-linguistic culture helps to avoid misunderstandings, conflicts and misperception of information.

In turn, the development of language skills contributes to the formation and strengthening of a socio-linguistic culture. A person who is aware of his role in society and makes efforts to develop language skills contributes to the maintenance and dissemination of language norms that are important for socio-linguistic culture.

In today's world, where communication is becoming increasingly important and continuous, the development of socio-linguistic culture plays a key role. The most effective and productive way to develop this culture is to study the Russian language. As a result of such classes, students get a unique opportunity not only to adequately and competently express their thoughts, but also to understand and respect the point of view of other people.

The development of socio-linguistic culture is an important component of the process of teaching the Russian language. This culture includes knowledge of language, its use in communication, and an understanding of the social aspects of communication. In Russian language classes, not only language skills are developed, but also social competencies are formed, which are necessary for successful communication in society [3].

An important aspect of the development of socio-linguistic culture is the ability to adequately perceive and evaluate various intercultural communications. Knowledge of the language alone is not enough to establish effective interaction with speakers of another culture. It is important to be able to understand and respect different cultural norms and values that may differ from your own. In Russian language classes, students get acquainted with various socio-cultural aspects, which contributes to the formation of their tolerance and ability to cooperate in intercultural communication.

In addition, Russian language classes contribute to the development of the ability to express oneself correctly and competently in written and oral form. They help students improve their argumentation, information analysis, and critical thinking skills. Socio-linguistic culture also includes the ability to build and maintain a speech context, taking into account the communicative needs of the interlocutor.

In Russian language classes, students learn to take into account such aspects as the status of the interlocutor, the formality of communication, and the features of linguistic behavior in various social situations.

It should be noted that the development of socio-linguistic culture in Russian language classes not only contributes to effective communication within one culture. It also helps students overcome language and cultural barriers when communicating with representatives of other nationalities. In the modern world, where globalization has made communication with representatives of different cultures an integral part of our lives, the possession of sociolinguistic culture is becoming more and more in demand and relevant.

The methodology for the development of socio-linguistic culture in Russian language classes is based on several key principles. First, the teacher must create a trusting and supportive atmosphere in the classroom, where each student feels free and comfortable to express their opinions. This includes actively listening to and respecting different points of view, as well as encouraging constructive criticism and discussion.

Secondly, the methodology should include the use of a variety of communicative tasks that will help students develop interpersonal communication skills in Russian. This can be group work, partner discussions, business games and other activities in which students will act as real social situations. Such practical work will help them develop emotional intelligence skills, effective speaking, listening, coordination and conflict resolution.

The third important principle of the methodology is the conscious study and application of cultural aspects in the Russian language. This includes the study and discussion of social and cultural traditions, customs, rituals and norms of behavior that are associated with the use of the Russian language. This approach will help students understand and appreciate the peculiarities of Russian culture and learn to respect and accept differences.

Finally, the methodology for the development of socio-linguistic culture in Russian language classes should include individual work with each student. This will allow the teacher to assess the level and needs of each student and offer individual assignments and cases that are specifically designed to meet their individual needs and interests.

The methodology for the development of socio-linguistic culture in Russian language classes is an effective tool for developing students' skills of effective

communication, respect and understanding of different cultures. It helps to develop in them the ability to adapt to various social situations and effectively interact with other people in Russian.

In the modern world, the development of socio-linguistic culture is a prerequisite for successful communication and adaptation in society. Socio-linguistic culture covers knowledge and skills in the field of language, speech, communication and interaction with others.

Principle-based methodology plays an important role in achieving success in various fields. As a professional writer with extensive experience, I would like to share the basic principles of the methodology that will help you perform your tasks effectively[4].

First, clarity and clarity are key factors for success in any methodology. When you define your goals and objectives, it's important to formulate them in a way that is specific, understandable, and achievable. Such goals will help you focus on results and develop an effective action plan.

The second principle is organization. Divide your tasks into smaller, more manageable elements. Creating a detailed action plan with a timeline for each step will allow you to use your time and resources more efficiently. It's also important to be able to prioritize tasks and work on deadlines to avoid unnecessary delays and unnecessary downtime.

The third principle is continuous improvement. Develop and improve in your field. Reading, learning about new technologies, attending seminars, and networking with colleagues will help you stay up to date with the latest trends and the most effective approaches. Also, don't be afraid to experiment and look for new solutions that can improve your work.

The fourth principle is self-discipline. Your ability to maintain a high level of discipline and self-control will determine your efficiency and productivity. Self-discipline includes the ability to reject distractions, establish and stick to work schedules, and the ability to manage your emotions and stress.

And, finally, the fifth principle is flexibility. In our rapidly progressing time, it is important to be flexible and adapt to changing conditions. Being able to quickly switch between tasks, adapt to new situations, and be open to criticism will help you maintain your effectiveness and success.

In addition, for the development of socio-linguistic culture, there are several important types and forms of work.

Firstly, these are various courses and trainings on communication skills. In such educational programs, people can master the skills of effective communication, adequate speech, the ability to listen and express their thoughts. Each course offers exercises and assignments that help students improve their language and communication skills.

Secondly, for the development of socio-linguistic culture, it is useful to take part in language clubs and self-help groups. Such forms of work allow you to communicate with native speakers, often in an informal setting. In language clubs, you can practice speaking, learn correct pronunciation and master vocabulary. Self-help groups provide an opportunity to share experiences, ask questions, and get feedback from experienced participants.

The third type of work, important for the development of socio-linguistic culture, is reading literature. Reading a variety of texts: fiction, scientific articles, poetry and even simple news articles, helps to expand vocabulary, develop understanding and feel the features of the language. In addition, reading literature contributes to the development of critical thinking and empathy, which is essential for social and linguistic culture.

Thus, socio-linguistic culture is an important component of linguistic behavior that affects the communication and interaction of people in the social environment. It helps to recreate the semantic space and social reality through linguistic means, and also contributes to the preservation and enrichment of cultural heritage.

The development of socio-linguistic culture in the Russian language is a topical topic of modern pedagogy. The study showed that certain principles and methods can contribute to the successful development of communication skills, culture of speech and intercultural competence of students. Teachers can use the recommendations and tasks proposed in this study to effectively conduct classes and achieve their goals.

In conclusion, it should be noted that the development of socio-linguistic culture is a necessary area of work for everyone who strives to become a successful interacting member of society. Courses and trainings, participation in language groups and self-help, as well as reading literature are effective forms of work that contribute to the development of a socio-linguistic culture.

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THE INVERSE RELATIONSHIP BETWEEN THE ESSENCE OF INFLATION AND UNEMPLOYMENT AND ANTI-INFLATIONARY POLICIES

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Abstract:

This article examines the essence of the term inflation, types of its calculation, theoretical aspects of the inverse relationship between inflation and unemployment and its impact on the economy, and analyzes anti-inflationary policy.

Keywords: Inflation, anti-filiation, Phillips curve, fiscal and monetary policy, consumer price index, manufacturing price index, unemployment.

Introduction

Inflation is considered to be one of the indicators of macroeconomic stability in the conditions of a market economy, and at a time when globalization processes are underway on a global scale and are moving to a holistic system based on single market relations, the category of inflation is an important economic concept. In particular, in order to stabilize inflation rates in the country, the issue of ensuring that the annual inflation rate is up to 9% and the fiscal deficit is up to 4%, and subsequently the development of measures to reduce inflation and the state budget deficit is included in the "Uzbekistan 2030" strategy.

Inflation and unemployment are important structural components of the economy that have a direct impact on a country's macroeconomic stability and living standards. Inflation manifests itself mainly in the form of price increases and depreciation of money, leading to a decrease in stability in the economic system. This leads to negative consequences such as a deterioration in the well-being of the population, a decrease in the purchasing power and a slowdown in investment

activity. High levels of inflation, in turn, will cause economic growth to slow down.

Unemployment, in turn, is the result of incomplete and efficient use of resources in the economy, causing social and psychological problems. An increase in the number of the unemployed leads to an incorrect distribution of resources in the economic system and an increase in social inequality in society. The correlation between inflation and unemployment and their interactions is clearly shown through the Phillips curve, and these relationships play an important role in the effective implementation of economic policy.

In addition, anti-inflationary policies are necessary to control the level of inflation and mitigate its negative consequences. This includes the central bank's monetary policy, the government's fiscal policy, the tax system, and economic reforms aimed at improving production efficiency. These measures are an important tool in controlling inflation and are of great importance in maintaining economic stability.

Thus, effective management of inflation and unemployment are necessary measures to ensure sustainable growth of the country's economy, increase social welfare, and efficient allocation of resources in the economic system. The relevance of the topic stems from the need to ensure sustainable economic growth and social welfare by controlling inflation and unemployment, especially in the modern economic environment.

Analysis of literature on the topic

Inflation is a steady increase in the average (general) level of prices in a country over a certain period, a long-term decrease in the purchasing power of money. Inflation (from Latin inflationio - swelling, curl, tension) is one of the main trace factors of the market economy, the higher its pace, the greater the dangerous impact on the economy.

In an inflationary period, the prices of all goods do not always increase, the prices of some goods may remain stable or even decrease.

The term "inflation" was first used in North America during the Civil War of 1861–1865. The term basically denoted a situation in which the paper money supply in circulation overflows relative to the real supply of goods. However, such a description of inflation is far from perfect, nor can it fully explain its root causes. In general, inflation refers to a violation of macroeconomic equilibrium,

an imbalance between supply and demand as a result of a violation of the laws of money circulation.

Representatives of the Keyneschian school (John Maynard Keynes, Joan Robinson) considered the main cause of the imbalance to be an excessive increase in demand in conditions of full employment. Therefore, they argued that increasing purchasing power (i.e., gross demand) through budget deficits and the issuance of additional money will not lead to inflation as long as the level of efficient utilization of productive capacities is low.

Representatives of the neoclassical school (Alfred Marshall, Robert Lucas), on the other hand, saw the causes of inflation in excessive production growth and increased production costs. So the Keynesians understood inflation as a process caused by demand, while the neoclassicists understood it as a process caused by supply.

Research Methodology

Since the article is a scientific object of studying the theoretical aspects of the inverse relationship of inflation with unemployment, in the process of analysis, mathematical modeling, induction, as well as historical and logical correlations were widely used.

Analysis and Results

Inflation is the result not only of a disruption of the money circulation, but also of a disruption of the mechanism of integral reproduction, i.e., macroeconomic distortions. In addition to the growth of market prices, the decline in the purchasing power of the monetary unit, there are the following three signs of inflation manifestation:

1. fluctuations in exchange rates;
2. Increasing prices and decreasing terms of lending;
3. Growth in the price of the consumer basket consisting of daily necessities.

The relative variation in the average of prices is referred to as the inflation rate.
In macroeconomic models, the inflation rate can be expressed as:

$$\Pi = P\text{-}P\text{-}1/ P\text{-}1$$

In this:

π is the annual inflation rate;

P - the price index of the current year;

P-1 – bazis narx induction.

The so-called "70-sum rule" is also used in macroeconomics to measure the amount of inflation. The essence of this method is to show that if prices increase in stable conditions, after several more years the price will double. To do this, it is enough to divide 70 by the annual inflation rate. I mean:

Number of years required for grades to double = $70/\pi$

For example, the Inflation Chart in 2024 in Uzbekistan showed an aging 10%. This means that if the inflation rate is 10%, the rate of prices will double in 7 years (70/10=7).

See also[edit] That is, the economy's productive capacity close to full employment cannot keep up with growing gross demand. Or, it arises from an increase in prices for goods and services as a result of a decrease in the supply of goods and services in the country's economy.

In the context of expected inflation, there is a need to take measures to reduce the impact of inflation on income, that is, maintain the level of real income. To calculate this, the Fisher equation can be used:

$$i = r + \pi kut$$

here:

i-nominal interest rate;

r- real foiz strikers;

πkut is the expected inflation rate.

When the inflation rate exceeds 10 percent, the Fisher equation looks like this:

$$r = \frac{i - \pi kut.}{1 + \pi kut.}$$

As the economy approaches potential levels in its development, it will be forced to choose between alternative options such as either increasing employment or lowering the inflation rate. That's because in the short term, there's an inverse correlation between unemployment and inflation. Reducing unemployment means that additional funds need to be allocated to create jobs, which in turn will lead to higher wages. As a result, both conditions lead to an increase in the price level, that is, the occurrence of demand inflation.

Inflation is calculated by the Philips curve to calculate the correlation between unemployment and unemployment.
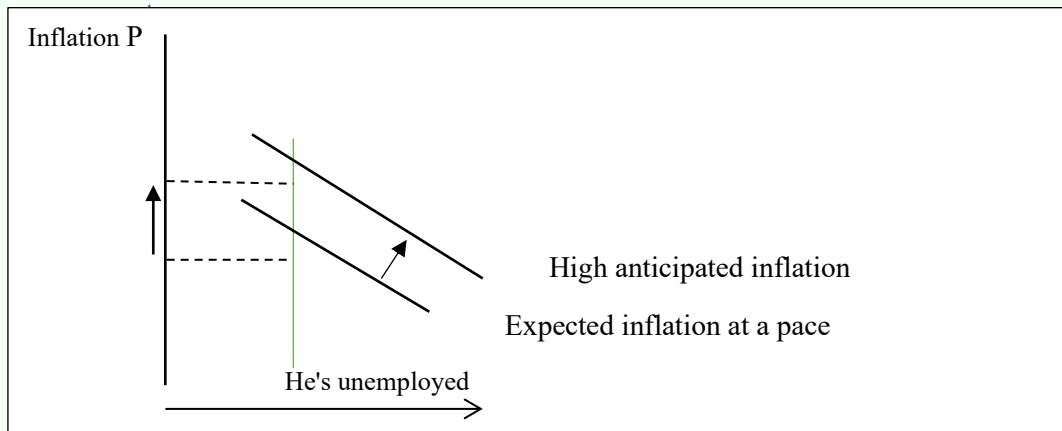
- u— the current unemployment rate.
- u^n— the level of natural or normal unemployment, that is, a consistent and stable level of unemployment in the economy.
- β — the coefficient of elasticity between unemployment and inflation (usually positive).

If the **unemployment rate** u is below the natural level (i.e.,) - that is, unemployment has decreased, the rate of inflation will π increase. This may be due to increased demand and rising wages, which will lead to an increase in the price level. If the unemployment rate is high, the rate of inflation will go down, as declining demand and slowing wages will prevent prices from rising.u^n

Suppose the natural unemployment rate () is 6%. The government relaxed monetary policy in an attempt to stimulate economic growth, resulting in an unemployment rate falling to 4%. We will determine how the rate of inflation will change in the process.$\boldsymbol{u^n}$

π^e=8% (expected inflation rate)

β=1.2 (elastic coefficient)

u=4% (current unemployment rate)

u^n=6% (natural unemployment rate)

Solution of the issue: π=8%−1.2×(4%−6%) π=8%−1.2×(−2%)

$$\pi=8\%+2.4\% \longrightarrow \pi=10.4\%$$

Inflation increased from 8% to 10.4% as the unemployment rate fell below its normal level of 2%. This shows that inflation increases when unemployment decreases, according to the Philips curve.

The economic experience of developed countries shows that great achievements have been made in the fight against inflation, both theoretically and practically.

However, it is practically impossible to completely eliminate inflation, since the factors contributing to its formation (internal and external, monetary and nomonetar) cannot be completely eliminated. Therefore, the main goal of modern economic strategy is not to completely eradicate inflation, but to control and control it, as well as to minimize its economic and social negative effects.

World experience has shown that each country develops different anti-inflation policies based on its level of development, economic, social conditions. Anti-inflationary policies can be active aimed at eliminating the causes of inflation and passive aimed at adapting to inflationary conditions. The anti-inflationary policy is conducted in two ways: **an active anti-inflationary policy** – ensuring price stability through monetary and fiscal measures. **Passive anti-inflationary policy** is allowing the economy to adjust to the inflationary conditions. Anti-inflationary policies include:

-regulation of gross demand;

- adjustment of the gross offer;

Representatives of the Keynesian school of economics believe that it is possible to increase the volume of gross supply by supporting the first line of anti-inflationary policy, stimulating effective demand through government orders and cheap credit policies. They believe that such measures will significantly ease the processes of economic slowdown and help reduce the unemployment rate. However, such a policy could lead to a government budget deficit and create the need for additional monetary issuance. Keynes proposed to cover the government budget deficit through long-term government debt, through which he aimed to support economic activity and keep inflationary pressures under control.

Adherents of the monetarist direction of anti-inflationary policy came into being later, when the Keynesians' proposals to combat inflation were not always effective and shortcomings were revealed. In particular, public debt has been exaggerated in a number of countries. Under these conditions, monetarists proposed methods of radical acillinflation. They proposed limiting gross demand through confiscation-type monetary reform and reducing the budget deficit by cutting social programs.

The essence of anti-inflationary policy. Anti-inflationary policy is a measure to combat inflation through monetary reforms by government agencies. The methods of monetary reform are as follows:

- abolition, i.e. announcement of the exclusion of obsolete monetary units and the introduction of new ones.

– devaluation, that is, a decrease in the composition of gold in monetary units or a decrease in the exchange rates of gold, foreign currency, silver in national currencies.

- Denomination, i.e. a method of cutting out zeros.

The main measures to reduce inflation:

- An explanatory policy, the purpose of which is to establish the most trusting relationship with the public on public finances and its political activities. This policy is done through the media;

- Establishment of a stabilization fund whose purpose is to support the national currency through interventions, as well as minimize cyclical penalties in the economy;

Formation of a stable exchange rate, as well as the introduction of certain restrictions on foreign exchange and foreign economic policy;

- Increase exports and import reduction to strengthen the position of the national currency

Today, the fight against inflation has become an important factor in ensuring the competitiveness of the national economy. In 2003, the sharp decline in the inflation rate calculated on the basis of the consumer price index was influenced by changes in macroeconomic policy and changes in methodology. An example of such changes is the tightening monetary policy of the Central Bank to compensate for the state budget deficit since 2003, measures aimed at controlling inflation. According to the data, the consumer index in 2024 was 109.8%, that is, an increase of 9.8% compared to December last year. Also, in November 2024, the headline consumer price index was 100.9%, indicating an increase of 10% compared to November last year. In January 2025, the consumer price index in the Republic of Uzbekistan increased by 0.7% compared to December last year. On an annual basis, that is, compared to January 2024, the consumer price index increased by 9.9%. In January, food prices rose in price by an average of 0.8%, non-food goods by 0.3%, and paid services provided to the population by 1.1%. These indicators reflect the growth of the inflation rate in the country and the increase in prices in various product and service segments.

Conclusion and Suggestions

Inflation is an indicator of the country's economic development as an economic category, which means a steady increase in the average (general) level of prices in a country over a certain period and a long-term decrease in the purchasing power of money. In world practice, it is observed that the best solutions to controlling inflation rates are methods of changing the composition of taxes, reducing the share of direct taxes in gross tax revenues, increasing the share of indirect taxes, reducing rates, strengthening their incentive functions, reducing state budget expenditures. Anti-inflationary policy is aimed at ensuring a stable price level in the economy, keeping unemployment at an acceptable level and stimulating economic growth. As a result of our research and research, we have developed the following proposals to bring down inflation:

First, it is necessary to ensure long-term stability by adapting monetary policy to the causes of inflation. Thanks to this method it is important to increase the liquidity of the banking sector and control the orientation of loans to production. Second, Optimization of Tax and Budget Policy. In this process, effective planning of public expenditures in order to reduce the budget deficit; improving the efficiency of public investment and reducing the impact of social spending on inflation; It is advisable to focus on increasing budget revenues by reducing the hidden economy and controlling the payment of taxes.

Thirdly, it is possible to control inflation through systemic measures such as stabilizing prices by forming stocks of food and strategic products in the domestic market, regulating energy prices and increasing efficiency in the energy sector, and reducing the cost of products by improving the transport and logistics system.

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THE ESSENTIAL ROLE OF ENGLISH LANGUAGE LESSONS IN COURSE CLASSES

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Abstract:

This article explains why learning English is especially important in our time and what benefits it can bring. Students are also shown the role of other foreign languages during the lesson.

Keywords: Lesson, English language, information, student, pupil, learning process.

DARS MASHG'ULOTLARIDA INGLIZ TILINING O'RNI

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Annotatsiya:

Ushbu maqolada ingliz tilini o'rganish bizning zamonamizda ayniqsa dars mashg'ulotlarini olib borish nima uchun juda muhim va u qanday foyda keltirishi mumkinligi bayon qilingan. Shuningdek talabalarga boshqa xorijiy tillarning dars jarayonidagi o'rni ham ko'rsatilgan.

Kalit so'zlar: dars,ingliz tili, axborot, talaba,o'quvchi, o'quv jarayoni.

Аннотация:

В этой статье объясняется, почему изучение английского языка особенно важно в наше время и какую пользу оно может принести. Студентам также показана роль других иностранных языков в ходе урока.

Ключевые слова: урок, английский язык, информация, студент, ученик, процесс обучения.

Introduction

Many of the world's leading universities teach in English. Learning English opens the door to high-quality education that allows you to gain advanced knowledge and research in various fields.

English plays a key role in the modern education system, becoming not only a means of communication, but also a powerful tool for achieving success in various educational activities. In this article, we will look at why learning English is so important in our time, especially for conducting educational activities, and what benefits it can bring.

Learning English at school age can be a key indicator of a student's future success, since knowing several languages is a competitive advantage, especially in professional life. A student's brain is much more flexible than an adult's, and for them learning English can be as easy and natural as mastering their native language. This creates ideal conditions for learning new words.

In addition, teaching a student English develops his cognitive abilities. This helps to improve memory, critical thinking and creative abilities. English-speaking students show interest in the languages and cultures of other peoples, which creates a broader worldview.

Finally, knowledge of English opens up prospects for future positions. In the modern world, many professions require knowledge of the language, and early learning can become a competitive advantage in the labor market. In-depth study of English during student years is not only an educational process, but also an important step towards a successful future.

Teachers who teach English to schoolchildren from scratch use not only cognitive activities, but also game techniques, since it is still difficult for children to maintain attention for a long time. Teaching English in primary school is aimed at creating a solid foundation for children to further study the language.

Why is English so important? In our opinion, English, as in the past, is a "new Latin", a kind of "mediator language". You only need to learn one language and you can communicate with people all over the world. English is the language of our international communication in all areas, whether it is politics, science, media or art, and is often the language of entertainment and communication.

The latest world news and discoveries, the most important scientific debates and various fields of art such as books, films, music are available mainly or exclusively in English. The language of technology (computers, iPhone) is also written in English. No matter which country we live in, English has become a part of our daily lives. Nowadays, countries are becoming more multicultural. Sometimes understanding and acceptance, as well as peace between people, depend only on communication, which is almost impossible without a common language.

English gives us the following opportunities (Figure 1).

Ingliz tili - zamonaviy pop madaniyat tili

Ingliz tili taniqli adabiy durdonalarning tilidir...

Ingliz tili martaba o'sishi uchun imkoniyat beradi

Ingliz tili sayyoradagi eng mashhur tillardan biridir...

Ingliz tili lingua franca yoki sayohatchilar tilidir
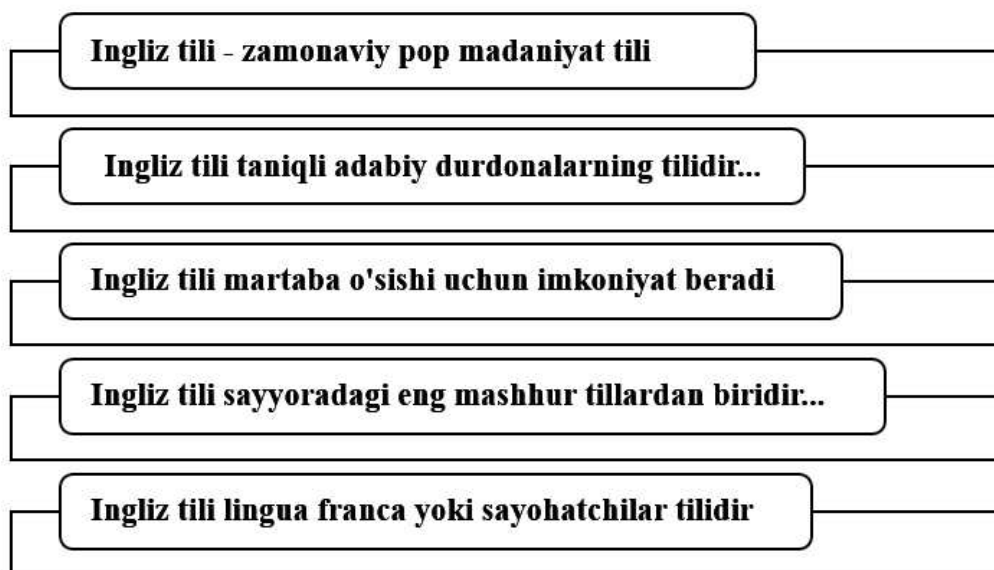
Figure 1. English language options

Knowledge of English provides a number of advantages, such as making students more competitive in the job market and can significantly expand their career opportunities. Here are some ways that speaking English can help you be more competitive in the job market:

• Globalization and international relations. The education system is becoming increasingly global, and English has become the main means of communication

in international business, academia, and other fields. Knowledge of English opens doors to new education markets, allows you to communicate effectively with students from different countries, and increases your chances of getting a high ranking in the international education system;

• In-demand professions and job opportunities. Many high-paying and promising professions require English speakers upon graduation. Whether you are an IT specialist, an international business analyst, a medical researcher, or a tourism specialist, English is becoming a prerequisite for successful employment in the modern world.

Over the past thousand years, the English language has changed a lot. Old English, like modern Russian, was an inflected language, meaning that most words changed their endings depending on number, gender, case, and tense. However, in modern English there is a clear tendency towards simplicity of form. Another characteristic of modern English is the flexibility of the function of individual words.

Another distinctive feature of modern English is the flexibility of the function of individual words. Thus, the same word can be used in several functions: noun, adjective, verb, subordinate clause, preposition. This flexibility, as well as the ability to borrow words from other languages and the ease of creating new words, has made English an effective tool for international communication.

New words are constantly appearing in English, since English borrows many words from other languages, for example:

Algebra - Arabic;

Anorak - Eskimo;

Bizarre - Basque;

Coach - Hungarian;

Kindergarten - German;

Lilac - Iranian;

Tea - Chinese;

Tyccon - Japanese;

Sputnik - Russian.

Today, Uzbekistan is developing contacts and cooperation with many countries of the world, and therefore requires a large number of specialists who know the English language, which is necessary for conducting negotiations and concluding contracts. Due to the specifics of the modern historical development of

Uzbekistan, specialists in the field of logistics and management are becoming increasingly relevant. This means that students should also have good knowledge of other languages.

For students, knowing English also makes it easier to study abroad. Many universities offer student exchange programs, internships, and master's degrees in English, which give students the opportunity to broaden their horizons, get acquainted with new cultures, and gain valuable international experience. English plays an important role in the lives of students because it helps them communicate. It is the main language for studying any subject around the world. English is very important for students because it broadens their horizons, develops emotional abilities, improves their quality of life, and provides employment. In conclusion, we can say that learning a foreign language trains the brain, forming new neural connections in it, improving memory, concentration, and reaction speed. That is, it directly affects the formation of intelligence, the ability to think, and the ability to apply the acquired knowledge in complex and unusual situations.

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SPIRITUAL AND ETHICAL PRINCIPLES OF DEVELOPING INTERCULTURAL CULTURE IN YOUTH

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Abstract:

The study explores the understanding that intercultural culture is a long-lasting socio-cultural phenomenon. It examines how the spiritual and ethical evolution of intercultural culture aligns with societal progress and highlights perspectives on what a society based on a culture of tolerance should be like today.

Keywords: World, culture, civilization, nation, ethnic, technology, development, behavior, model, humanity, society, progress, social, region, peace, principle.

Introduction

Intercultural culture, at various levels and in different fields, requires numerous ethical principles and rules. In general, are humans inherently good or bad from a moral perspective? The process of educating individuals is directly based on the integration of cultural, religious, and secular knowledge in both theoretical and practical aspects. Therefore, we must ensure the comprehensiveness of all forms of knowledge in educating young people. In this context, ethics, as a unique social norm, regulates the activities of representatives of every nation within society and expresses social ideals through cultures. As the moral framework develops in the minds of young people, it harmonizes with intercultural culture and enriches itself through the processes of societal renewal.

Moreover, the development of intercultural culture among youth relies heavily on the combined influence of religious, rational, and moral values. In this regard, the role of the family institution is crucial, as it nurtures relationships, love, service, quality, kindness, and charity, which play a significant role in shaping an

individual's character. This upbringing is closely connected to our nation's values, literature, music, traditional games, and experiences that teach respect for humanity. Thus, the family serves as the foundation for a well-rounded generation, making it essential to instill ethical values such as justice, duty, and patriotism in children. "For the successful functioning of intercultural cultural institutions, they must organically develop from the cultural foundation of each society, reflect the shared values of people, and adapt to the needs and interests of citizens. This can only be achieved when people feel they have control over their own destiny in a free nation"[1; P. 315]. These elements serve as the main source of social interaction, cooperation, and unity, helping to preserve and strengthen national identity. This, in turn, becomes a key factor in creating a peaceful and stable country, ensuring a secure and harmonious life. "The formation of tolerance was often influenced by trade relations. Through these exchanges, opportunities for closer acquaintance with other cultures emerged. The integration of various countries through caravan routes significantly impacted the cultural, educational, political, and economic development of the Near and Middle Eastern states"[2; P. 10]. With its objective and rational characteristics, intercultural culture aims to protect national interests on the foundation of unity, contributing to state development. Scientific research in this chapter ensures that intercultural culture is implemented through comprehensive and complex systemic approaches.

In the construction of a civil society in New Uzbekistan, ethics plays a crucial role in shaping intercultural culture. Fully implementing the state's education policy, adhering to the national school management program, prioritizing moral education for the youth, instilling intercultural culture and ethics in students' consciousness as a primary task, and integrating them into the standards of a well-rounded individual are essential. To achieve this, it is necessary to strengthen ideological and moral education, adhere to the principles of ethical cognition across different age groups, and integrate the various aspects of general secondary, vocational, and higher education. Based on these social norms, understanding the most noble, grand, and beautiful truth of intercultural tolerance, gaining a deeper understanding of society, and strengthening national identity will be facilitated. To achieve these goals, the following approaches are essential:

1. Strengthening ideological and moral education.
2. Adhering to the principles of ethical cognition.

3. Ensuring continuity between general secondary, vocational, and higher education.

4. Understanding the culture of intercultural tolerance.

5. Gaining a better understanding of society.

These approaches are essential for understanding the most noble, grand, and beautiful truths of intercultural tolerance, gaining a deeper understanding of society, and strengthening national identity.

With beautiful upbringing, social norms regulate all ethical principles in a person. In multi-ethnic countries, ethics also regulates intercultural culture. The family is the fundamental unit of society and the starting point of moral elevation. It is important to promote the spiritual and moral virtues of our people in the traditional family environment, promote the modern concept of the family, and help shape a direction for family civilization based on humanitarianism, mutual love, patriotism, progress, compassion, dignity, hospitality, generosity, and tolerance. Through various methods, we should nurture the kindness of many families, enhance the positive influence between family members by improving concepts such as loyalty, responsibility, and love, and foster happiness, affection, and kindness within the family.

Throughout the long historical process of the development of New Uzbekistan's civilization and intercultural culture, the Central Asian region has always maintained close and deep cultural ties with surrounding regions. Moreover, "the transformation of traditional culture and religious values, technological advancements, mutual interactions, and migration programs should contribute to fostering strong and dynamic cultural peace in the world" [3; P. 231]. Market relations, migration, and marriages (harmony) between different regions continue to integrate traditional forms of communication.

In New Uzbekistan's socio-political life, special attention is being given to increasing youth engagement. Indeed, intercultural culture is essential for the integration of our youth into the global community. Our reforms in this area have gained international recognition, and the active participation of our youth can be further enhanced. By utilizing all the opportunities created for the young people living in New Uzbekistan, we can continue to foster their ethical and intercultural values, which will contribute to the progress of our future.

In New Uzbekistan, harmonizing intercultural culture with reality through a philosophical worldview and applying values that unite different nations to real

life is a key feature of the "Development Strategy." In this work, we aimed to reveal the stability of this approach and its prospects for ensuring a sustainable life, inspiring the youth, and fostering spiritual growth. Uzbekistan continues to emphasize the further development of intercultural culture based on theoretical concepts and political strategies with such characteristics. In the new century and era, the challenges and tasks facing our country require us to keep pace with the times and enhance our understanding and reflection on ethical issues from the peak of the New Uzbekistan cultural development strategy. "This process necessitated increased attention to interethnic relations. As a result, a new state strategy on interethnic relations was developed, providing opportunities for the growth of tolerance in Uzbek society. The culture of ethnic harmony and multiculturalism has been established as a fundamental value in the country. It can serve as a foundation for the restoration of civil society, ultimately creating the possibility of fostering and preserving interethnic harmony and its development" [4; P. 75]. Fostering mutual respect among nations, correctly assimilating interests and needs, eliminating indifference to the fate of all ethnic groups, and setting clear objectives for the benefit of all humanity is essential. Regarding this matter, the First President, I.A. Karimov, stated: "Ethnic and interethnic relations serve as a fundamental influencing factor in a multi-ethnic state, forming the concept of national security" [5; P. 135]. Intercultural culture fosters supportive relationships with other social elements, allowing for the construction of a parallel society based on cooperation and mutual understanding. Intercultural culture reflects the focus on ensuring the long-term stability of society, the peaceful life of the people, and their well-being. In the strategy for intercultural cultural development in New Uzbekistan, we can see the importance of studying the status and role of moral thinking based on tolerance within intercultural culture. The growing national solidarity and unity in our society are strengthening day by day, not only among the indigenous population of our republic - Uzbeks and Karakalpaks - but also among representatives of other ethnic groups living in Uzbekistan. As noted, *"The processes of consolidation based on ethnic and cultural foundations are actively taking place among representatives of different nationalities living in Uzbekistan"* [6; P. 17]. Among all peoples and nations living in Uzbekistan, interethnic harmony is understood not only as an agreement between different nationalities but also as a cultural system. Throughout historical development, intercultural culture has often

demonstrated the aspiration of a nation or group toward moral values in the form of tolerance.

In conclusion, intercultural culture demonstrates how we can achieve success in building a morally grounded society based on intercultural values in Uzbekistan. In the renewal process of New Uzbekistan, we can observe the inheritance of intercultural cultural heritage, service to society, and the role of self-social and political education. As researcher E. Qodirov states, *"Therefore, the process of forming political consciousness and political culture in young people is more effective when it begins in childhood within the family"* [7; P. 112]. This uniqueness must be considered in governance processes, as forming governance based on the culture of intercultural tolerance is becoming one of the demands of the time.

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EDUCATION, HUMAN RIGHTS AND YOUTH: UZBEKISTAN'S REFORM STRATEGY

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Abstract:

The article discusses the system of education and training and reforms in the field of education at the present stage of the Republic of Uzbekistan. The legal framework for teaching from childhood on human rights and how youth, education and human rights are analyzed: they are considered in the new reforms of Uzbekistan. The main directions of the right to education in the Development Strategy of Uzbekistan, as well as in the state program of 2025 aimed at improving education, protecting human rights and supporting youth, is a set of measures focused on the development of key aspects of the country's social and educational policy. In the field of education, special attention is paid to updating curricula, maintaining the quality of teaching and access to education at all levels. Human rights reforms focus on the judiciary, protection against corruption and the protection of civil law, which contributes to the creation of a more just society. Youth potential is a critical resource for the development of the country, and therefore reforms include initiatives aimed at increasing opportunities for youth participation in political, social and economic life. These measures are aimed at ensuring a more dignified and inclusive future for Uzbekistan, improving the quality of life of its citizens and the position between peoples.

Keywords: Reform, education, decree and resolution, law, guarantee, law, youth.

Introduction

Uzbekistan is the most densely populated republic in Central Asia and has a huge human potential. Almost a third of the country's inhabitants are children under 18 years old, 24 percent are young people aged 18 to 30 years. Ensuring the

legitimate rights and interests of young people are among the priorities of state policy. The purpose of this article is to study the main aspects of reforms in the field of education among ten people, to assess their impact on the analysis of the educational system and the fact that how these changes correspond to modern world trends. The article analyzes the achievements, challenges and challenges that Uzbekistan faces in the reform process, as well as the role of these transformations in strengthening human rights.Education is one of the main tools for the realization of human rights, as it affects access to knowledge, opportunities for personal growth, as well as the level of legal awareness and social responsibility of citizens. In this regard, reforms in the field of education in Uzbekistan, aimed at improving the quality of the economic process, developing technologies and increasing the availability of educational services, are of great importance for further development. human rights issues have always played an important role in Uzbekistan's state policy, and new developments in this area reflect the government's views on compliance with the requirements of the International Standard, as well as act in public demand to increase the transparency and safety of educational institutions. These reforms were also aimed at improving the social situation of various groups of the population, including women, youth and representatives of vulnerable groups of the population, which provides for the introduction of comprehensive measures to protect human rights in society. This research provides valuable information for both education professionals and environmental applications interested in economic development.Profound transformations taking place in the world are associated with the acceleration of scientific and technological progress, the renewal of production structures, changes in lifestyles, the growth of new legal relations and discoveries, the emergence of numerous channels of information. They also predetermine the importance of the development of legal education in Uzbekistan.

Education Reforms

At present, new institutions, organizational structures, forms of management are being successfully formed. Therefore, the current legislation to a large extent requires new conditions and approaches to the development of legal education in UzbekistanOn February 7, 2023, the National Program for Human Rights Education in the Republic of Uzbekistan was approved. In the system of

vocational and higher education, training courses on human rights, women's rights and the rights of the child are being introduced

As well as with applicants who scored the highest scores in the entrance exams to branches or non-state higher educational organizations and expressed a desire to work in the system of the customer of personnel for at least five years after graduation, a tripartite agreement is concluded (customer of personnel - student - higher educational organization) and the cost of training students admitted to study on the basis of the state order, are covered by customers of personnel at the expense of funds provided for in the parameters of the State budget for these purposes.

In addition, the decree of the President of Uzbekistan approves the proposal of the Ministry of Higher and Secondary Special Education, the State Inspectorate for Supervision of the Quality of Education under the Cabinet of Ministers and the State Testing Center on the introduction of a procedure for live broadcasting on the Internet of the processes of conducting exams : entrance test and creative (professional) exams in the areas of bachelor's education of higher educational institutions, entrance exams exams for master's degree (clinical residency) of higher educational institutions, exams held for students who have expressed a desire to transfer studies from republican or foreign higher educational institutions to a state higher educational institution of the republic and tests taken from applicants when recognizing documents on education in foreign countries. This year, entrance exams will be held in five subjects, three of which are mandatory - native language, history of Uzbekistan, mathematics and two subjects in the chosen specialty.

Supporting Gifted Youth in Uzbekistan

On February 14, 2025, President of Uzbekistan Shavkat Mirziyoyev held a meeting with the country's youth at the Kuksaroy residence, where he said that, in a short time, the number of universities has tripled, and the coverage of higher education has reached 42%.

The number of female students has increased 11 times due to the fact that the state has taken over the payment of contract education for girls.The President said: "I will never get tired of repeating one vital idea: if we educate one girl, we will educate the whole family. And if the family is educated and enlightened, then the whole society will become so. Over the past 25 years, 800 young people have

been sent to study abroad at the expense of the state, while in the last 7 years alone, thanks to the El-Yurt Umidi Foundation, this number has tripled.Now the Agency for Youth Affairs will bear equal responsibility with the Agency for the Development of Civil Service in accompanying each student, studying abroad: identifying their needs, returning to their homeland, finding a place in society and building a successful career.The number of young scientists with scientific degrees doubled and reached 4,357 people. One example of the use of such opportunities was Parviz Tuksanov, who recently scored the maximum possible 1,600 points on the SAT exam. The President warmly congratulated him on this result and expressed gratitude to his parents and teachers. Another striking example is the implementation of the idea of the "Reading Nation", within the framework of which the formation of a culture of reading among young people has become a nationwide movement. The number of participants in the traditional competition "Young Book Lover" increased 6 times, reaching 3 million people. In addition, thanks to the Mutolaa project, created by a group of active young people, more than 1 million people joined the ranks of readers. In today's era of rapid information sharing, creating national content for the younger generation, especially children, is a critical task. It was emphasized that it is necessary to more actively introduce such content into the educational process of kindergartens and schools. Knowledge of foreign languages, along with native language, plays an important role in a person's entry into the international level, especially in the commercial sphere. In addition, in order to stimulate the entry of young people who speak foreign languages into the labor market, their education in private language centers will be partially compensated according to the "2 + 6" scheme: the first two months of training are paid by the student himself, And the remaining six months are the state. This year, it is planned to increase the export of the IT sector to $1 billion. It is emphasized that the main role in this process belongs to young people. Another 300 thousand young people will be additionally involved in the "One Million Programmers" program. More than 3,000 courses will be launched on the Coursera platform, within the framework of which young people will be able to study using artificial intelligence in the Uzbek language.This year, the project "Heirs of Muhammad al-Khwarizmi" will be introduced in Karakalpakstan, covering an additional 1,000 young people.An agreement has been reached with the UAE on the implementation of the project "One million users of artificial intelligence" in

Uzbekistan. The Ministry of Digital Technologies was instructed to start implementing this initiative.

Last year, 25 thousand girls underwent free training in the field of IT. This year, it is planned to double the number of female programmers. A thousand talented girls will prepare for international Olympiads in IT camps. It was noted that for the early identification of the interests and needs of young people, it is important to use artificial intelligence technologies, monetize their potential and involve them in socially significant projects. Responsible persons were instructed to develop a long-term strategy for the implementation of the digital social ecosystem.

The use by the state of the fundamental rights and freedoms of the individual is the most vivid guarantor of the state and level of development of civil society and the rule of law. Uzbekistan, being a full and full-fledged member of the UN, demonstrates its commitment to the principles of equality, cooperation, multilateralism and protection of the international political system. In recent years, it has been actively initiating the ideas of peaceful settlement of various conflicts, prevention of new global armed clashes, establishment of cooperation between countries.

Cooperation between Uzbekistan and the UN is developing at an accelerated pace. Thus, President Shavkat Mirziyoyev spoke at the 46th session of the UN Human Rights Council and the 76th session of the General Assembly, during which Uzbekistan's initiatives in the field of strengthening international and regional security, further development of education, spirituality, ecology, tourism, protection of human rights and more were announced.

Human rights education is therefore a valuable contribution to the long-term prevention of human rights violations and to efforts to create a just society in which all the rights of citizens are valued and respected.

Introduced into the practice of providing an educational loan to families with two or more children studying in higher educational institutions on a contract basis, and repaying this loan by a student after the end of the period of study.

This year, the number of state grants for higher education has been increased by 25 percent and the number of state grants for girls from needy families by 2 times, as well as the introduction of a system for allocating state grants to private higher educational institutions for the training of specialists.

And also for students who have expressed a desire to receive an academic leave, training for the period of academic leave at their own request is transferred to correspondence and distance learning with the creation of the opportunity to receive continuous independent education and the practice of retraining students who have returned from academic leave in previously completed subjects is canceled.

Also, state scholarships will appear in branches of foreign universities for students of Uzbekistan. After all, this is a New Uzbekistan and new reforms for the benefit of the people, for the benefit of the younger generation.

We would like to remind you that citizens of other states have the right to receive education in the Republic of Uzbekistan in accordance with international treaties. Stateless persons living in Uzbekistan have the same rights as Uzbek citizens to receive an education.

With regard to the right to education, participation in the International Covenant means that the State will endeavour to ensure that everyone receives an education. Consequently, the State should, as far as possible, assume certain obligations in the field of education, including the obligation to create an education system and provide a legal basis for its functioning, which, as already noted, will create the necessary social and legal conditions for the realization of the right to education by everyone. According to the resolution, regular monitoring is carried out, proposals and recommendations are made to the relevant ministries and departments for the high-quality and timely implementation of measures. Instructions were given to ensure that detailed information containing specific indicators and results achieved is posted on official websites and in the media on a regular basis.

From the 2023/2024 academic year, training and special courses "Human Rights", "Women's Rights", "Rights of the Child" have been introduced in the system of vocational and higher education. By June 1, 2023, a list of professional and higher educational organizations in which such courses will be introduced will be compiled.

From June 1, the National Center for Human Rights of the Republic of Uzbekistan will annually hold a national competition "Education and innovations in the field of human rights and freedoms". Training courses and training seminars on the rights of persons with disabilities, women, children and migrants

are also being opened in organizations whose activities are directly related to these categories of citizens.

Since 1 April, steps have been taken to prepare and publish a series of manuals and brochures, as well as to launch an electronic platform for human rights education.

After all, human rights and freedoms are those universal legal values that are characterized by the establishment of uniform international legal standards in the field of protection of individual rights.

International legal control in the field of protection of fundamental human rights and freedoms is carried out in the following forms:

consideration of periodic reports of States on the fulfilment of their obligations in this area;

consideration of claims of states against each other regarding the violation of such obligations;

consideration of individual complaints from individuals, groups, non-governmental organizations about violations of their rights by the state;

examination of situations involving alleged or established violations of human rights (ad hoc working groups, rapporteurs, representatives);

Dialogue with the Government of the State on its enjoyment of human rights or assistance in the development of programmes for their implementation.

In each society, an optimal system of cultural, socio-economic, political and legal guarantees of human rights and freedoms should be created, which determine the nature of the relationship between the individual and the state, create real opportunities for the implementation of rights and freedoms.

The leading place in the system of guarantees of the rights and freedoms of citizens is occupied by legal guarantees, through which various stages of the process of protection and protection of human rights and freedoms are ensured.

Another important point of the resolution: from March 1, 2023, short-term training courses on combating the use of torture have been introduced on an ongoing basis for employees of bodies carrying out pre-investigative checks, inquiries, preliminary investigations, and penal institutions.

It should be noted that these principles of English criminal procedure law are closely related to the inviolability of the person. In accordance with the rule of habeas corpus, a detainee (or another person on his behalf) can apply to the court with a complaint about arbitrary arrest or detention and demand the issuance of a

special court order. ordering the detainee to be brought before a court to verify the lawfulness of such arrest or detention.

At a meeting with members of the Constitutional Commission on June 20 last year, President Shavkat Mirziyoyev proposed to reflect the Miranda Rule and the principles of habeas corpus in the Basic Law. It was noted that when a person is detained, his rights and the reason for detention should be explained in simple language.

Article 27 of the Constitution of the Republic of Uzbekistan in a new edition reflects the principles of the Miranda Rule and Habeas Corpus: "Everyone has the right to liberty and security of person. No one may be arrested, detained, remanded in custody, held in custody or otherwise restricted in liberty except in accordance with the law. Arrest, remand in custody and remand in custody are permitted only by a court decision. A person may not be detained for more than forty-eight hours without a court decision. When detaining a person, his rights and the grounds for detention must be explained in a language he understands."

As a rule, a person learns his procedural rights only when faced with detention on suspicion of committing a crime. Whereas he should know that he has such a constitutional right not after, but before he is charged. The consolidation of this norm, in turn, will serve to objectively investigate the criminal case and prevent arbitrariness, as well as prohibited methods on the part of the investigating authorities. After all, human life, his free expression of will is the highest value of the state.

"The achievement of the Sustainable Development Goals until 2030 in our country will be carried out in accordance with the principle of "Leaving no one behind" to ensure the rights and legitimate interests of every person", President Shavkat Mirziyoyev said, speaking at the 46th session of the UN Human Rights Council. The leader of Uzbekistan explained that we are talking about the implementation of the National Human Rights Strategy, in the development of which experts from the Office of the UN High Commissioner for Human Rights actively participated.

The main goal of the National Program for Human Rights Education in the Republic of Uzbekistan is to implement the provisions of the United Nations Declaration on Human Rights Education and Training and the fourth stage of the World Programme for Human Rights Education, as well as to raise awareness of all segments of the population about national and international standards of

human rights and freedoms, the effectiveness of the work carried out in this direction.

The main objectives of the National Programme for Human Rights Education in the Republic of Uzbekistan are:

raising awareness of young people in the field of human rights and freedoms;

enhancing the knowledge and skills of government officials in the field of human rights and gender equality;

improving teacher training and supporting human rights research;

raising awareness of human rights among segments of the population in need of social protection;

increasing the activity of civil society institutions in the field of human rights education;

increasing the effectiveness of the system of education and upbringing in the field of human rights using modern technologies, works of art, and the media;

development of international cooperation in the field of human rights education. Tashkent State University of Law today does not implement joint educational programs with foreign partners for the training of legal personnel (double degree); active involvement of foreign scientists and specialists in the educational process; creation of an open, transparent, free from subjectivism and abuse educational environment with the introduction of the "Electronic University" (E-University) system, which is relevant today. Tasks set development and approval of a comprehensive plan of measures to improve the position of TSUL in the national ranking, as well as its entry into the list of the best higher educational institutions in the rankings of internationally recognized organizations by 2030. With this in mind, the Tashkent State University of Law has set itself important short- and long-term tasks. It should be noted that the first 1000 places in the ranking of internationally recognized organizations (QS World University Ratings, Times Higher Education or Academic Ranking of World Universities) are the leading universities in the world.

The international agency Quacquarelli Symonds has announced the ranking for 2021 of the best universities in developing countries of Europe and Central Asia. It is gratifying that for the first time in the history of independent Uzbekistan, four universities of our country are among the strongest universities of this prestigious ranking, where the list also includes the Tashkent University of Law. After all, attention to human rights is increasing. The manifestation of respect for

everyone is increasing, which causes the need to realize one of the basic rights of citizens - the right to education, which is increasingly recognized throughout the world as fundamental. This, in turn, will lay a solid foundation for the youth of Uzbekistan to become worthy professionals for society in the future.

Conclusion: The Goal of New Uzbekistan

The main goal of New Uzbekistan is to create the foundations of the Third Renaissance in Uzbekistan, through such large-scale educational reforms as presidential schools, universities and scholarship holders.

As Gafur Ghulam wrote, "A beautiful child of a beautiful country, know that your homeland is waiting for you."

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INTERNATIONAL COUNCIL OF MUSEUMS ICOM

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Abstract:

The article considers the role and influence of the International Council of Museums - ICOM, and its further development. Attention is paid to the issue of improving the qualifications of museum workers in museum and related areas of training.

Keywords: ICOM, museum sphere, museum business, research centers, cultural community.

Introduction

International Council of Museums, ICOM is a non-governmental professional international organization established in 1946 in Paris (France). ICOM has the highest consultative status of category "A" at UNESCO and the UN Economic and Social Council. ICOM is an international organization of museums and museum specialists who are engaged in the storage, development and interaction of society and the world's natural and cultural heritage, present and future, tangible and intangible heritage.

The second stage of the development of the museum's educational activities (late 1940-80s) was largely related to the idea of the International Organization for Culture (UNESCO) to attract a wide audience of children and youth to European museums. A special "problem group" under the International Council of Museums (ICOM - ICOM) dealt with work with children and adolescents. Among the most interesting of the numerous events and exhibitions held by ICOM is "Children's Toys in Ancient Greece", opened in 1948 at the Pedagogical Museum of Paris. It reflected one of the main ideas in the activities of children's museums of the post-war years - the strengthening of international understanding through the display of toys for children from different countries.

Responding to this idea, American members of the International Council of Museums took the initiative to use the museum as an effective means of

international understanding (E. Moore, G. Morley) and the development of interest in the culture of other peoples. To this end, their museums began to actively include film materials in their programs, conduct classes with representatives of the country under study, and the children's museum itself became for UNESCO a means of exchanging professional information and promoting the ideas of a "progressive" museum, that is, implementing the requests of the youngest part of society - children. The theme "Museum and Children" becomes one of the leading in the materials devoted to the problems of museum education. It is no coincidence that all UNESCO conferences held between 1948 and 1958. (Paris, London, Bergamo, Berlin, Athens, etc.), were devoted to the role of museums in education. In turn, the official printed organ of ICOM - the magazine "Museum" - publications of a wide range of opinions on this

topic actively contributed to the development of practical work in this direction. Great assistance here was also provided by the conferences held by the International Council of Museums, at which work with children in the museum was considered within the framework of the problem of democratic education, including both children's and adult audiences. At the same time, considerable attention was paid to the interaction between the museum and the school, because the state of affairs in this region, especially with the teacher training programs in the museum, was deplorable.

The National and International Organization of Museums is one of the professional associations of museums. The emergence and development of such organizations indicates the improvement of the museum sphere. In the context of the rapid development of time and expanding communication opportunities, the need to attract highly qualified specialists in the field of education, culture and international organizations is growing.

The downside of globalization is glocalization, which follows the principle of "Think globally, act locally". Glocalization combines two opposite ideas: universalization and particularism. This phenomenon is expressed in a combination of global technological influence and the desire to preserve cultural identity at a certain level. Museums play a key role in promoting cultural diversity. A deep study of the history of museology at the national and international levels became the basis for the creation of museum organizations and meeting the need for their development.

This process requires clarification of approaches. A brief analysis of the formation of the museum sphere enhances the relevance of research. Then (based on brief reviews) the formation of museology as a scientific discipline, the emergence and development of leading national and international museum organizations should be considered. In the process of studying primary sources and scientific materials, answers to important questions will be found.

What is a museum specialty? What are its main criteria? North American researcher Dorothy Mariner, who worked as the head of the Art Council of Ontario (Canada) in the 1960s and 1970s, identified six key aspects of museum activity:

1. Cultural traditions as a basis for the study and qualification of a particular region.

2. Academic beginning of technical training and scientific research, providing a deep study of cultural traditions and customs.

3. Deep knowledge and professional leadership, including ensuring institutional standards of ethics.

4. Professional social structures related to communication and publishing activities, as well as the development of culture and professional associations.

5. Strengthening control over the level of knowledge and skills in the museum sphere.

6. Deep awareness of the value of the cultural traditions of the region, its unique heritage and related responsibility.

Different experts interpret these criteria differently. For example, Canadian museologist Lynn Teaser, professor and president of the University of Toronto since 2010, as well as head of the International Committee for Museum Training at ICOM (ICTOP), in 1990 called the museum business an "unformed specialty" and even a "false profession". In his opinion, the main problem was the lack of a conceptual basis for museum work and the necessary scientific data. Nevertheless, he considered the museum business as a promising industry that is dynamically developing.

In contrast to him, the Dutch museologist Peter van Mens expressed high confidence in museology as a profession. In his thesis "Methodology of Museology" (Zagreb, Croatia, 1992) he examined in detail the professional skills of museologists. Van Mens argued that the development of museology as an academic science is connected with its independent direction and goals. He

emphasized that a museologist is a museum practitioner whose deep knowledge and professional skills distinguish him from other specialists.

Let's consider some historical professional criteria proposed by D. Mariner. Training of museum workers in the past: The initial systems of training museum personnel appeared in the XIX century, during the so-called first museum revolution. In 1882, a movement for the creation of the Louvre School, initiated by the Minister of Education and Fine Arts Jules Ferry, began in France. Initially, the school's program included training in archaeology, and then, in 1902, art history was added to it. Since 1927, the first museum studies courses appeared. This educational model has spread around the world, including university museums.

In 1908, American archaeologist Sarah York Stevenson opened curator training courses at the University of Pennsylvania. In 1910, the University of Iowa began classes on exhibition activities. In 1923-1953, Professor Paul J. Sachs lectured on museum work and art expertise at Harvard University.

In Russia, the first education in museology was organized in 1907 at the Moscow Archaeological Institute. In 1920, museum studies courses appeared at the Petrograd Archaeological Institute, where famous archaeologists A. A. Miller and S. I. Rudenko.

In 1922 in Czechoslovakia, at the University of Masaryk (c. Brno), the position of a museum lecturer was introduced for the first time.

In the second half of the 20th century, museums and universities in many countries began to actively develop programs for the training of museum specialists. In 1966, the Department of Museology was established at the University of Leicester (UK), its first head was Raymond Singleton. The program was focused on practical training of museum specialists. In the 1960s and 1970s, museology programs appeared at the universities of Toronto (1969), Washington (1976), Paris (1971–1982), Leiden and Amsterdam (1976). These programs focused on exhibition activities, museum pedagogy, collection management and curatorial work.

Modern development of museology. In the second half of the 20th century, museums became not only repositories of artifacts, but also educational and research centers. In 1948, at the first general conference of ICOM in Paris, the importance of training museum specialists was emphasized. In 1965, at the VII

ICOM Conference in New York, the need to include museology in university programs was recognized.

Since 1999, the University of Leicester has been operating the Center for Museum and Gallery Research, which is engaged in improving educational standards for museum specialists.

By the beginning of the 21st century, museology had taken shape as an independent discipline, including research in the field of museum management, cultural policy and heritage preservation. Today, many countries are actively developing educational programs aimed at training specialists in the field of museology, which contributes to the further strengthening of this profession in the scientific and cultural community.

In conclusion, I would like to add that the study of international exhibitions and the role of museums, especially within the framework of the International Council of Museums (ICOM), emphasizes the dynamic development of museology as a scientific discipline and professional sphere. Since its foundation in 1946, ICOM has played a fundamental role in the formation of museum education, promotion of cultural exchange and preservation of tangible and intangible heritage. The integration of museum education into international politics, such as UNESCO initiatives, demonstrates the growing importance of museums in promoting global cultural understanding.

In addition, the historical development of museum research, from the creation of specialized curricula to the formalization of museology as an academic discipline, emphasizes the need for continuous professional development in this area. The evolution of museology from a profession with blurred boundaries to a recognized academic discipline reflects its growing importance in preserving culture and interacting with society.

Today, museums act as both keepers of history and centers of research and education. As globalization develops, the balance between global influence and local identity, known as globalization, is becoming increasingly important. By maintaining a close connection with cultural heritage and introducing modern methods, museums contribute to the preservation of culture. The study of museology is still crucial for the further development of museum practice and their role in international cultural discourse.

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IMPROVING THE MECHANISM FOR FORMING STUDENTS' LEARNING MOTIVATION THROUGH THE PHILOSOPHICAL AND PSYCHOLOGICAL ANALYSIS OF LITERARY WORKS

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Abstract:

This study explores the methodological aspects of developing students' learning motivation through the philosophical and psychological analysis of literary works. It presents various ways to enhance motivation and provides recommendations on the theory and methods of forming learning motivation in literature lessons.

Keywords: Philosophical and psychological analysis, motivation, need, learning, education.

Introduction

The analysis of various textbooks and methodological manuals dedicated to the study of literary works indicates that the issue has been satisfactorily addressed. Although the fundamentals of literary analysis are thoroughly covered in the methodology of teaching literature, a significant number of schoolteachers have not fully mastered this topic. As mentioned earlier, this can be explained by the fact that students often limit themselves to memorizing poems, reading prose expressively, answering questions, and narrating the lives and works of authors rather than engaging in deeper analysis.

Our observations reveal that some teachers do not fully grasp the importance of literary analysis in comprehending a literary work. Many teachers equate literary analysis with expressive reading, listing the positive and negative traits of characters, and breaking the text into sections to create an outline. However, aspects such as uncovering characters' personalities, identifying the main idea of

a work, and analyzing artistic language and its use are often overlooked by teachers.

Reading is a vital necessity, but encouraging students to read can be particularly challenging, especially for novice language and literature teachers. Therefore, teachers must set specific goals for literary analysis. As Kylene Beers, the author of Kids Can't Read / What Teachers Can Do, states, "Literature provides our students not only with the characters they encounter on the pages of books but also with an opportunity to reflect on their own lives. We want students to see situations from different perspectives, to experience events they have never gone through before, and to develop empathy. We want them to read literature."

Literature opens doors to new ideas and experiences for students. It compels them to acquire knowledge about the world and ask questions about it. Ultimately, literature enriches their lives. Every student has a unique personality and different interests. What motivates one student to read may be entirely different from what inspires another. However, there are certain strategies that can be used in the classroom to foster a love for reading and literature. By combining their key aspects and applying a philosophical-psychological analysis, it is possible to develop a mechanism for shaping students' motivation for learning. These strategies include the following:

If they do not believe in its importance, they will not make an effort either. Therefore, it is necessary to justify to them the pleasure of reading and the joy of sharing what they have understood with others. To achieve this, one should share personal experiences as much as possible, talk about the works they are reading, and prepare students for analysis based on this discussion.

For example, before analyzing N. Norqobilov's novella Oqbo'yin from the Human, Nature, Identity section in the 7th grade curriculum, the teacher should first highlight some characteristics of the author's creativity, such as his deep admiration for nature and how certain traits of his characters are linked to his personality. For instance, in his work Paxmoq, the protagonist Panji wanders through the steppes or mountains for months, carefully observing the lives of animals. Similarly, when studying E. Seton Thompson's story Lobo in the same section, it would be appropriate to draw attention to the relationship between the author and nature.

In this section, implementing project work will help students develop skills in comparing different time periods, spaces, creative individuality, and influences.

As is known, project-based learning is a systematic tool for developing students' research abilities. The process of working on a project, which requires independent activity, information processing, and the integration of knowledge from various fields, helps students form an internal position, proper motivation for learning, and cognitive engagement.

For this reason, the new generation of textbooks increasingly includes independent assignments of this kind. Considering that the author's worldview, beliefs, perception, and interpretation of the world, as well as their ability to artistically convey these aspects to the reader, are essential features of literary analysis, the study of the thinking style, creative individuality, and artistic mastery of N. Norqobilov and Ernest Seton-Thompson becomes a priority.

To accomplish this, the stages, tasks, and content of the project work are planned as follows:

1. **Preparation stage:** Selecting the topic, defining the purpose, and identifying the problem.

2. **Planning stage:** Determining sources, project format, evaluation criteria, and assigning roles and tasks.

3. **Research stage:** Clarifying information, searching for alternatives, and selecting the optimal solution to the problem.

4. **Implementation stage:** Completing the assigned tasks and preparing a presentation (oral or digital).

5. **Presentation stage:** Delivering a formal presentation and reporting the results, followed by answering questions.

6. **Reflection (evaluation) stage:** Analyzing the project's implementation, identifying successes and shortcomings.

When researching the personalities and literary contributions of notable figures in Uzbek and world literature, such as N. Norqobilov and Ernest Seton-Thompson, students' age-specific capabilities should be taken into account. A list of recommended literature (e.g., biographies, reading selections from their works, viewing related programs and films online, and using radio adaptations) is compiled. The project execution algorithm is developed.

Based on the studied sources, students will identify the distinctive features of both writers, compare their commonalities and differences, highlight key moments in their lives, determine the reasons behind their chosen creative paths, and identify

the factors that contributed to their success. They will also be introduced to project requirements, and a roadmap for the next steps will be prepared.

The most important aspect of the process is the teacher's role as an expert, which is not about instilling predetermined ideas in students but rather guiding them to work independently. Considering that the structure of any project work is similar, its aspects unrelated to the topic—such as being short-term or long-term, individual or group-based—should also be taken into account. This is crucial for ensuring effective outcomes. A mandatory condition for completing project work is that each stage has clearly defined objectives and results.

For instance, short-term project work should be integrated into the curriculum over several lessons:

Stage 1:

In the first lesson, where the story "Oqbo'yin" is planned for study, a problem related to both authors' works is introduced, a central idea is proposed, groups are formed, students' roles are assigned, a work plan is developed, and the expected outcome format is chosen. Between the first and second lessons, students collect materials about the authors and study their unique writing styles.

Stage 2:

At this stage, students summarize and compare the gathered materials on the authors' creative activities. Then, the results are formalized in a designated format (such as an album, video clip, or map).

Stage 3:

A presentation format is chosen. During the third and fourth lessons, the project work is defended, and students' activities are analyzed and evaluated. The teacher's focus should be on students' creativity, their ability to analyze each writer's unique thinking style, the importance of teamwork, and their capacity for critical thinking.

Project work varies in duration. Mini-projects can be conducted within a single lesson or its remaining part. For example, to spark interest in a writer's work, students can prepare promotional videos for extracurricular or independent reading. For such a task, 25 minutes may be allocated: 17 minutes for preparation and 8 minutes for the presentation. In this case, having literary materials and

technical tools ready in advance is advisable. Literary materials may include books, the most engaging excerpts, biographical highlights (such as childhood memories, events influencing their love for nature, significant people, places, and elements of the animal and plant world). These should be conveyed by students in an audio or video format within a specified time.

Short-term projects, which are necessary for coordinating academic activities, are carried out over 4-6 lessons. The process of gathering learning materials, creating an educational product, and preparing a presentation is mainly completed outside the classroom and at home, making it more effective. For example, students can watch films based on literary works on YouTube, read the complete text of a studied work using QR codes in the textbook, or watch documentaries about animals.

Weekly projects are designed for group work under the supervision of a teacher or club leader.

Long-term projects can be conducted individually or in teams and are arranged during extracurricular hours.

When formalizing project results, attention should be given to the following aspects (see Table 1.1.1).

1.1.1-jadval. General and different aspects identified in the comparative study of the author's work

Authors	Mushtarak jihatlari	Different aspects
N. Norqobilov	From childhood, he had a special love for nature. His interest in the lives of animals was very strong. In all seasons of the year, he organized trips into nature. He artistically depicted the unique characteristics of his observations.	He prepares programs about nature. In every season, he introduces enthusiasts to the unknown aspects of the country's nature.
Ernest Seton Tompson		He has written scientific works. Based on his observations, he has drawn pictures. The program he created, "American Scouts," is dedicated to introducing teenagers to nature.

At the end of the project, a homework assignment will be given. Since the section is dedicated to the topic of nature, the upcoming tasks will be designed to connect the theme to real life. For example:

Project Topic: The Ecological Situation in My Village: Problems and Solutions Students will be assigned the task of creating a technological map of the project based on their knowledge from other subjects. This will help them develop an understanding that any task should first start with planning, ensuring a well-structured process. Furthermore, instead of following pre-prepared templates, students will engage in independent work, comprehend the process, go through the steps to achieve results, and make discoveries on their own.

Information-Practical Problem: Developing proposals for environmental cleanliness and the protection of plant and animal life based on local conditions.

- **Type of Product:** Creative proposal
- **Presentation Format:** Creative performance
- **Project Classification:** Practical, group-based, and short-term

The evaluation criteria should be developed according to the students' age and the quality of their work and should be introduced to the participants in advance. The following aspects will be emphasized:

a) 15 points – Clarity and logical structure of the student's speech
b) 30 points – Content and quality of the prepared material
c) 20 points – Student's competency level in addressing the research problem
d) 20 points – Justification of the answers given to questionse) 15 points – Use of additional literature and multimedia resources.

Unlike other subject teachers, a literature teacher's enthusiasm and passion are contagious qualities. If they can instill these traits in their students, the students will be inspired to follow their teacher's example. Additionally, the teacher must work with students to plan and implement a sequential process for improving their reading habits. Reading aloud, asking questions about the text, or pausing for observations are all effective ways to encourage independent reading.

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REGULATORY AND LEGAL REGULATION OF INCLUSIVE EDUCATION

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Abstract:

This study explores the methodological aspects of developing students' learning motivation through the philosophical and psychological analysis of literary works. It presents various ways to enhance motivation and provides recommendations on the theory and methods of forming learning motivation in literature lessons.

Keywords: Philosophical and psychological analysis, motivation, need, learning, education.

Introduction

Education is the only source of human development, social well-being and development of the country. Especially quality education is a guarantee of stability. How to ensure the quality of education in general? The question of what everyone needs to do to enjoy it is more important and relevant today than ever. Education is a fundamental social right of citizens of every country. It is of great importance to streamline the relations in the sphere and make the opportunity for proper education a reality for all people by strengthening the legislative framework. For example, citizens with specific learning difficulties, i.e., persons with disabilities, will need to ensure inclusiveness in the education system so that all citizens can receive a quality education. At the same time, it is important to note that no country can guarantee the right to education for everyone without ensuring inclusiveness in the national education system. This is because inclusive education creates the opportunity for personalized learning based on the individual characteristics of each person. Inclusive education is a system in which

the needs and quality of education of every person are met, creating a set of conditions for equal education for all citizens.

BASIC SECTION

In this regard, let us refer to the following source, which expresses the essence of the concept of inclusive education. According to him, "Inclusive education is a process of general development and implies access to education for all, including students with special needs. Inclusive education is organized taking into account the needs of all students, respecting their rights and abilities, and aiming to achieve social justice and equality. Inclusive education recognizes that students with disabilities with special needs, but also students without disabilities, can receive education in secondary institutions. To do this, educational institutions and educators must be ready for an inclusive education system, and inclusive physical conditions and learning opportunities at the educational institution level must fully meet these educational requirements. Inclusive education is based on an ideology that excludes any discrimination against students and ensures that all people are treated equally, while creating necessary conditions for pupils with special educational needs".[1]

From this it can be understood that inclusive education is a standard of social education that denies any discrimination in the educational process, proving that certain signs of disability will not be any obstacle to education. Based on modern educational trends, it can be said that now inclusive education is an integral part of this constantly improving education system. Because inclusive education shows that it is in a constant development with a focus on respecting the rights and abilities of every human being in accordance with the recognized principles and democratic values of human rights. At the same time, if we turn to the "Universal Declaration of Human Rights", we can see that the education of every human being is enshrined in separate international norms. In particular, according to Article 26 of the same Declaration, "Everyone has the right to education. In education, at least primary and general education should be free. Primary education should be compulsory. Technical and vocational education should be accessible to everyone, and higher education should be within the reach of everyone.

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[1] U.Botayev, N.Latipova, A.Abdulkhalilov, N.Saidova. Methodological foundations of the processes for ensuring a "barrier-free environment" in higher educational institutions, Tashkent-2022. 21-22 b.

Education should be aimed at the full development of the human person and strengthening respect for human rights and fundamental freedoms. Education should promote mutual understanding, goodwill and friendship among all peoples, racial and religious groups, and contribute to the work of the United Nations in peacekeeping."[2]

The fact that these norms are mentioned in the most comprehensive and authoritative legal document in the world means that it is the most important and right of every person in the world to have access to knowledge. It is known that each country that has ratified international legal instruments is obliged to implement the norms contained in international legal instruments. By ratifying the "Universal Declaration of Human Rights" on September 30, 1991, Uzbekistan has enshrined the right to education by paying special attention to its basic document, namely the Constitution. According to it, Uzbekistan, as an equal subject of international relations, expresses compliance with the established norms and principles of international law. According to the new norms included in the Constitution of the Republic of Uzbekistan in a new edition, adopted on the basis of a referendum on April 30, 2023, the author of which is the people of Uzbekistan, now Uzbekistan has created the constitutional legal framework for the status of a social state representing the rights and legitimate interests of all citizens. This is especially evident in the context of the country, where a coherent social policy is implemented. It is precisely the logical concepts that complement the social state phenomenon with the concept of inclusiveness. It is this process of inclusivity that balances social inequalities and disparities in society. In this regard, the idea put forward in this research work is that no country can guarantee the right to education for everyone without ensuring inclusiveness in the education system. Considering that the state, as a political organization, leads society and exercises social governance, inclusiveness is the most important area of public policy.

Same-sex relations are regulated by norms of law. Bearing in mind that education is an inalienable human right and that the social situation of citizens differs, in any circumstances, educational opportunities, adapted for persons with special educational needs, are guaranteed by law. Therefore, the social nature of the state is strengthened by legal foundations.

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[2] National Center for Human Rights of the Republic of Uzbekistan, Universal Declaration of Human Rights, National Law Information Center "Justice" Tashkent-2023.- 24 p.

It should be recognized that in the context of legal democratic countries, practices and best practices used in the education system may not be effective unless the legal framework for the development of inclusive education is strengthened, including the field of education, among all sectors. Because it is a legal factor that determines the direction of regulation and systemic development of relations in the industry. Any reforms by the legal nature of the Constitution of the Republic of Uzbekistan shall be strengthened, first of all, by law. The only example is that the constitutional legal framework for the development of education is also recognized at the level of basic law. To put it more precisely, according to Article 50 of the Constitution of the Republic of Uzbekistan: "Everyone has the right to education. Provides the development of the state continuous education system, its varieties and forms, state and non-state educational organizations. The state will create conditions for the development of preschool education and training. The state guarantees free general secondary education and primary vocational training. General secondary education is compulsory. Pre-school education and training, general secondary education, are under state control.

Educational institutions will provide inclusive education and upbringing for children with special educational needs."[3] The breadth and richness of content of the functions that the state performs in the field of education is evident in its progressive education policy. As mentioned above, we can see an inclusive approach to the issue of organization and development of different types of lifelong learning. That is, the legal foundations for the organization and improvement of all types of education, including all issues, are enshrined in the Law of the Republic of Uzbekistan "About Education". According to Article 7 of this Law, the types of education are:

- preschool education and training;
- general secondary and secondary special education;
- professional ta'lim;
- higher education;
- postgraduate education;
- retraining and staff development;

[3] Law of the Republic of Uzbekistan of 23.09.2020 N ZRU-637 "On Education" Official website of the National database of legislation of the Republic of Uzbekistan: https://lex.uz/docs/-5013007

- After-school education. [4]

The education system will be activated through the implementation of these norms, reflected in legislation. The distinctive feature of the analyzed norms on the guarantee of educational rights and the development of lifelong education in the Constitution of the Republic of Uzbekistan and the law of the Republic of Uzbekistan "On Education" means not only the rights of every person, but also the highest value of human rights through the development of the education system. Special attention is also paid to another norm cited in Article 50 of the Basic Law, namely the creation of conditions adapted to the forms of education based on the capabilities of each person. In this regard, according to Article 15 of the Law of the Republic of Uzbekistan "On Education", the forms of education are:

– education away from production (full-time);
– education (correspondence, evening, distance); dual education;
– home education and independent education;
– teaching and educating seniors;
– lim inklyzing;
– external-order education;
– training in the field of defense, security and law enforcement.[5]

In the framework of this law we can see the creation of the necessary conditions for students and the fundamental law, that is, guarantees the rights of everyone to education as defined by the Constitution of the Republic of Uzbekistan, and expresses a legally logical sequence in proportion to the norms concerning the development of lifelong education of the state. The basic and correct way of comprehensive improvement of all stages, forms and types of education is based on an inclusive approach. This is because inclusiveness represents a targeted approach to every aspect of the education sector while expressing a broad scope. Improving an inclusive education system is both a complex and effective process. Its complexity ensures a clear and complete attention to every aspect of education, while its effectiveness lies in the sustainable systematic development of this area.

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[4] Law of the Republic of Uzbekistan of 23.09.2020 N ZRU-637 "On Education" Official website of the National database of legislation of the Republic of Uzbekistan: https://lex.uz/docs/-5013007
[5] Law of the Republic of Uzbekistan of 23.09.2020 N ZRU-637 "On Education" Official website of the National database of legislation of the Republic of Uzbekistan: https://lex.uz/docs/-5013007

Article 20 of the Education Act Inclusive education aims to ensure equal access to education in educational institutions for all learners, taking into account the diversity of individual educational needs and individual opportunities.

Inclusive education is organized in educational organizations for children (individuals) with physical, mental, sensory (sensory) or mental defects.

The procedure for organizing inclusive education is determined by the Cabinet of Ministers of the Republic of Uzbekistan.[6]

In substance, it can be said that inclusiveness in education is the creation of opportunities for citizens to receive quality education based on opportunities. At the same time, it is worth emphasizing the importance of inclusive education and its importance in the context of the social state. It is known that because of certain signs of disability, some citizens feel excluded from society and feel discriminated against. In fact, these categories of citizens appear to be discriminating against themselves. Because no one in society is hindering or discriminating against them. However, it is necessary to strengthen the legal responsibility of unreasonably restricting citizens from engaging in certain activities due to certain signs of disability. But today there are unfortunately enough citizens who say that it makes no sense to perform certain actions. This stereotype has been formed over many years. It is impossible to lose this all at once, but an optimal solution to the problem is only through inclusive education. That is, the signs of disability as a result of the formation of thinking and change of thinking through education mean that there is no obstacle to the realization of everyone's talents, if any. That's why inclusive education is incredibly important. This means that the implementation of a single state education policy will pay a deeper attention to the issue of inclusive education and ensure the sustainability of inclusive education in the activities of educational institutions, and most importantly, the sphere of inclusive education should be constantly improved in accordance with modern trends, among other areas. Today's world is changing rapidly, new views and opportunities are emerging due to the achievements of modern science and innovative technologies. Naturally, those who are among the first to take advantage of these opportunities and those that implement best practices will be ahead of the curve than other industries. Viewed from this perspective, inclusive education further enhances its relevance in the context of

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[6] Law of the Republic of Uzbekistan of 23.09.2020 N ZRU-637 "On Education" Official website of the National database of legislation of the Republic of Uzbekistan: https://lex.uz/docs/-5013007

the social state. As a result, there is more interest in society than there is in the need for inclusive education. In turn, an increase in interest rather than need accelerates the development of the industry. Because bringing innovation to the industry is approached in a general manner, not just a one-size-fits-all approach. Naturally, where there are accountability and progressive factors, any industry rises. Another important issue is that inclusive education is not only a priority for people with special educational needs, but also places adequate responsibility on the entities and agencies involved in activities related to inclusive education. This will require further work on the role of those responsible for inclusive education and special education educators. Because the achievement of students as qualified personnel in the inclusive education system depends on two factors: 1. The factor of a qualified teacher engaged in educational activities; 2. The necessary factor that must be created in the educational institution. Inclusive education ensures that student-to-student learning is at the center of the learning process. That is, the main emphasis is on ensuring that students receive high-quality knowledge and have the necessary conditions. Education is the key to human development in Uzbekistan, where human dignity is formed as a priority society and a people's state. Therefore, ensuring that everyone has access to quality education is a fundamental value of human beings. In this context, inclusive education is significant in that no learner is overlooked. It is necessary to form an unhindered environment in society to eliminate certain inequalities and various contradictions, most importantly, dogmatic views and stereotypes. This will create the basis for the peaceful and peaceful coexistence of citizens regardless of their nationality. That is, we can witness that inclusive education is an inclusive education that has a fundamental substance that expresses shared solidarity and tolerance and establishes equitable relationships. For example, if a society creates the necessary conditions for citizens with disabilities or other socially vulnerable people, then it means that in that society there will be opportunities for everyone. This is because the protected social stratum of society can enjoy certain rights and exercise their ability to act is equated with the opportunities of other members of that society. The result of a balanced social policy is seen in respect for the rights and abilities of every person, in the creation of opportunities for their implementation. This increases social welfare in society and indicates that the state pursues a stable policy as an economic state. From the analysis of these issues, we can see that inclusive education is of high importance in the context of

this social state, which can be a positive solution to eliminate various inequalities and imbalances in the life of society. In today's age, where the pictures of life are accelerating, modern transformations and trends do not go unnoticed in any industry. In particular, improving inclusive education will ensure the introduction of new know-how into the field, as well as eliminating certain barriers in the field. First of all, in order to ensure inclusiveness in education, it is necessary to pay special attention to the development of basic subjects and the training of qualified personnel in these subjects. Examples include surdopedagogy and surdopsychology, which study the development, teaching, and upbringing of children with hearing impairments. Oligophrenopedagogy and oligophrenopsychology, which studies the development, teaching and upbringing of visually impaired children, typhlopedogogy and typhloppsychology, which studies the development, teaching and upbringing of visually impaired children. These pedagogical networks, which are part of correctional pedagogy, integrate them into society on the basis of a special approach to people with certain defects. In this regard, a deep and special approach to this issue should be taken. Also, in order to develop inclusive education, there is a need to emphasize modern inclusive education management instead of traditional education management. Inclusive education management is an inclusive approach to the organization, management, control and prospects of educational institutions. Modern inclusive education management differs from traditional education management in that it has a profound and universal significance and is a management activity aimed at developing inclusive education based on the relatively new current situation. We have highlighted the pedagogical networks within the structure of pedagogy that combat the existing problems. Developing one's own industry, on the other hand, cannot be achieved just by making the industry problem-free. Fresh perspectives and practices will also be needed to advance the industry. In this regard, pedagogical disciplines that are an important part of the education system, namely pedagogical innovation, will study the laws of the emergence and development of pedagogical innovations, pedagogical axialology will study the educational values of students and the recognition of education as value. From this it can be understood that the development of inclusive education covers on an inclusive progressive basis all processes related to educators, learners and educational conditions. The main goal of ensuring inclusiveness in education is first and foremost to equalize the opportunities of all learners, and the use of which

depends only on the learners themselves. Today, on the basis of social development of the leading countries of the world, it is necessary to protect the rights of the socially vulnerable segment of society. In a social state, citizens with disabilities have the opportunity to receive education at all levels, and not limited to compulsory education. Because the basic essence of the concepts of the social state and inclusive education is the creation for all of the possibilities that can be created for one person. In our country, the legislation specifically defines creating the necessary conditions for persons with disabilities to receive education at all stages of education, participate actively in society and the state. In this regard, the law of the Republic of Uzbekistan "On the rights of persons with disabilities", adopted from October 15, 2020, becomes the final legal basis for this opinion. According to Article 38 of the Law, "Persons with disabilities have the right to receive education at all levels in educational institutions and to receive lifelong education and to participate actively in society and the state in order to further develop their abilities. The state guarantees the development of inclusive education for persons with disabilities, the creation of necessary conditions for them to receive education and undergo vocational training, retraining and advanced training."[7]

The norms reflected in the legislation indicate the theoretical existence of certain rights and opportunities. It is known that in legal democratic countries, the theoretical and legal foundations of each issue are initially created. In particular, the results obtained from certain research works are first theoretical, and then legally regulated. That is, after each issue has been theoretically and legally, opportunities will be created for implementation. From this, we can see that a number of studies to ensure inclusiveness in education are legally strengthened on the basis of the results derived from it. Ensuring inclusiveness in education on the basis of the formed legislative framework moves from theory to practice. It can be understood from this that it is necessary to create the necessary conditions for the development of inclusive education. Because inclusiveness lays the foundation for the formation of a healthy social, moral environment and stable legal relations in society. In this regard, the President of the Republic of Uzbekistan Sh. In the section entitled "Strong social policy: essence and

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[7]Law of the Republic of Uzbekistan dated 15.10.2020 N ZRU-641 "On the rights of persons with disabilities". Official website of the National database of Legislation of the Republic of Uzbekistan: https://lex.uz/docs/-5049511

opportunities" of the works of M. Mirziyoyev "Strategy of New Uzbekistan" the following opinion is given: "The main goal of our reforms in this direction is to transform New Uzbekistan from its life into a country of contented, happy people, a fully developed social space".[8] In essence, it can be said that the creation of a social space and strengthening its legal foundations are of the utmost importance in order to build an inclusive society. Because, first of all, social space creates the necessary conditions for all citizens, regardless of their status, to move freely and have a decent quality of life. Establishing inclusiveness and social principles in all spheres of society and public life will serve to form this unhindered report. It is precisely this barrier-free environment that is provided primarily in educational institutions that will allow free movement for all educators and students. This imposes tasks of social and legal significance on the subjects carrying out the educational function and legal entities involved in educational activities. Inclusive education and other socially significant reforms are being consistently implemented in the renewing development of Uzbekistan. In particular, a number of legislative acts were adopted aimed at developing inclusive education. In particular, the Law of the Republic of Uzbekistan "On Education", the Law of the [9]Republic of Uzbekistan "On the Rights of Persons with Disabilities[10]", as well as the Decree [11]of the President of the Republic of Uzbekistan "On approval of the Concept of Development of the Public Education System of the Republic of Uzbekistan until 2030", Resolution of the President of the Republic of Uzbekistan "On measures to further improve the system of education and upbringing for children with special educational needs", Resolution[12] [13]of the Cabinet of

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[8]Shavkat Mirziyoyev.New Uzbekistan Strategy -Tashkent. " Uzbekistan", 2021. –B 224.

[9] Law of the Republic of Uzbekistan of 23.09.2020 N ZRU-637 "On Education" Official website of the National database of legislation of the Republic of Uzbekistan: https://lex.uz/docs/-5013007

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[13]Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 638 of 12.10.2021 Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of normative legal acts on education for children with special educational needs". Official website of the National database of legislation of the Republic of Uzbekistan: https://lex.uz/docs/-5679836

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CONCLUSION

The above-mentioned normative legal acts show that the Republic of Uzbekistan has the necessary organizational and normative-legal framework to ensure and develop inclusiveness in education. Legislation plays a crucial role in the development of inclusive education, which ensures equal access to quality education for all learners, irrespective of their ability, background or disability. It sets out legislative frameworks, policies and guidelines that ensure equality, protect rights and create accountability for educational institutions and promote social responsibility. In this regard, as a result of the legislative contribution to the improvement of the inclusive education system, it is possible to cite the following: 1. Ensuring the right to education; 2. Elimination of discrimination; 3. Strengthening the legal framework for social integration; 4. Increasing the social responsibility of educational institutions; 5. Teacher training and adaptation of curricula to inclusive standards.

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ISLAM AS A SPIRITUAL VALUE

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Buxoro viloyati Vobkent tumani

Abstract:

This article covers the spiritual values of Islam, its significance for humanity and worldview. The religion of Islam encourages people to do good, not only through practical prayers but also through spiritual values. The article analyzes the moral norms of Islam, the values of justice, kindness, peace and mutual respect.

Keywords: Islam, Spiritual Values, Moral Standards, Justice, Compassion, Peace, Humanity.

Introduction

Islam took shape in the 7th century AD. The basis of this religion is five rucks: 1. Faith; 2. Prayer; 3. Fasting; 4. Zakat; 5. Hajj.

There are Sunni and Shia strands in Islam, which in turn are also divided into a number of sects. The Islamic religion is present on five continents of the world and in almost all countries. Islam has been declared the official religion in a number of countries such as Saudi Arabia, Libya, the United Arab Emirates, Jordan, Algeria, Pakistan, Iran. Islam also has moderate and sectarian currents. In addition to the three world religions, religions such as Buddhism, Hinduism, and Kunfuism also have many millions of adherents.

Hinduism was formed in the fourth millennium BC. The adherents of this religion mostly reside in India.

It teaches that birth, death, and rebirth on earth will go on forever. The spirit of those who have died first settles in the body of the new born. In accordance with the position of this spirit in the previous life, men acquire their position in social life. Thus, this religion explains the division of people into castes with divine reasons. A common feature for the religions of Buddhism, Kunfuism, and Daoism is that their adherents do not recognize God.

Buddhism begins with the teachings of Sudhart Gautama, who lived in Naples in the 6th century BC. According to him, people can get out of the circle of birth and rebirth by renouncing their desires and desires. The basis of Buddhism is the

teaching of nirvana. The religion has spread in such countries as Thailand, Burma, Naples, Sri Lanka, China, Japan, Korea.

Kun-Fu-Chi is based on the teachings of Kun-Fu-Chi, who lived in the 6th century BC. He lived at the same time as the Buddha, looking for ways for man to become at home with nature. Although the transformation of sociology into a science in the West is known as O. Comte, many centuries before him, scientists of the West and the East were often puzzled by the problem of religion and society. Dozens and hundreds of scholars of Central Asia, such as Yusuf Hosa Hajib, Abu Ali ibn Sino, Mirzo Uluibek, Alisher Navoi, Zahiriddin Muhammad Babur, etc., expressed deep opinions on this issue. It is not possible to cover in a small chapter all the views expressed by Central Asian scholars on the role of religion in social life.

Literature Review

There are many scholarly studies and literature on the religion of Islam and its spiritual values. It is based mainly on the Qur'an, Hadith, and the works of Islamic scholars and thinkers. In the analysis of literature, the values of Islamic ethics and spirituality have been studied by many famous scholars. Al-Ghazali played a pivotal role in the study of Islamic moral values. His work "Ihya' ulum al-din" ("Revival of the Knowledge of Religion") focuses on the development of Islamic spirituality and focuses on moral questions, the formation of human psyche and worldview. Al-Ghazali emphasized showing people the right way, educating the soul, and establishing the right spiritual relationship with the world [1].

Also, Muhammad Iqbal's work "Bang-e-Dara" ("Listening to the Heights") provides an extensive analysis of the spiritual values of Islam and its role in the development of humanity. Iqbal tried to connect Islamic values with the modern world. In his opinion, the religion of Islam is not only a religious teaching, but also has a great influence on the development of man spiritually, morally and scientifically. In Iqbal's works, the spiritual freedom and moral elevation of man are cited as the core values of Islam [2]. Also, Mohammed Asad's work "The Road to Mecca" is of great importance in understanding the spiritual values of Islam. Assad analyzes Islam not just as a religion, but as a system that calls humanity to live perfectly. His writings provide in-depth analyses on spirituality, moral values and justice and reveal the role of Islam in modern society [3].

Fazlur Rahman, a contemporary scholar, has also conducted extensive research on the spiritual values of Islam. His writings reflect on the religion of Islam and its values, how it should adapt to the changes taking place in modern society. Rahman sought to analyze the scientific and spiritual aspects of Islam in a new way. Through these publications, the spiritual values of Islam are reflected not only in religious approaches, but also in the moral, scientific and social life. The spiritual values of Islam are important for ensuring justice, peace and harmony in society, and its application in modern life is not just a religious requirement, but a necessity for the common development of mankind [5].

Analysis & Results

The Enlightenment movement was founded in order to explain to the people that antiquity, that is, the path of ignorance of religious fanaticism, is dangerous for the nation. To this end, they carried out both theoretical and practical work in the field of the Enlightenment and ideology. Even the ancients, or religious apostles, did not remain silent. At first they tried to defeat the Enlightenment theoretically. However, they saw that they could not defeat the movement of enlightened intellectuals in this area. A phenomenon that has been repeated many times in the world, the defeat of bigotry in religious and theoretical disputes and its transition to violence, has also been reversed in Turkestan. The Aqidamili have now embarked on a path of counter-terror.

In February 1918, the Aqidaparaz Bukhara qazi declared the Enlightenment infidels and issued a decree to kill them wherever they saw them. In this context, it should be remembered that the Enlightenment did not work against Islam, especially the Hanafi sect. They were religious people. Their leader in Turkestan was Mahmudkhoja Behbudi, mufti of Samarkand. They looked at the era in which they lived in realism from the point of view of the 20th century genesis, not from the point of view of the caliphate. The same thing led them to be declared infidels by the Bukhara qazi and other aqida-mad scholars.

According to the Kazi's fatwa, "Anyone who has a buttoned collar shirt or a suit, anyone with a short beard and a long mustache, anyone who sends his child to a new method school, who reads a newspaper or goes back and forth with those who read a newspaper, are also infidels." It is because of these signs that people are captured, beaten, and killed. Taking advantage of this opportunity, many of the ancient Qur'ans also destroyed their opponents, namely a large number of

Muslims who were striving for modernity but did not deviate from the circle of the Hanafi sect. The emir, knowing that those who tried to use the riots for the cause of Iraratli would also kill their enemies or those he did not like, issued a decree on March 5, 1918. According to him, those suspected of jadidism were to be brought to the Ark. Within days, the Ark was overflowing with prisoners.

So many were condemned to death by the ancient apostles that the hand of the jallod could not be touched. No matter how fast and agile he worked, he would not be able to accomplish his task to the fullest, namely, to behead the prisoners. So these are the days when he has made disciples for himself. Amateur jallods also assisted their masters in hanging several thousand people on the stake. Khunrez in Bukhara, although it was not on this scale, was committed in other khanates under the influence of the ancient Prophets of the region. Leaders of the Enlightenment were forced to leave the emirate to survive. The rest were slaughtered or hanged on a stake by the Christians. Among those slaughtered was Mahmudkhoja Behbudi, the leader of the Turkestan Jadids.

The ancient Prophets, who made the Khunrez a flag of the religion, did not even allow Behbudi to pray two raka'at before his death. The very phenomenon itself shows their true character.

Abdullah Avloniy, who lived not far from the emirate - Tashkent, is also sentenced to death by the ancients. The reason for this verdict was the articles published in the newspaper "Turon", which called for the domestication of the nation, the people, and progress. Only repentance through the press saved Avloniy from death. This repentance was done for tactical purposes, not because he renounced the Catholic faith. Many such examples can be cited from the lives of the Enlightenment. In the end, religious believers inflicted great damage on the Jadidic movement.

Conclusion

The religion of Islam, through its spiritual values, calls humanity to goodness, justice, goodness and peace. These values are extensively enshrined in the Qur'an and Hadith, as well as in the works of great Islamic scholars and thinkers. Such thinkers as Al-Ghazali, Muhammad Iqbal, Muhammad Asad and Fazlur Rahman conducted in-depth analyses of the spiritual values of Islam and showed its importance in modern life. The moral principles of Islam play an important role not only in ensuring justice and peace in the individual but also in society.

Spirituality and morality, as core values of Islam, should be reflected in the daily life of every Muslim. In this way, the religion of Islam attaches great importance not only to religious prayers but also to ensuring the spiritual, moral and social development of man.

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