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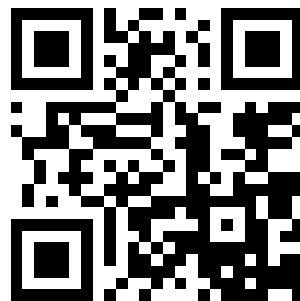
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O‘ZBEKISTON MARKAZIY BANKI TO‘LOV TIZIMIGA OID ME‘YORIY XUJJATLARNI XALKARO STANDARTLARGA MUVOFIQLASHTIRISH

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***Annotatsiya:** Maqolada O‘zbekiston markaziy banki to‘lov tizimiga oid miyoriy xujjatlarni xalkaro standartlarga muvofiqlashtirishda to‘lov tizimining mohiyati xususida so‘z yuritilib, to‘lov tizimi pul mablag‘larini bir tomondan boshqasiga o‘tkazish uchun ma‘lum qoidalar, dasturiy ta‘minot, apparat va texnik vositalarni o‘rnatishi tahlil qilinadi.*

***Kalit so‘zlar:** to‘lov tizimi, bank, naqd pul, jamg‘arma, moliya, munosabat, ulush.*

***Аннотация:** В статье рассматривается сущность платежной системы в гармонизации документов платежной системы Центрального банка Узбекистана с международными стандартами, в платежной системе предусмотрены определенные правила, программное обеспечение для перевода денежных средств от одного участника к другому, установка расходных материалов, технических средств и технических средств.*

***Ключевые слова:** платежная система, банковское дело, денежные средства, сбережения, финансы, отношения, доля.*

***Annotation:** The article discusses the essence of the payment system in the harmonization of the central bank of Uzbekistan's payment system documents with international standards, the payment system provides certain rules, software for transferring funds from one party to another the installation of supplies, hardware and technical means is analyzed.*

***Keywords:** payment system, banking, cash, savings, finance, relationship, share.*

Darvoqe, to‘lov tizimi (keyingi o‘rinlarda - PS) - pul mablag‘larini yoki ularning o‘rnini bosuvchi boshqa vositalarni (cheklar, sertifikatlar, an'anaviy to‘lov birliklari yoki ixtisoslashtirilgan qimmatli qog‘ozlar) elektron yoki jismoniy shaklda (keyingi o‘rinlarda naqd pul deb yuritiladi) o‘tkazish xizmatidir.

Ko'pgina hollarda, mablag'larning o'zi emas, balki faqat ular bo'yicha qarzar o'tkaziladi. Masalan, bitta mijoz bitta to'lov tizimi doirasida boshqa mijozga pul o'tkazadi. Darhaqiqat, birinchi mijoz PSga ikkinchi mijozga qarzdorligi haqida xabar beradi. U PS qoidalarida belgilangan muddatlarda pul olish uchun u bilan bog'lanishi mumkin. Haqiqatda, ularni birinchi mijozdan PS ga, PS dan ikkinchi mijozga topshirish taqdim etilgan moliyaviy taqdimot asosida PS tomonidan belgilangan muddatda amalga oshiriladi.

Xalqaro to'lov tizimi (keyingi o'rinlarda IPS deb yuritiladi) — xizmatlari turli mamlakatlarda mavjud bo'lgan to'lov tizimi.

Elektron to'lov tizimi nima?

Elektron to'lov tizimi (EPS) - bu Internet yoki mobil ilova orqali naqd pulsiz to'lovlarni amalga oshirish imkonini beruvchi maxsus xizmatdir. EPS tranzaktsiyalarning tezligi va qulayligini ta'minlaydi, shuningdek, tranzaktsiyalar xavfsizligini oshiradi. Elektron to'lov tizimlariga misollar PayPal, Yadex.Moey, WebMoey va boshqalar.

To'lov tizimining stavkasi qanday?

To'lov tizimi kursi - bu xorijiy valyutadagi operatsiyalar uchun to'lov tizimi tomonidan belgilanadigan rasmiy valyuta kursi. Kurs joriy iqtisodiy vaziyatga qarab o'zgarishi mumkin va birjadagi yoki banklardagi kursdan farq qilishi mumkin.

To'lov tizimining ishtirokchilari kimlar?

Xalqaro to'lov tizimi – turli mamlakatlar ishtirokchilari o'rtasida naqd pulsiz hisob-kitoblarni ta'minlovchi texnik va tashkiliy chora-tadbirlar majmuidir. Xalqaro to'lov tizimlariga Visa, Mastercard, PayPal va boshqalar misol bo'la oladi. Ular dunyoning istalgan nuqtasida Internet, bankomatlar va terminallar orqali to'lovlarni amalga oshirish imkoniyatini beradi.

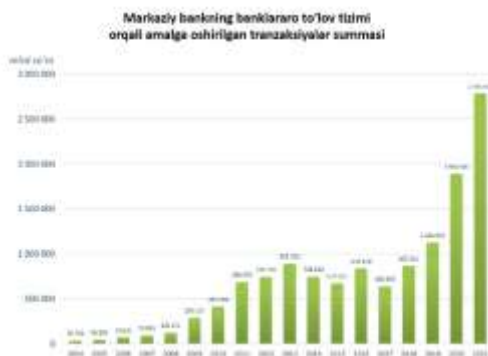
Xalqaro to'lov tizimi nima?

To'lov tizimining ishtirokchilari banklar, karta emitentlari, chakana savdo nuqtalari, protsessing markazlari va yakuniy foydalanuvchilar (bank mijozlari) bo'lishi mumkin. Banklar moliyaviy xizmatlar ko'rsatuvchi va tizim ishtirokchilari o'rtasida

hisob-kitoblarni amalga oshiruvchi asosiy ishtirokchilar sifatida ishlaydi. Karta emitentlari to'lov kartalarini chiqarish va ularga xizmat ko'rsatish uchun javobgardirlar. Chakana savdo shoxobchalari tovar va xizmatlar uchun to'lovlarni to'lov kartalari yordamida qabul qiladi. Protssessing markazlari to'lovlarni amalga oshirish uchun texnik infratuzilmani ta'minlaydi. Yakuniy foydalanuvchilar hisoblardagi mablag'lar manbai bo'lib, to'lovlarni amalga oshirish uchun kartalardan foydalanadilar. Ma'lumki, Markaziy bankning Banklararo to'lov tizimi mamlakatimizning mustaqillikdan keyingi dastlabki to'lov tizimi sifatida barcha to'lov tizimlari ishlashi uchun bosh markaz hisoblanadi. Ayni paytda Markaziy bankning Banklararo to'lov tizimida to'lovlarni amalga oshirish maqsadida 31 ta tijorat banki to'lov tizimi foydalanuvchilari sifatida ulanganidan xabarimiz bor. Mazkur to'lov tizimida to'lovlar real vaqt rejimida yalpi hisob-kitob tamoyili asosida, ya'ni to'lov hujjati kelib tushgan vaqtdan boshlab bir necha soniyalar ichida to'lov amalga oshiriladi hamda natijasi haqida tashabbuskor va benefitsiarga xabar yuboriladi. Banklararo to'lov tizimining qoidalari O'zbekiston Respublikasi Markaziy banki tomonidan belgilanadi. Markaziy bankning banklararo to'lov tizimi qo'yidagi normativ-huquqiy hujjatlarga muvofiq tartibga solinadi:

- O'zbekiston Respublikasining "O'zbekiston Respublikasining Markaziy banki to'g'risida"gi Qonuni (11.11.2019 y., O'RQ-582);
- O'zbekiston Respublikasining "Banklar va bank faoliyati to'g'risida"gi Qonuni (05.11.2019 y., O'RQ-580);
- O'zbekiston Respublikasining "To'lovlar va to'lov tizimlari to'g'risida"gi Qonuni (01.11.2019 y., № O'RQ-578);

- “Markaziy bankning banklararo to‘lov tizimi orqali elektron to‘lovlarni amalga oshirish tartibi to‘g‘risida”gi Nizom (14.02.2006 y., № 1545);



“O‘zbekiston Respublikasida naqd pulsiz hisob-kitoblar to‘g‘risida”gi Nizom (13.04.2020 y., № 3229).

Markaziy bankning Axborotlashtirish Bosh markazi va Markaziy bankning Hisob-kitoblar markazi banklararo to‘lov tizimining ishtirokchilaridan iborat. Banklararo to‘lov

tizimining foydalanuvchilari Markaziy bankning Hisob-kitoblar markazida vakillik hisobvarag‘iga ega bo‘lgan banklar va moliyaviy institutlar hisoblanadi.

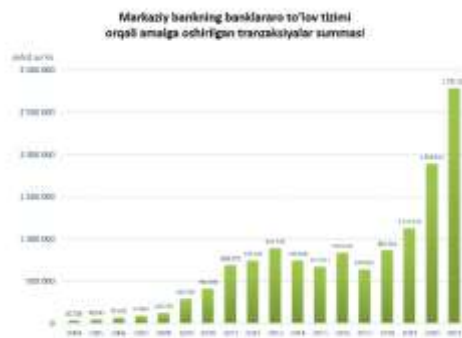
Markaziy bankning Hisob-kitoblar markazi (MB HKM) — uning vazifasiga tijorat banklarining Bosh ofislariga (banklar) vakillik hisobvaraqlarini ochish va xizmat ko‘rsatish hamda ular o‘rtasida elektron to‘lovlarning uzluksizligini ta‘minlash kiradi.

Markaziy bankning Axborotlashtirish Bosh markazi (ABM) — amaldagi qonunchilik hamda ABM va banklar o‘rtasidagi shartnomalarga muvofiq banklararo to‘lov tizimining texnik, dasturiy va ekspluatatsion xizmatlarini ta‘minlaydigan markaz.

Banklararo to‘lov tizimining ishtirokchilari va foydalanuvchilarining huquq va majburiyatlari banklarning vakillik hisobvaraqlarini ochish va xizmat ko‘rsatish uchun foydalanuvchi banklarning MB HKM bilan, banklararo to‘lov tizimi orqali elektron to‘lovlar o‘tkazish uchun esa — ABM bilan tuzilgan ikki tomonlama shartnoma asosida tartibga solinadi.



O‘zbekiston Respublikasi Markaziy banki pul-kreditni boshqarish xususiyat (parametr)laridan kelib chiqqan holda, banklararo ETHlarining o‘tkazish vaqtini to‘lov tizimi masalalarini nazorat qiluvchi rais o‘rinbosarining yozma farmoyishiga asosan uzaytirishi mumkin. Bu haqda tizim qatnashchilari va foydalanuvchilari ETHga ishlov berish vaqtining tugashiga bir soat qolguniga qadar kechiktirilmasdan xabardor qilinadi.



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TO'LOV TIZIMIDA MASOFADAN XIZMAT KO'RSATISH
TIZIMLARINING XALQARO STANDARTLARGA
MUVOFIQLASHTIRISHNING AHAMIYATI VA DOLZARBLIGI

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***Annotatsiya:** Maqolada O'zbekiston markaziy banki to'lov tizimiga oid miyoriy xujjatlarni xalqaro standartlarga muvofiqlashtirishda to'lov tizimida masofadan xizmat ko'rsatish tizimlarining mohiyati xususida so'z yuritiladi.*

***Kalit so'zlar:** to'lov tizimi, bank, naqd pul, jamg'arma, moliya, munosabat, ulush.*

***Abstract:** The article talks about the importance of remote service systems in the payment system in the harmonization of the documents related to the payment system of the Central Bank of Uzbekistan with international standards.*

***Keywords:** payment system, banking, cash, savings, finance, relationship, share.*

***Аннотация:** В статье говорится о значении систем дистанционного обслуживания в платежной системе при гармонизации документов платежной системы Центрального банка Узбекистана с международными стандартами.*

***Ключевые слова:** платежная система, банковское дело, денежные средства, сбережения, финансы, отношения, доля.*

Bank - mijozlarning (depozitorlarning) pul mablag'larini shartnomada belgilangan muddatda xavfsiz saqlash uchun dastlab tashkil etilgan moliya-kredit tashkiloti. Banklarning zamonaviy vazifalari ancha kengroqdir. Shunday qilib, bugungi

kunda bank tashkilotlari aholiga kreditlar berish (shu bilan birga qo'shimcha pul massasi shakllanadi), jismoniy shaxslar va tashkilotlar o'rtasida naqd pulsiz hisob-kitoblarni amalga oshirish va tegishli moliyaviy xizmatlarni ko'rsatish. Shu bilan birga, bunday kredit-moliya kompaniyalari sug'urta, savdo, ishlab chiqarish faoliyatini amalga oshirish huquqiga ega emas.

Keling, banklar va to'lov tizimlarini taqqoslaylik. Banklar ham, to'lov tizimlari ham litsenziya oladigan moliyaviy kompaniyalardir.

Litsenziyalar mamlakat milliy banki tomonidan beriladi. Banklar ko'plab xizmatlar turlari bo'yicha keng litsenziyalar oladi: ipoteka kreditlari, overdraftlar, biznes kreditlari, shuningdek faktoring, akkreditivlar, bank kafolatlari. To'lov tizimlarida "qisqa" litsenziyalar mavjud. Ya'ni, litsenziya bor, lekin u, masalan, mijozlarning pullaridan foydalanishni taqiqlaydi.

Umuman olganda, bankning an'anaviy biznesi kreditlash bo'lib, to'lov tizimlariga kredit berish yoki depozit qo'yish taqiqlanadi.

Pul harakati.

Banklar bir-biri bilan vakillik (LORO) hisobvaraqlarini ochish huquqiga ega.

To'lov tizimlari o'zlari uchun bank hisob raqamlarini ham ochadilar. Bu kompaniyaning ustav kapitali joylashtirilgan alohida hisob, mijozning hisobvaraqlari esa haqiqiy bank hisobvaraqlariga joylashtiriladi.

Ko'pgina banklar norezidentlar bilan bevosita ishlamaydi. Agar siz istalgan bankda hisob ochish uchun kelgan bo'lsangiz, ehtimol sizga rad javobi berilgan bo'lardi, ammo to'lov tizimi orqali pulingiz kerakli bank hisobiga tushishi mumkin.

Xodimlar.

Ko'pgina banklarda xodimlar ishlaydigan filiallar mavjud. Bank mijozlari bankirlar va menejerlar guruhiga ega bo'lishi mumkin, ular bilan muloqot qilish, do'stlashish va ba'zi muammolarni hal qilish mumkin. Banklar tashrif buyurish uchun ochiq bo'lgan haqiqiy ofislarga ega.

To'lov tizimida ish masofadan va onlayn tarzda amalga oshiriladi. Garchi ba'zi yirik to'lov tizimlarida siz bilan ishlaydigan menejerlar bo'lishi mumkin bo'lsa-da, ko'p

hollarda savollar tug'lsa, siz shunchaki qo'ng'iroq markaziga qo'ng'iroq qilishingiz yoki suhbatga ega bo'lasiz. Bunday kompaniyaning xodimlari Back Office deb nomlangan ofisda ishlaydi va u tashrif buyuruvchilar uchun yopiq.

Hujjatlarni topshirish.

Banklarda shaxsiy uchrashuv talab qilinadi. Endi pandemiya va karantin sharoitida ko'plab banklar to'liq "onlayn" xizmatlarni taqdim eta oladigan xizmatga kirishga harakat qilmoqda, ammo bu hali ham juda zaif.

To'lov tizimlarida hisoblarni faqat masofadan ochish mumkin. Hujjatlarni onlayn yuborasiz, hujjatlar skanerini yuklaysiz, pasportingiz bilan selfi olasiz.

Kartalar.

Bu erda hech qanday farq yo'q. Banklar ham, to'lov tizimlari ham kartalarni chiqaradi. Visa va MasterCard bilan shartnomalar tuzishga muvaffaq bo'lgan to'lov tizimlari ayniqsa ishonchli.

Xizmatlar.

Bankda siz to'liq xizmatlar to'plamini olasiz. Nafaqat to'lovlarni amalga oshirish, balki o'z mablag'laringizni investitsiya qilish, kredit berish, depozit qo'yish, overdraftlar va h.k.

To'lov tizimlari asosan to'lovlarni amalga oshirishga yordam beradi. Savdo kompaniyalari uchun oldi-sotdi operatsiyalari. Siz o'zingiz uchun bunday xizmatni o'rnatishingiz va valyutalarni almashtirishingiz mumkin.

Tariflar.

Tariflar kimga xizmat ko'rsatilishiga qarab belgilanadi. Mijozning xavf darajasi va daromadiga qarab. Qoidaga ko'ra, banklar norezidentlar uchun yuqori hisobvaraqlarga xizmat ko'rsatish stavkalariga ega bo'ladilar.

Omonatlarni kafolatlash fondi.

Bunday fond banklarda mavjud, chunki banklar u erda muntazam ravishda to'lovlarni amalga oshiradilar. Agar mamlakatda kimningdir bankida muammolar bo'lsa, unda jamg'arma jabrlanganlarga yordam va yordam beradi.

To'lov tizimlari fondga ishtirok etmaydi va investitsiyalarni amalga oshirmaydi. Va bu xavfli hudud. Chunki to'lov tizimlarining o'zi mijozlarning pullarini ushlab turmaydi; Agar ushbu bank bilan biror narsa yuz bersa, siz pul mablag'larini to'liq yo'qotish va omonatlarni qaytarmaslikka duch kelasiz.

Shuni tushunish kerakki, aslida siz to'lov tizimida ham, bankda ham hisob ochishingiz mumkin. Ammo bank hisobvarag'i bilan siz pulni tejash ustida ishlaysiz va to'lov tizimlari to'lovlar uchun qulaydir.

Ma'lumki, masofaviy bank xizmatlarini ko'rsatish turli bank operatsiyalarni masofadan amalga oshirish imkoniyatini beradigan xizmatlar kompleksidir. Buning uchun bank muassasasiga tashrif buyurmasdan turib kompyuter yoki mobil telefondan foydalanishi lozim.

Masofaviy texnologiyalar mijozga bank xizmatlaridan foydalanishda maksimal qulaylik va bank bilan ishlash jarayonida vaqt hamda moliyaviy xarajatlarni minimallashtirish imkonini beradi.

Masofadan xizmat ko'rsatish tizimi mijozlarga taqdim etilayotgan xizmatlarning xarakteriga ko'ra ikki turga bo'lish mumkin:

- informatsion;
- tranzaksion.

Informatsion banking mijozlarga moliyaviy ma'lumotlarni taqdim etishga yo'naltirilgan bo'lsa, tranzaksion banking moliyaviy operatsiyalarni amalga oshirishga imkoniyat yaratadi.

Masofaviy bank xizmatlarining asosiy tamoyili mijoz va bank o'rtasida turli axborotlarning masofadan almashinuvi hisoblanadi. Bunda bank tomonidan mazkur amaliyotning xavfsizligi ta'minlanadi.

Bank hisobvaraqlariga masofadan xizmat ko'rsatish tizimlarining turlari:

Bank-Mijoz – bu kompyuter orqali amalga oshiriladigan tizim bo'lib, bunda mijozning kompyuteriga maxsus dastur o'rnatiladi. Ushbu dastur kompyuterda barcha mijoz ma'lumotlarni saqlaydi (asosan to'lov hujjatlari va hisobvaraqlardan

ko'chirmalar). Bank va mijozning kompyuteri o'rtasida modem orqali to'g'ridan-to'g'ri aloqa amalga oshiriladi.

Internet-banking – bu mijozlarning depozit hisobvaraqlarini, jumladan bank kartalariga ochilgan hisobvaraqlarini, internet orqali boshqarish huquqini beruvchi tizimdir. Bu xizmat turi mijozning masofadan bank bilan bog'langan holda real vaqt davomida to'lovlarni o'tkazish uchun mo'ljallangan tizimdir. Foydalanuvchi tizimga veb-brauzer orqali qiradi. Internet-banking tizimi bankning veb-serverida joylashtiriladi. Foydalanuvchi bankning veb-saytida barcha o'z ma'lumotlari (to'lov hujjatlari va hisobvaraqlardan ko'chirmalar)ni ko'rib chiqish imkoniyatiga ega.

Internet-banking xizmati orqali mijoz o'z ish joyida yoki boshqa o'ziga qulay sharoitda:

- to'lovlarni o'tkazish;
- to'lov o'tishi bosqichlarini kuzatish;
- barcha hisobotlarni olish kabi amaliyotlaridan istalgan vaqtda foydalanish imkoniyatini yaratadi.

Internet-banking orqali mijoz o'z ish joyidan internet orqali bank saytiga ulanib, o'z hisobraqamiga tushayotgan pullarni ko'rishi va pul o'tkazmalarini tayyorlab bankka uzatishi mumkin bo'ladi.

Mobil banking tizimi internet-banking texnologiyasi asosida yaratiladi.

SMS-banking – bu bank mijozlarga ularning depozit hisobvaraqlaridagi hamda bank kartalariga ochilgan hisobvaraqlaridagi operatsiyalar haqida SMS ko'rinishdagi ma'lumotlarni olish tizimidir. Hisobvarag'idan ma'lumot olish uchun mijoz bankning maxsus telefon raqamiga belgilangan SMS-so'rovni yuborish kerak.

Mijoz uchun SMS-banking xizmati quyidagi amallarni bajarish imkoniyatlarini beriladi:

- hisobvarag'iga kelib tushgan mablag'lar;
- hisobvarag'idan qilingan xarajatlar;
- hisobvaraqlar balansi;
- kun davomida o'tkazilgan bank operatsiyalari haqida operativ ma'lumot olish.



Bugungi kunda aholi tijorat banklarining mobil ilova dasturlari orqali real vaqt rejimida kartadan kartaga pul o'tkazish (P2P) operatsiyalarini bajarish, soliq, byudjet, kommunal va boshqa to'lovlarni amalga oshirish, mikroqarz olish va kreditlarni so'ndirish, onlayn omonatlarni rasmiylashtirish, depozit

hamda ssuda (kredit) hisobvaraqlarini masofadan ochish, xalqaro bank karta hisobvarag'idan to'lovlarni amalga oshirish, onlayn konversiya operatsiyalarini amalga oshirish va boshqa masofaviy bank xizmatlaridan keng foydalanmoqda.

O'z navbatida, korxonalar va tashkilotlar uchun bank hisobvaraqlarini masofadan boshqarish tizimlari orqali real vaqt rejimida bank hisobvaraqlaridagi mablag'larni tasarruf etish va to'lovlarni amalga oshirish, valyuta mablag'lari sotib olish (konvertatsiya) uchun buyurtmanomani elektron shaklda xizmat ko'rsatuvchi bankka yuborish, oylik ish haqi va unga tenglashtirilgan to'lovlarni o'tkazish uchun elektron qaydnomani bankka uzatish va boshqa xizmatlardan foydalanish bo'yicha imkoniyatlar yaratildi.

MBPM har bir mijoz uchun bank-hamkorning mijozlarini tranzaksiyalari kliringi va avtorizatsiya qilishni qo'llab-quvvatlash va tashkil qilish bo'yicha alohida kompleks yechim taqdim qiladi. Xuddi shunday «HumoCard» – bank to'lov kartalariga asoslangan Humo to'lov tizimi O'zbekistonda va xorijda operatsiyalarni amalga oshirishga mo'ljallangan bo'lib, O'zbekiston to'lov tizimining tarkibiy qismi hisoblanadi.

To'lov tizimining operatori, to'lov tizimi ishtirokchilari va/yoki to'lov tashkilotlarining ushbu to'lov tizimi operatori tomonidan o'rnatilgan tartib-taomillar, infratuzilma va qoidalarni qo'llash orqali o'zaro hamkorligi yo'li bilan to'lovlarni amalga oshirishni ta'minlaydigan munosabatlar majmui to'lov tizimi hisoblanadi.

Humo – davlat xududida pul harakatini va xorijiy to‘lov tizimlari bilan o‘zaro munosabatlarni ta’minlaydigan hisob-kitoblar ishtirokchilari, to‘lov instrumentlari va vositalari, dasturiy-texnik vositalar, shuningdek, banklararo pul o‘tkazmalari tizimlari majmuidir.

Humo to‘lov tizimining Operatori xalqaro to‘lov tizimlari (Visa, MasterCard, UnionPay International) bilan o‘zaro munosabatlarni o‘rnatish bo‘yicha ishlarni olib bormoqda. Natijada Humo bank kartalari bilan xorijda chet el valyutasida operatsiyalarni o‘tkazish va yuqorida keltirilgan tizimlarning xorijiy banklarning kartalari orqali O‘zbekistonda operatsiyalarni amalga oshirish imkoniyati yaratiladi. Banklarning «HumoCard» to‘lov tizimiga a‘zo bo‘lishi ixtiyoriydir.

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IMOM AT TERMIZIY – BUYUK MUHADDIS

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***Annotatsiya:** Ushbu maqolada, Surxon elining buyuk farzandi, mashhur muhaddis Abu Iso Muhammad Termiziyning ibratli hayot yo'li va ilmiy-ma'naviy merosi haqida m'alumot berilgan.*

***Kalit so'zlar:** Termiz, Imom at Termiziy, Iroq, Makka, Madina, muhaddis, "Al-Jome'", "Sunani Termiziy", "ash-Shamoil an-nabaviya", mustaqillik.*

***Annotation:** In this article, information is given about the exemplary life path and scientific and spiritual heritage of the great son of the Surkhan family, the famous muhaddith Abu Isa Muhammad Termizi.*

***Key words:** Termiz, Imam at Termizi, Iraq, Mecca, Medina, muhaddis, "Al-Jame'", "Sunani Termizi", "ash-Shamail an-Nabawiya", independence.*

***Аннотация:** Аннотация: В данной статье даны сведения об образцовом жизненном пути и научном и духовном наследии великого сына рода Сурханов, знаменитого мухаддиса Абу Исы Мухаммада Термизи.*

***Ключевые слова:** Термез, Имам в Термизи, Ирак, Мекка, Медина, мухаддисы, «Аль-Джаме», «Сунани Термизи», «Аш-Шамаил ан-Набавия», независимость.*

Markaziy Osiyo mintaqasida qadimiy va hamisha navqiron Termiz shahrining o'ziga xos strategik o'rni bo'lib, shahar buyuk yo'llar chorraxasida joylashganligi bilan ajralib turadi. Termizda islomgacha dinlararo bag'rikenglik munosabatlari qaror topgan bo'lsa, o'lkaga Islom dini kirib kelgach esa jahon sivilizatsiyasi tarixida tub burilish yasadi. Bu ma'naviy aks sado Markaziy Osiyoda Islom ilmining shakllanishiga ta'sir ko'rsatgan va bu jarayonda Termiz ilk g'oyaviy markaz vazifasini o'tagan. VII – IX asrlarda Termizda shakllangan ma'naviy muhit Markaziy Osiyo taraqqiyotining turli jabhalariga katta ta'sir ko'rsatgan.

O'rta asrlarda yashagan ko'pgina olimlar ilm-fanning turli sohalariga oid dunyoviy fanlar bilan birga diniy ilmlar rivojiga ham katta e'tibor berganlar. Zotan diniy ilmlar jamiyat taraqqiyotida, insonlarning kamol topishi va ular dunyoqarashining shakllanishida alohida rol o'ynaydi.

Yirik madaniyat markazi Termizda tavallud topgan, o'zidan buyuk ma'naviy va ilmiy meros qoldirgan, jahonshumul ahamiyatga ega asarlar yaratgan allomalardan biri – mashhur muhaddis (hadis ilmi olimi) Abu Iso Muhammad at-Termiziydir. Uning to'liq ismi Abu Iso Muhammad ibn Savra ibn Muso ibn ad-Dahhok as-Sullamiy (umrining oxirlarida ko'zi ojiz bo'lib qolganligidan ad-Dariyr taxallusi bilan ham atalgan) at-Termiziy bo'lib, u hijriy yil hisobda 209 (milodiy 824)-yilda Termizda, uncha badavlat bo'lmagan oilada tavallud topgan [2. – B. 55.].

Markaziy Osiyolik mashhur olim va tarixchi Abu Sa'd Abdulkarim as-Sam'oniyy (1113/1167) "Al-Ansob" nomli asarida yozishicha: "at-Termiziy Bug' (hozirgi Sherobod tumani) qishlog'ida vafot etganligi uchun uning nomiga al-Bug'iy taxallusi ham qo'shilgan". Allomaning el orasida at-Termiziy nomi bilan mashhur bo'lisiga sabab, uning butun hayoti va faoliyati Termiz shahri bilan bog'liq bo'lganligidan, shuningdek, olim tug'ilgan Bug' qishlog'i Termiz shahriga yaqin bo'lib, ma'muriy-idoraviy jihatdan unga mansub qishloqlardan ekanligidan deb izohlanadi.

Yozma manbalar, tarixiy osori-atiqalardan ma'lumki, o'rta asrlarda Termiz ham Markaziy Osiyoning Urganch, Buxoro, Samarqand singari ilm-fan va madaniyati rivojlangan shaharlardan biri bo'lgan. Mana shunday madaniy muhitda o'sgan at-

Termiziy yoshligidan turli ilmlarni egallashga zo'r qiziqish bilan intilgan. Bolaligidan o'ta ziyrakligi, yodlash qobiliyatining kuchliligi, noyob qobiliyati bilan o'z tengqurlaridan ajralib turgan at-Termiziy diniy va dunyoviy fanlarni, ayniqsa, hadis ilmini alohida qiziqish bilan egallab, bu boradagi o'z bilimlarini muttasil oshirish uchun ko'pgina Sharq mamlakatlarini ziyorat qilgan. Jumladan, u uzoq yillar Iroqda, Isfahon, Xuroson, Makka va Madinada yashagan. Ko'p yillar davom etgan safarlari chog'ida, at-Termiziy ilm-fanning turli sohalaridan – ilm al-qiroat, ilm al-bayon, fiqh, tarix, ayniqsa, o'zi yoshligidan qiziqqan hadis ilmidan o'z davrining yirik olimlari — mashhur muhaddislaridan ta'lim olgan. Uning ustozlaridan Imom al-Buxoriy, Imom Muslim, Imom Abu Dovud, Qutayba ibn Sa'iyd, Is'hoq ibn Muso, Mahmud ibn G'aylon va boshqa mashhur muhaddislarni ko'rsatish mumkin [2. – B. 56.].

Imon at Termiziy maashur muhaddis Imom al Buxoriy bilan uchrashganida (bu uchrashuv Nishopurda bo'lgan va ikki alloma 5 yil birgalikda yashashgan), hadisning matnigina emas, uning hikmati va falsafasini tushunib yetganini e'tirof etadi. O'z navbatida Imom Buxoriy o'z shogirdini maqtab, kamtarinlik bilan: “*Sen mendan bahra topganingdan ko'ra, men sendan ko'proq bahra topdim*”, degan ekanlar. Bu Termiziyga berilgan juda katta baho edi [1].

Manbalarda yozilishicha, hadislarni to'plashda va o'rganishda at-Termiziy har bir qulay fursatdan unumli foydalangan. U yo'lda, safarda bo'lganda ham yoki bir joyda muqim turganda ham o'z ustozlaridan, uchratgan roviylaridan eshitgan hadislarni darhol yozib olib, ularni tartibli ravishda alohida-alohida qayd qilib borgan. O'z davrining yetuk muhaddis olimi sifatida tanilgan at-Termiziy ko'pdan ko'p shogirdlarga ustozlik qilgan. Hadis ilmidagi uning shogirdlaridan Makhul ibn al-Fadl, Muhammad ibn Mahmud Anbar, Hamod ibn Shokir, Abd ibn Muhammad an-Nasafiy, al-Haysam ibn Qulayb ash-Shoshiy, Ahmad ibn Yusuf an-Nasafiy va Abul Abbas Muhammad ibn Mahbub al-Mahbubiylarni sanab o'tish mumkin. Musofirchilikdan qaytgan at-Termiziy o'z yurtida yirik muhaddis olim sifatida shuhrat qozongan va ijodiy ish, shogirdlar tayyorlash bilan mashg'ul bo'lgan. Imom at Termiziy 279-hijriy

(milodiy 892) yilda Termizdan uzoq bo'lmagan Bug' qishlog'ida vafot etadi va shu yerda dafn qilinadi [5].

O'z ijodiy va ilmiy faoliyati davrida at-Termiziy bir qancha asarlar yaratdiki, ularning aksariyat qismi bevosita hadislarga bag'ishlangan. Bu davrda islom dinida hadislarga alohida e'tibor qaratildi chunki, islom dinida Qur'oni Karimdan keyingi muqaddas manba bu hadis edi. O'sha davrning o'zidan boshlaboq noaniq, chala-chulpa, hatto soxta hadislar ham el orasida tarqay boshlagan. Shunday paytlarda, ular qayta-qayta tekshirilib, muhaddislarning betinim mehnati natijasida, asl holiga qaytarilib, yozma ravishda qayd qilingan. Natijada, islomshunos yirik ulamolar orasida ishonchli manbalar asosida to'plangan va tartibga keltirilgan oltita hadislar to'plami ("As-sihoh as-sitta") mualliflari eng nufuzli va mo'tabar muhaddislar deb tan olingan. Mana shu e'tirof etilgan mashhur muhaddislardan biri – Imom at-Termiziydir [2. – B. 57.]

At-Termiziy qalamiga mansub asarlarning aksariyati bizgacha yetib kelgan. "Al-jomi" ("Ja'mlovchi"), "Ash-shamoil an-nabaviya" ("Payg'ambarning alohida fazilatlarini"), "Al-ilal fi-l-hadiys" ("Hadislardagi og'ishishlar"), "Risola fi-l-xilof va-l-jadal" ("Hadislardagi ixtilof va bahslar haqida risola"), "At-ta'rix" ("Tarix"), "Kitob az-zuhd" ("Taqvo haqida kitob"), "Kitob ul-asmo va-l-kuna" ("Ismlar va laqablar haqida kitob") kabi asarlar shular jumlasiga kiradi [2. – B. 56.]

At-Termiziyning asarlari ichida eng mashhuri, shubhasiz, "Al-jomi" bo'lib, avval eslatib o'tganimizdek, payg'ambar alayhissalomga doir oltita ishonchli hadislar to'plamlaridan biridir. Bu asar payg'ambar alayhissalomning shaxsiy hayotlari, u kishining suvrat va siyratlari, ajoyib fazilatlarini, odatlariga oid 408 hadisi sharifni o'z ichiga qamragan manbadir. Asarning XVI asrga oid bir qo'lyozma nusxasi Toshkentda, O'zbekiston musulmonlari idorasi kutubxonasida saqlanadi [6].

Mustaqillik yillarida, butun Islom olamiga taniqli muhaddis, Abu Iso Muhammad at-Termiziyning xotirasini abadiylashtirish maqsadida Surxondaryo viloyati Sherobod tumanida me'moriy yodgorlik barpo etildi. Hozirgi kunda yodgorlik, bir-biridan ravoqlar orqali o'tuvchi 4 xonadan iborat yaxlit ko'rinishda. Yodgorlik haqida ilk bor

D.N.Logofet o'z ocherklarida tilga olgan. 1945-yil V.L.Voronina me'moriy o'lchamlarini bajargan. Amir Temur tavalludining 660 yilligi munosabati bilan at Termiziy maqbarasida ta'mirlash ishlari olib borilgan. Sag'anasi va ganjkori panjaralari qayta o'rnatilgan [3].

Xulosa qilib aytadigan bo'lsak, Abu Iso at Termiziy Islom olamida hadis ilmiga katta hissa qo'shgan buyuk muhaddis olim hisoblanadi. Uning ilmiy merosini o'rganish hozirgacha davom etadi.

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USEFUL STRATEGIES FOR TEACHING ENGLISH TO PRIMARY SCHOOL CHILDREN

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ABSTRACT

This comprehensive article explores various effective strategies for teaching English to young children. Recognizing the importance of early language acquisition, the article discusses innovative approaches, activities, and techniques tailored to engage and inspire young learners. Drawing on pedagogical principles and empirical research, it provides practical insights for educators and parents alike to foster language development in children.

Keywords: *English language teaching, young learners, language acquisition, pedagogical strategies, language development, early childhood education*

INTRODUCTION

Early childhood is a critical period for language development, laying the foundation for future academic success and communication skills. This introduction sets the stage for exploring effective strategies for teaching English to young children, emphasizing the importance of creating a supportive and engaging learning environment. By understanding the unique needs and characteristics of young learners, educators can implement targeted approaches to maximize language acquisition and fluency. The

Importance of Early Language Acquisition:

Early language acquisition plays a pivotal role in shaping cognitive, social, and emotional development in young children. Research indicates that exposure to language-rich environments from an early age enhances vocabulary acquisition, comprehension skills, and literacy abilities. Moreover, proficiency in English opens doors to academic opportunities and fosters intercultural communication in an increasingly globalized world.

Pedagogical Strategies for Young Learners:

Effective language teaching strategies for young learners involve a balance of structured instruction, interactive activities, and immersive experiences. One approach is Total Physical Response (TPR), which engages children through movement and gestures, facilitating comprehension and retention of vocabulary. Additionally, story-based learning, using picture books and storytelling, captivates young imaginations and reinforces language concepts in context.

Another effective strategy is task-based learning, where children engage in hands-on activities and collaborative projects to apply language skills in real-life situations. Through games, songs, and role-play activities, educators create dynamic learning environments that promote language fluency while fostering creativity and social interaction.

Incorporating Technology in Language Teaching:

The integration of technology offers exciting opportunities to enhance language learning experiences for young children. Educational apps, interactive multimedia resources, and digital storytelling platforms provide engaging and interactive learning opportunities that cater to diverse learning styles. Virtual reality (VR) and augmented reality (AR) technologies can transport children to immersive language environments, allowing them to explore cultural contexts and practice language skills in authentic settings.

Furthermore, online platforms and educational websites offer supplemental resources, language games, and interactive exercises that reinforce classroom learning

and provide additional practice opportunities outside of school hours. By leveraging digital tools thoughtfully, educators can create dynamic and engaging language learning experiences that captivate young learners' attention and motivation.

Parental Involvement and Support:

Parents play a crucial role in supporting their children's language development outside of the classroom. By fostering a language-rich home environment, parents can reinforce vocabulary, grammar, and language structures through daily interactions, reading activities, and storytelling sessions. Encouraging children to engage in language-related hobbies, such as listening to English songs, watching educational videos, and playing language games, fosters a positive attitude towards language learning and promotes continuous improvement.

Assessment and Feedback:

In addition to effective teaching strategies and parental involvement, ongoing assessment and feedback are essential components of language learning for young children. Formative assessment techniques, such as observation, portfolios, and self-assessment tasks, allow educators to monitor progress, identify areas for improvement, and tailor instruction to individual learning needs. Providing constructive feedback and praise reinforces children's confidence and motivation, fostering a growth mindset and a lifelong love for learning.

CONCLUSION

In conclusion, effective language teaching strategies for young children encompass a multifaceted approach that integrates pedagogical principles, interactive activities, parental involvement, and ongoing assessment. By creating engaging and immersive learning environments, educators can cultivate a love for language learning and empower young learners to communicate confidently and proficiently in English. Moreover, parental support and collaboration are instrumental in reinforcing language skills and nurturing a lifelong passion for language learning.

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WOMEN'S REPRESENTATION IN ROMANTIC LITERATURE: A DEVELOPMENT

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ABSTRACT

A comparison of women's roles and representations during the Romantic and Postmodern eras necessitates an analysis of the social, historical, and cultural settings that influenced their lives. Remember that there may be differences within each period due to the large range of years that comprise each.

Keywords: *romantic, gender stereotypes, female, challenging stereotypes, representation, romantic period, postmodern*

INTRODUCTION:

In traditional romantic narratives, women were often depicted as passive objects of desire, existing solely to fulfill the needs and desires of the male protagonist. Their agency was limited, and their story arcs revolved around their romantic relationships rather than their individual aspirations or goals. These narratives reinforced gender stereotypes and perpetuated the notion that a woman's worth was tied to her romantic appeal.

The Emergence of Complex Characters: In recent years, there has been a notable shift towards more complex and nuanced portrayals of women in romantic narratives. Female characters are now depicted as multi-dimensional individuals with their own hopes, dreams, and flaws. They are no longer defined solely by their

relationships with men but are instead given agency and autonomy to pursue their own desires.

Romantic narratives have long been a staple of literature, film, and other forms of media. However, throughout history, the portrayal of women in these narratives has often been limited and stereotypical. From the damsel in distress waiting to be rescued to the love interest whose sole purpose is to support the male protagonist, women in romantic stories have frequently been relegated to secondary roles. However, as society progresses and perspectives evolve, so too does the representation of women in romantic narratives. In this article, we will explore the evolution of women's roles in romantic stories and the impact it has had on both storytelling and society as a whole.

Furthermore, there has been a growing emphasis on diversity and inclusion in romantic storytelling. Women from different backgrounds, cultures, and sexual orientations are being represented, allowing for a more inclusive and representative portrayal of love and relationships. This diversity not only reflects the reality of the world we live in but also provides audiences with a wider range of stories and experiences to connect with.

Challenging Stereotypes: One of the most significant changes in the representation of women in romantic narratives is the challenge to traditional gender roles and stereotypes. Female characters are no longer confined to the role of the passive love interest or the helpless damsel in distress. Instead, they are taking on roles traditionally reserved for men, such as the bold adventurer, the ambitious career woman, or the flawed anti-heroine.

This shift not only subverts expectations but also sends a powerful message about female empowerment and equality. Women are portrayed as strong, independent individuals capable of shaping their own destinies, rather than simply being defined by their relationships with men. This has a profound impact not only on the way women are portrayed in media but also on how they are perceived in society.

The Impact on Society: The evolution of women's representation in romantic narratives has had a significant impact on society as a whole. By challenging traditional

gender norms and stereotypes, these stories help to shape and redefine societal attitudes towards women and their place in the world. They provide audiences with new role models and perspectives, inspiring women to pursue their own passions and ambitions. As we continue to navigate the ever-evolving landscape of storytelling, it's essential to recognize the ongoing importance of women's representation in romantic narratives. By amplifying diverse voices, challenging stereotypes, and championing inclusivity, we can ensure that romantic storytelling remains a powerful tool for social change and empowerment.

Moreover, by depicting diverse and inclusive representations of love and relationships, these narratives promote acceptance and understanding across different cultures and communities. They remind us that love knows no boundaries and that everyone deserves to see themselves represented in the stories they consume. These narratives serve as a mirror for women's lived experiences, validating their struggles, triumphs, and desires, and inspiring them to pursue their own paths to fulfillment and happiness.

CONCLUSION:

In conclusion, the evolution of women's representation in romantic narratives reflects the changing attitudes and values of society. From passive objects of desire to complex and empowered individuals, female characters in romantic stories have come a long way. By challenging stereotypes, promoting diversity, and empowering women, these narratives not only entertain but also inspire and educate audiences around the world. As we continue to push the boundaries of storytelling, let us strive for even greater inclusivity and representation in the stories we tell. The representation and role of women shifted from the Romantic period to the Postmodern period.

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ROMANTIC NARRATIVES' PORTRAYALS OF THE IMPORTANCE OF EDUCATION

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ABSTRACT

The significance of education as it is portrayed in romance stories in a variety of literary and media genres is examined in this abstract. With education acting as a primary catalyst for character development and relationship dynamics, themes of love and personal development are frequently woven into romantic narrative.

Keywords: *education, romantic narratives, knowledge, education, challenging stereotypes, representation, romantic period, postmodern*

INTRODUCTION:

In many romantic narratives, education is depicted as a gateway to liberation and self-empowerment. Characters, particularly women and marginalized individuals, often find themselves constrained by societal expectations and limitations. However, through the pursuit of knowledge, they are able to break free from these constraints and assert their agency in matters of love and life. Whether it's through formal education, self-directed learning, or the guidance of mentors, education provides characters with the tools they need to navigate the complexities of the world and pursue their desires with confidence and determination.

Romantic narratives often serve as more than mere tales of love; they are also reflections of societal values and ideals. Within these stories, education plays a crucial role, shaping characters' identities, influencing their relationships, and guiding their

journeys of self-discovery. In this article, we delve into the multifaceted portrayal of education in romantic narratives, exploring its significance as a catalyst for personal growth, social mobility, and the pursuit of true love.

Education as Empowerment:In many romantic narratives, education is depicted as a transformative force that empowers characters to break free from societal constraints and pursue their dreams. Whether it's through formal schooling, self-directed learning, or mentorship, education provides characters with the knowledge, skills, and confidence to navigate the complexities of the world around them. This empowerment often serves as a catalyst for personal growth, enabling characters to overcome obstacles, challenge injustice, and assert their agency in matters of the heart.

Social Mobility and Aspiration:Education also serves as a pathway to social mobility and aspiration within romantic narratives. Characters from humble backgrounds often use education as a means to rise above their circumstances, gaining access to opportunities and experiences previously beyond their reach. This theme is particularly prevalent in stories set in historical or class-conscious societies, where education represents a means of transcending barriers of class, wealth, and privilege in pursuit of love and happiness.

The Mentorship of Love:In some romantic narratives, education takes on a more intimate and personal dimension through the mentorship of love. Characters learn and grow not only through formal education but also through their relationships with romantic partners who serve as mentors, guides, and confidants. These relationships are characterized by mutual respect, trust, and emotional support, with each partner imparting wisdom, perspective, and encouragement to the other as they navigate the complexities of love and life.

Challenging Conventions and Expectations:Furthermore, education in romantic narratives often challenges conventional notions of love, romance, and relationships. Characters who are well-educated may defy stereotypes of intellectualism or elitism, while those who lack formal education may possess wisdom, intuition, and emotional intelligence that far surpass their more educated counterparts. These narratives remind

us that true love transcends societal expectations and flourishes in the fertile soil of mutual understanding, respect, and acceptance.

Language is a complex repertoire of resources deployed for communication and identity construction, which is located in language as social, relational, and processual. Likewise, it is expressed in language because, when people represent themselves and others, they are performing ways of belonging and interpreting their expressions since “at least some language users, at least some of the time, hold passionate beliefs about the importance and significance of a particular language to their sense of ‘identity’” (Creese & Blackledge, 2015, p. 25). Multilingual speakers decide who they want to be by choosing relevant language practices, including self-representations, plus the shaping power of the educational contexts where those representations are enacted.

CONCLUSION:

In conclusion, the role of education in romantic narratives is multifaceted and richly nuanced, serving as a catalyst for personal growth, social mobility, and the pursuit of true love. Whether characters are pursuing formal education, seeking mentorship in matters of the heart, or challenging conventional notions of romance, education plays a central role in shaping their identities, relationships, and journeys of self-discovery. By exploring the intersection of education and romance in storytelling, we gain insight into the complex interplay of intellect, emotion, and aspiration that defines the human experience.

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SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP AS A PILLAR OF THE ECONOMY

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***Abstract:** The main goal of the economic reforms of Uzbekistan is to build a strong democratic legal state and civil society with an open foreign policy, a stable socially oriented market economy. In the republic, market reforms are being carried out strictly and consistently. For this reason, many opportunities for the development of small business and private entrepreneurship are being created in our Republic. Small business and private entrepreneurship is an important factor in the development of the economy, increasing the employment and income of the population. This article discusses the concept of small business and entrepreneurship, the opportunities created for this activity, and the specific features of the industry.*

***Key words:** small business, entrepreneurship, business, savings, economy, reform, law, commodity, service, property, finance, market.*

One of the main ways to strengthen the economy of the Republic of Uzbekistan, to develop it in all respects, and to speed up the transition of the economy, especially to the market relationship, is the development of small business and private entrepreneurship. Therefore, a number of laws, decrees and decisions dedicated to the development of entrepreneurship, its support by the state, initiative in private entrepreneurship, and its encouragement were adopted.

It is difficult to imagine the fundamental basis of the economic and social reforms being carried out in our country without entrepreneurship, factor and business qualities. The widespread development of free market relations is reflected in people's lives, their lifestyle, spiritual and life skills. Support of small business and private entrepreneurship ensures not only the continuous development of the economy, but also the economic goals related to the correction of economic relations, the development of competition and the filling of the consumer market.

The socio-economic development of our republic is based on market relations and is formed in ownership relations. The share of the non-state sector in social production is increasing, and small business and private entrepreneurship are growing rapidly. The president pays great attention to the development of small business and entrepreneurship.

Today, there are three types of business activity, according to which these groups of entrepreneurs can be specified separately:

1. Organization of a new product or service project. Owners of intellectual property are engaged in this type of business.

2. Entrepreneurs engaged in the organization of production of goods. The entrepreneur is engaged in the sale, resale and organization of commercial activities.

There are two types of entrepreneurship in terms of purpose:

- a) aims to make a profit, achieve economic efficiency;

- b) it is possible to show the types that aim to achieve social results (for example, nature protection, education of the young generation, health care). The specific characteristics of entrepreneurship are as follows:

possession of science, knowledge level in the field of work;

ability to take the initiative in making risk-based decisions;

ability to think deeply in economic processes;

effective use of laws;

putting innovations into practice;

striving for a goal;

organization;
to be thrifty, to go beyond one's word;
mentally pure and honest;
must be a selfless fighter for the team.

In conducting business activities, small business and private entrepreneurship are carried out through business. The word "business" is an English word, and it means business activity or the activity of people aimed at making a profit. The concepts of "entrepreneurship" and "business" in the economic activity of subjects of the market economy are close to each other, and in practice they can replace each other. In the dictionary of the Russian literary language, the word "businessman" is supposed to mean an entrepreneur, a worker, while "business" is understood as an activity, a profitable activity. Concepts such as "entrepreneur" and "businessman" mean a person engaged in production, brokerage, trade, financial and innovation activities and intending to earn income.

Today, our state provides financial assistance in the form of guarantees and compensation in order to provide financial support to small businesses and entrepreneurs. In 2020 alone, 33,208 billion received from commercial banks of 20,258 small businesses and entrepreneurs. 6,993 bln. by the state fund to support the development of business activities on loans of 6,993 soms. received financial obligations in the amount of soums. On the other hand, the results of the analysis show that in 2020: 4,172 billion of the fund will be provided to 5,356 small businesses and entrepreneurship entities on loans allocated by commercial banks. guarantee obligations in the amount of soums were received, as a result, the number of small businesses and business entities using the guarantee of the fund increased by 4.2 times compared to 2019; The number of small businesses and entrepreneurs who used the financial assistance of the fund in the form of compensation to cover the interest expenses on loans of commercial banks reached 14,902, and the fund provided 2,821 bln. took obligations for the compensation of interest expenses in the amount of soums,

as a result, the number of compensation recipients increased by 4.4 times and the amount of interest expenses to be paid by 3.3 times compared to 2019.

In addition, in order to strengthen the social protection of the population during the fight against the spread of the coronavirus infection and to ensure the stability of the economic sectors, the President of the Republic of Uzbekistan of 2020 No. PF-5969, PF-5978, PF-5986, PF-5996 in accordance with the decrees, the Fund provided financial support for the loans of about 6,000 small businesses and entrepreneurs.

As a result of the decisions made and the benefits given, the establishment of a set of private entrepreneurship and small business enterprises in Uzbekistan is progressing successfully. Enterprises engaged in small business activities independently of the state, that is, without large capital funds, can introduce workplaces, reduce the shortage of temporarily available goods, and even completely eliminate this shortage. possible

In the development of small business and private entrepreneurship, i.e., it is important to introduce new techniques, technologies, scientific achievements, and make economic changes in production and service. Since small business is one of the crucial sectors in the economy of our republic, the development of this sector is defined as one of the priority directions. For this reason, the government attaches great importance to the creation of a preferential legal framework for credit provision. In a word, the development of entrepreneurship and small business in our country remains one of the most priority areas of state policy today. In the words of President Shavkat Mirziyoyev, we can achieve development and a prosperous life only through active entrepreneurship, tireless work and aspiration.

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THE REFLECTION OF POETIC DETAILS IN POETIC PROSE

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ANNOTATION

The current article explores the features of poetic texts. The main emphasis is given to the reflection of poetic details in the poetic prose.

Key words: *poetic, prose, poetic details, imagery*

A text is a collection of symbols structured within a system to convey a message. Poetic texts are characterized by the integration of various figures of speech to evoke emotions and sentiments, while adhering to the author's stylistic preferences.

In dictionaries one of the definitions of «poetic» is “very beautiful or expressing emotion ¹ in a sensitive or moving way”.² In order to achieve this effect, poetic texts employ symbolic elements and literary imagery, prompting readers to actively interpret the message. For instance, in a poetic text, the moon might be depicted as "the silver orb" or "the night's gentle guardian," highlighting its mystical and ethereal qualities. This contrasts with the scientific description of it as a "natural satellite," emphasizing its physical characteristics and astronomical role. Beyond thematic content, the appeal of poetic texts lies in the aesthetics of language, achieved through various phonological, semantic, and syntactic techniques. Modern poetic texts are distinguished by their associative and synthesizing capacity, often featuring abundant metaphors and other literary devices.

¹ <https://dictionary.cambridge.org/dictionary/english/poetic>

² <https://www.collinsdictionary.com/dictionary/english/poetic-text>

The next definition provided in the dictionaries is “*like or relating to poetry or poets*”. While a text functions as a structured set of signs to convey a message, poetry diverges with its focus on the aesthetic impact of words¹, particularly when arranged in verse. Meter, stanzas, and rhythm constitute the metrics of poetic text, enabling poets to imprint their literary essence.

Initially, poetic texts served communal and ritualistic purposes but gradually expanded to encompass diverse themes. Traditionally, poetic texts are presented in verse and are commonly known as poems or poetry, though some may adopt a *prose format*. They can take various forms, including poems, lyrical prose, and even certain types of literature that incorporate poetic techniques extensively, such as epic poems or dramatic monologues.

This means poetic texts do not have necessarily be in the form of verses, but can be in the form of prose. The outstanding feature of it is that it goes beyond the basic communication of information and often uses figures of speech, sound devices, and imagery to create a sensory experience².

For example, a fascinating realm of **poetic prose**, where the boundaries between poetry and prose blur create a unique literary hybrid. In poetic prose, the language flows with the grace of poetry, yet it retains the structure and natural patterns of everyday speech.³

Here are a few examples where poetic text takes on a **prose form**:

1. “What really knocks me out is a book that, when you’re all done reading it, you wish the author that wrote it was a terrific friend of yours and you could call him up on the phone whenever you felt like it.”⁴ — J.D. Salinger’s “The Catcher in the Rye”

The excerpt conveys a sentiment of profound admiration and longing, implying that the most impactful books are those that evoke such intense emotional responses that readers feel a personal connection with the author.

¹ Ashurova, D., and Galiyeva, M, “Text linguistics”, “Turon -Iqbol” Tashkent, 2016

² Aznaurova, E., et.el., “Interpretation of Literary Texts”, “Ukituvchi”, Tashkent,1990

³ [Prose - Examples and Definition of Prose as a Literary Device \(literarydevices.net\)](#)

⁴<https://literarydevices.net/prose/>

The phrase "what really knocks me out" indicates a sense of being deeply moved or affected by a book, to the point where it leaves a lasting impression. The speaker's wish to have the author as a friend reflects a desire for a deeper connection beyond the pages of the book. It's a desire to be able to engage with the author directly, to share thoughts, feelings, and experiences, and to continue the conversation beyond the confines of the written text.

2. "Shoot all the blue jays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird." — Harper Lee, "To Kill a Mockingbird"

This quote is from Harper Lee's novel "To Kill a Mockingbird." In this context, the character Atticus Finch is teaching his children about morality. Blue jays are regarded as pests because they eat crops and disrupt gardens, so shooting them is seen as acceptable. However, mockingbirds are innocent creatures that only bring joy through their songs and don't harm anyone. Therefore, it's considered a sin to harm or kill them. The metaphorical significance of the mockingbird is extended to represent innocent and vulnerable people in society who should be protected from harm.

3. "In spite of everything, I still believe that people are good at heart." — Anne Frank, "The Diary of a Young Girl"

This quote is from Anne Frank's diary, "The Diary of a Young Girl," written while she and her family were hiding from the Nazis during World War II. Despite experiencing immense suffering, fear, and persecution, Anne Frank maintains her belief in the fundamental goodness of humanity. This quote reflects Anne's resilience, hope, and optimism in the face of adversity. It's a testament to her unwavering faith in the inherent decency and compassion of people, even in the darkest of times.

These excerpts are indeed poetic in nature. While they are not traditional poetry in the sense of structured verse with rhyme and meter, they are considered poetic prose because of their use of language, symbolism, and evocative imagery to convey profound meanings.

To make the text poetic writers employ several techniques, such as:

- 1. Language and Imagery:** all the quotes use language that is vivid, expressive, and rich in imagery. They evoke strong emotions and create powerful mental images that resonate with readers.
- 2. Symbolism:** Each excerpt contains symbolic elements that add depth to the meaning. *J.D. Salinger's* quote "*friend*" represents not just a literal friend, but also a deeper connection and understanding between the reader and the author. The desire for the author to be a "terrific friend" symbolizes a longing for companionship, empathy, and a sense of intimacy that extends beyond the pages of the book. In *Harper Lee's* quote, the blue jay and the *mockingbird* symbolize innocence, morality, and the importance of protecting the vulnerable. In *Anne Frank's* quote, the belief in the inherent *goodness of people* symbolizes hope and resilience in the face of adversity.
- 3. Universal Themes:** All the quotes touch upon universal themes that are timeless and relatable to readers across different cultures and generations. Themes such as morality, innocence, resilience, and the human condition are present in these excerpts, making them resonate with a wide audience.
- 4. Artful Construction:** The language and structure of these excerpts are carefully crafted, resembling poetry in their rhythm, cadence, and use of literary devices such as metaphor and symbolism. They are concise yet profound, making every word count.
- 5. Impactful Context:** These quotes come from highly acclaimed literary works. These works have become classics and are widely studied and celebrated for their literary merit, further enhancing the significance of these excerpts.

In essence, the exploration of poetic prose unveils a captivating realm where the boundaries between poetry and prose blend harmoniously, giving rise to a unique literary hybrid. As demonstrated by the examples provided, poetic prose transcends mere conveyance of information. Instead, it intricately weaves together figures of speech, sound devices, and imagery to craft a sensory experience that resonates deeply with readers. Through the fluidity of language reminiscent of poetry and the familiarity

of everyday speech, poetic prose captivates the imagination and invites contemplation. Thus, by embracing the beauty and complexity of poetic prose, readers embark on a journey where language transcends its conventional boundaries, enriching their understanding and appreciation of literature.

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IMPROVING THE METHODOLOGY OF DEVELOPING STUDENTS' ENGLISH COMMUNICATION SKILLS

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***Annotation.** In today's globalized world, English has become an essential language for communication and interaction among individuals from different backgrounds. The ability to speak and understand English is highly valued, especially in academic and professional settings. As a result, the demand for effective English language learning methods continues to grow. This essay aims to explore and analyze the methodologies used to improve speaking skills in English for Uzbek language speakers. By examining various techniques and approaches, this study seeks to contribute to the development and enhancement of teaching methods, ultimately assisting learners in achieving their language proficiency goals.*

***Key words:** role-playing activities, authentic and real-life materials, incorporating role-plays discussions, promoting autonomous and student-centered materials*

Introduction. Importance of developing communication skills in English Furthermore, developing communication skills in English is crucial in today's globalized world. English has become the lingua franca of international business, politics, and academia. Proficiency in English not only opens up opportunities for employment and education but also allows individuals to effectively interact with people from diverse cultures and backgrounds. In addition, mastering English communication skills enables individuals to access a wealth of information available in

the English language, ranging from scientific research and technological advancements to literature and entertainment. Therefore, investing time and effort in developing English communication skills is essential for personal growth and success in various spheres of life.

Need for effective methodologies to enhance speaking abilities

In order to effectively enhance speaking abilities in the English language, it is essential to implement methodologies that have a proven track record of success. One such methodology involves creating a supportive and immersive environment where students can practice their speaking skills on a regular basis. This can be achieved through group discussions, role-playing activities, and interactive exercises that allow students to engage in real-life conversations. Additionally, incorporating technology into language learning can further enhance speaking abilities by providing students with opportunities to engage in virtual conversations and receive immediate feedback on their pronunciation, fluency, and grammar. By utilizing these effective methodologies, learners can build confidence and proficiency in their spoken English skills.

In an effort to enhance English language communication skills, the method of developing conversational competence among college students in Uzbekistan has been introduced. This particular approach aims to improve the learners' ability to engage in effective and meaningful conversations by integrating various strategies in language instruction. These strategies involve the utilization of authentic and real-life materials, incorporating role-plays and discussions, and promoting autonomous and student-centered learning. By implementing this method, students are provided with the opportunity to actively participate in conversations, practice language skills, and enhance their overall language proficiency. This method not only helps students develop their vocabulary and grammar usage but also fosters their critical thinking and problem-solving abilities, enabling them to communicate more confidently and fluently in English.

Understanding the current situation is crucial for the development of effective

methodologies to enhance communication skills in learning English. To assess the existing circumstances, it is essential to analyze the communication patterns among students, identify the challenges they face, and evaluate the resources available for language acquisition. The study of learners' proficiency levels, their motivation, and the influence of cultural factors on their language acquisition process are also vital in comprehending the current situation. Additionally, acknowledging the impact of technological advancements on language learning provides insight into the tools and techniques that can be utilized to improve language proficiency among students. One challenge faced by learners in the Uzbekistan context is the limited exposure to authentic English language materials and resources. Many learners in Uzbekistan do not have access to authentic English texts, such as newspapers, magazines, or books, which hinders their ability to develop a comprehensive understanding of the language. Additionally, the lack of access to these resources also restricts learners from engaging in extensive reading, which is an important aspect of language development. Therefore, it is crucial for educational institutions in Uzbekistan to prioritize providing learners with authentic materials to enhance their language learning experience. In addition to the content and methods of instruction, the physical environment in which learning takes place plays a crucial role in the effectiveness of the educational process. A conducive learning

environment refers to a setting that supports and enhances students' ability to focus, engage, and learn. It includes factors such as comfortable seating, adequate lighting, proper ventilation, and appropriate noise levels. Research indicates that a well-designed learning environment can promote student motivation, concentration, and productivity. In contrast, a poorly designed or chaotic environment can hinder students' ability to concentrate and retain information. Therefore, creating a conducive learning environment is essential for optimizing students' learning outcomes.

Furthermore, a key aspect of improving communication skills in English is to focus on developing conversational competence. This can be achieved through various methods such as engaging in frequent and meaningful conversations with native

English speakers, participating in language exchange programs, and utilizing online language learning platforms. Effective conversational skills require not only knowledge of grammar and vocabulary but also the ability to actively listen and respond appropriately. Additionally, exploring different registers of language, such as formal and informal, can further enhance communication proficiency in English. Developing conversational competence is crucial as it allows learners to confidently express their thoughts and opinions, engage in meaningful interactions, and adapt to different social and professional contexts effectively.

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STUDENT-CENTERED EDUCATION: EXPLORING LANGUAGE LEARNING THROUGH A CASE STUDY METHOD

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ABSTRACT

This article is devoted to the exploration of language learning within the framework of student-centered education, focusing specifically on the utilization of a case study method. The origin, benefits and advantageous features of applying this method in the learning process are given with clear explanation. Different scientists' opinions about this method are presented. It examines how this approach empowers learners to actively engage in their language acquisition journey by immersing them in real-life scenarios. Through collaborative problem-solving and inquiry-based learning, students enhance critical thinking skills, develop practical language proficiency, and acquire essential communication competencies.

Keywords: *a case study method, critical thinking, problem-solving skills, communication skills, language classrooms, Bloom's taxonomy.*

INTRODUCTION

The advancement of modern society across various domains and broadening of borders with foreign partners create a need for qualified professionals proficient in foreign languages. These individuals must possess not only professional competence but also holistic development, creativity, and social engagement. These requirements

demand higher education institutions to train professionals. As the new millennium commenced, UNESCO designated the 21st century as the era of multilingualism “Learning languages throughout life”, advocating for lifelong language learning. This declaration stems from the recognition that understanding foreign languages has become a significant facet of modern human life [1]. Their knowledge serves as a pathway to adopt novel models of thinking and behavior to enhance versatility, adaptability, diplomacy, and communication skills. That’s why today’s modern teachers should not only master their subject, but also apply innovative teaching methods for their students. The case study method is the method that should be applied for language classes in order to create an active atmosphere and collaboration between students.

The case study method is an educational approach that involves examining real-life situations or scenarios in-depth to understand complex issues, make decisions, and solve problems. In this method, students or researchers analyze a particular case, which could be an individual, group, organization, event, or situation, and explore its details, context, and outcomes. The focus is on understanding the complexities and nuances of the case, often drawing on various sources of information such as interviews, documents, observations, and secondary research. The case study method encourages *critical thinking, problem-solving, and practical application of knowledge* by immersing participants in realistic and relevant contexts. It is widely used in fields such as business, psychology, education, sociology, and medicine as a way to bridge theory and practice and develop a deeper understanding of complex phenomena [2].

The method was first used in law schools in the United States where two parties, the plaintiff and the defendant, were brought to court and law students had to put themselves in the shoes of those opposing sides. Each case had to be solved following the rules of law and the students would develop skills and know-how to solve lawsuits. Then it was implemented in several field.

RESEARCH METHODOLOGY

Both qualitative and secondary data analysis methodologies were used in this research paper to identify the benefits and use of the case study method for improving teachers' skills and teaching strategies. This approach in language learning guarantees a thorough comprehension of both the theoretical foundations and the practical implementation within real-life situations. The study extensively examined student-centered education with the help of the case study method in language classrooms. Additionally, several experiments were carried out involving seasoned instructors and subject matter experts to collect insights on practical implementations.

RESULTS

The main findings from the experiments and literatures are outlined in the results section. It highlights diversified language learning in the case study method as a crucial strategy that enables instructors to adapt lessons and assessments to meet the learning needs of each student. Practicing the case study method facilitates the professional growth of both teachers and learners. As this approach relies on collaborative effort, it can effectively alleviate the monotony language classrooms. Moreover, the application of this method turns the teachers to perform as **“a member of a class of events and to call attention to its value”** [3]. During experiments, the survey was conducted which has the following objectives:

- To determine the curiosity of teachers and students;
- To analyze the benefits and challenges of using this method;
- To identify the relevance of the method in further teaching field.

Overall, 51 respondents participated in the survey from Uzbekistan state world languages university who specialize in language teaching. More than 85% of the students approved this method and they are planning to integrate it in their future students.

DISCUSSION

Language instruction conducted through the case study methodology also fosters the development of communicative and collaborative skills among language learners as they tackle language-related challenges presented as cases. With this

approach, students perceive themselves dealing not with an imaginative, author-created language and culturally unfamiliar language lesson, but with material that realtes with their own experiences. They are tasked with solving not hypothetical problems, but issues they might encounter in real-life situations. Consequently, they discover that the language problems presented in case-based scenarios are applicable to their daily lives, enabling them to apply their newfound skills beyond the classroom setting [4]. Case studies promote the usage of critical thinking skills by students to identify and narrow an issue, formulate and assess alternative solutions, and propose a resolution. Indeed, according to Nkhoma, who examined the significance of creating case-based learning activities based on the revised Bloom’s Taxonomy of thinking skills, this method fosters profound learning by stimulating critical thinking [5].

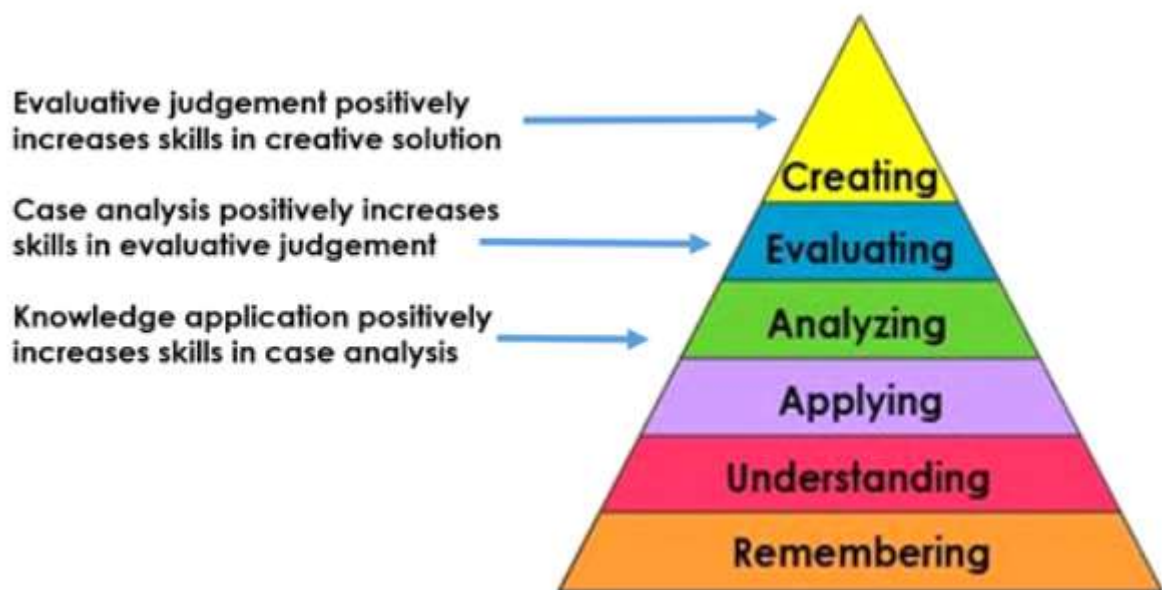


Figure 1: Bloom’s taxonomy of thinking skills

Working through case studies in student-centered education can build these six critical thinking skills:

- ⇒ **Suppressing emotions:** Engaging students in the real-life scenarios presented in case studies prompts them to put aside emotional biases and adopt an objective approach, thereby improving their capacity to make logical, evidence-based decisions.
- ⇒ **Investigation:** Case studies prompt students to delve into the details of a given scenario, encouraging them to conduct thorough research, gather relevant information, and analyze data to gain a comprehensive understanding of the situation.
- ⇒ **Inquiry:** Through case studies, students are prompted to ask probing questions, seek clarification, and explore various aspects of the problem at hand. This cultivates their curiosity and encourages them to engage in deeper exploration and analysis.
- ⇒ **Distinguishing fact from fiction:** Case studies often present complex situations where students must discern between reliable information and misleading or irrelevant details. This challenges them to critically evaluate evidence, identify biases, and make informed judgements.
- ⇒ **Exploration of uncertainty:** Case studies frequently involve ambiguous or uncertain situations, prompting students to navigate uncertainty with confidence. They learn to consider multiple perspectives, weigh alternatives, and make reasoned decisions even when faced with incomplete information.
- ⇒ **Attentive listening:** In discussing and analyzing case studies, students practice active listening, paying close attention to the viewpoints of their peers, considering diverse perspectives, and engaging in meaningful dialogue. This fosters empathy, respect for others' opinions, and collaborative problem-solving skills [6].

CONCLUSION

In conclusion, the utilization of student-centered education, particularly through the integration of the case study method, presents a dynamic and effective approach to language learning. This methodology empowers learners to actively participate in their educational journey by immersing them in real-world scenarios, thus enhancing critical thinking, problem-solving, and language proficiency. Through

collaborative exploration and inquiry, students develop a deeper understanding of language concepts and their practical applications. Moreover, the case study method nurtures essential skills such as emotional regulation, investigative inquiry, and attentive listening, which are fundamental for effective communication in diverse contexts. By embracing student-centered strategies like the case study method, educators can foster a dynamic and engaging learning environment that equips students with the skills and confidence to succeed in language acquisition and beyond. The summary stresses the ongoing need for further study and innovation in this method to improve it better.

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QOYATOSH SURATLARI ZARARLANISHINING ASOSIY SABABLARI VA KONSERVATSIYASI

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ANNOTATSIYA

Bugungi kunga kelib insonlarning tarix va sanʼatga boʻlgan qiziqishi kuchaygan, ayniqsa arxeologik obidalar va qoyatosh sanʼati naʼmunalari eʼtibor markazida. Biroq, turli tabiiy yoki sunʼiy sabablar tufayli baʼzi sanʼat naʼmunalari jiddiy zarar koʻrmoqda. Ushbu maqolada qoyatosh suratlariga yetkazilishi mumkin boʻlgan zarar turlari, bundan tashqari Jahon tajribasi asosida konservatsiya usul va texnikalari haqida fikr yuritiladi.

Kalit soʻzlar: *Qoyatosh suratlari, gʻor, turizm, konservatsiya, konservatorlar, madaniy tahdidlar, tabiiy ofat, Altamir, Sarmishsoy.*

ABSTRACT

Today, people's interest in history and art has increased, especially archaeological sites and rock art samples are a centre of attention. However, due to various natural or man-made causes, some works of art are seriously damaged. The types of damage that can be done to rock paintings, in addition to this, conservation methods and techniques based on global support is discussed in the article.

Keywords: *Rock paintings, cave, tourism, conservation, conservationists, cultural threats, natural disaster, Altamir, Sarmishsay.*

KIRISH

Insoniyat paydo boʻlganidan beri oʻz tajribalarini atrofdagilarga tushuntirish yoʻllarini izladi. Sanʼat evolyutsiyasi jarayonida qoyatosh rasmlari butun dunyo madaniyatlarida sezilarli iz qoldirdi. Qoyaga ishlangan rasmlar - bu tarixdan oldingi

davrlardan hozirgi kungacha saqlanib qolgan va bizga o'tmishning ajoyib merosini taqdim etadigan san'at turi hisoblanadi.

Qoyatosh rasmlariga zarar etkazishi mumkin bo'lgan ba'zi xavflarga quyidagilar kiradi:

Atrof-muhitga tabiiy ta'sirlar: Qoyatosh rasmlari ko'pincha tashqi muhitda topiladi va tabiiy atrof-muhit ta'siriga duchor bo'lishi mumkin. Bularga yomg'ir, shamol, quyosh nuri, muzlash/erish davrlari kabi omillar kiradi. Ushbu ta'sirlar qoyatosh rasmlari yuzasining eroziyasiga yoki xiralashishiga olib kelishi mumkin.

Inson aralashuvi: Afsuski, odamlar tosh rasmlariga zarar etkazishi mumkin. Qoyatosh rasmlariga jismoniy zarar etkazishi mumkin bo'lgan xatti-harakatlarga qirib tashlash, bo'yash, yozish, chizish yoki belgilash kabi harakatlar kiradi.

Sayyohlik va tashrif buyuruvchilarning ko'pligi: Tashrifchilarning qoyatosh rasmlariga tegishi, ustiga chiqishi yoki ustiga kir qoldirishi uzoq muddatda rasmlarning yo'q bo'lib ketishiga olib kelishi mumkin. Qoyatosh atrofiga to'siq o'rnatilgan taqdirda hayvonlardan himoya qilish mumkin lekin insonlar to'siqlarni buzib o'tishdan chekinmaydilar.

Madaniy tahdidlar: Ba'zi hollarda qoyatosh rasmlari madaniy ahamiyati yoki diniy qiymati tufayli vandalizm yoki o'g'irlik xavfi bilan yuzma-yuz kelishi mumkin. Bunday harakatlar qoyatosh rasmlarining doimiy shikastlanishiga yoki yo'q qilinishiga olib kelishi mumkin.

Ushbu xavf-xatarlardan xabardor bo'lish qoyatosh rasmlarini saqlash va bu muhim madaniy merosni kelajak avlodlarga etkazish bo'yicha choralar ko'rishga yordam beradi. Saqlash harakatlari tashrif buyuruvchilarga qoyatosh rasmlarini taqdim etish, tabiatni muhofaza qilish dasturlari va mahalliy jamoalar bilan hamkorlik qilish kabi usullarni o'z ichiga olishi mumkin.

Muammo sababini aniqlash uchun bilim va dala tajribasi kerak bo'ladi. Buning uchun odatda mutaxassisni jalb qilish maqsadga muvofiq. Masalan, asosiy muammolar yong'in va oqar suv bo'lsa, qoyalarga zarar yetkazmasligi uchun atrofdagi

o‘simliklarni kesib tashlash hududda shamol va yomg‘irning ta‘siri ortishiga olib kelishi va shu bilan muammoni yanada kuchaytirishi mumkin. [2.146-b].

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Qoyatosh suratlarining eng jozibali jihati shundaki, ular go‘yo vaqtni muzlatib, bizni o‘tmishga sayohat qilishga majbur qilganday. Bu qiziqarli san‘at asarlari xalq ajdodlari hayoti, marosimlari, janglari va kundalik hayotini aks ettiruvchi batafsil sahna ko‘rinishlari bilan to‘ldirilgan. Quvonarlisi ushbu san‘at na‘munalarini dunyoning katta qismida uchratish mumkin. Ispaniyaning Altamir g‘oridan, O‘zbekistonning Sarmishsoyi, Namibiyadagi Tvifelfonteyngacha bo‘lgan bu san‘at asarlarining bari qadim o‘tmishdan hikoya qiladi. Ushbu noyob san‘at turlari arxeologlar va san‘atshunoslar uchun ajralmas manbaga aylandi. Qoyatosh rasmlari bizga o‘tmish sivilizatsiyalarining ijtimoiy tuzilmalari, e‘tiqod tizimlari va turmush tarzini tushunishga yordam beradigan oynani taqdim etadi. Shu bilan birga, ular tabiiy ravishda saqlanib qolganligi sababli, tarixiy ma‘lumotlarni taqdim etishda ham katta ahamiyatga ega. Lekin bu turdagi suratlarni asrash va restavratsiya jarayoni birmuncha mashaqqatli jarayon. Ayniqsa O‘rta Osiyo mintaqasiga ochiq osmon ostidagi qoyalarga ishlangan suratlarning g‘ordagilarga nisbatan ko‘pligi, albatta tabiiy ofatlardan zararlanish yoki eroziyalanish kabi holatlarni osonlashtiradi. Shunday holat kuzatilgan taqdirda eng to‘g‘ri konservatsiyani amalga oshirish kerak bo‘ladi.

Bugungi kunga kelib, arxeologiya bilan tabiiy fanlar integratsiyasi natijasida, zamonaviy tahlil usullari natijalari qoyatosh suratlarining konservatsiyasi jarayoniga tadbiiq etilmoqda. Ushbu mavzu B.Smit[2.146-147 b], B.Ford [4.29-b], D.Lambert[3.46-b] va boshqalar tomonidan atroflicha dala tadqiqoti natijalariga asoslangan holda o‘rganilgan.

NATIJALAR

Qoyatosh tasvirlarini saqlash bir qator ilmiy va gumanistik fanlar, jumladan arxeologiya, geologiya, gidrologiya, kimyoviy, biologik va fizik nurash jarayonlarini tushunish bo‘yicha maxsus bilimlarni talab qiladi. Bundan tashqari, shuni tan olishni talab qiladiki, bezatilgan tosh yuzasini begona materiallar bilan, masalan, kimyoviy

mustahkamlovchi yoki hatto o'yilgan tasvirning konturini bo'rlash (tez-tez uchraydigan amaliyot) san'atning aniq sanasini aniqlash imkoniyatini istisno qiladi. Bundan tashqari, mahalliy jamoalar san'atga tegishli bo'lishi mumkin bo'lgan qadriyatlarni davom ettirish uchun sezgirlik zarur. Mahalliy aholi chiqarib tashlanganida yoki ular uzoq vaqtdan beri aloqador bo'lgan makonlarga kirish taqiqlangan hollarda, san'atga bo'ysunish harakati ijobiy tarzda kuzatilgani borasida hujjatlashtirilgan holatlar mavjud.

Qoyatosh rasmlarini tiklash yoki saqlash juda nozik jarayon bo'lib, ko'pincha tajribani talab qiladi. Qoyatosh rasmlarini tiklash yoki saqlash uchun bir necha umumiy qadamlar va usullar:

Hududni baholash: birinchi navbatda qoyatosh rasmlari joylashgan hududni batafsil baholash kerak. Ushbu baholash rasmlarning hozirgi holatini aniqlash, mumkin bo'lgan zararni aniqlash va tiklash yoki saqlash ehtiyojlarini aniqlash uchun muhimdir.

Tabiatni muhofaza qilish strategiyalarini ishlab chiqish: Baholashdan keyin qoyatosh rasmlarini saqlab qolish yoki tiklash uchun tegishli strategiyalar ishlab chiqilishi kerak. Ushbu strategiyalar hududning geografik, madaniy va ekologik xususiyatlariga moslashtirilishi kerak.

Tozalash va himoya qilish: Qoyatosh rasmlarini saqlashning asosiy bosqichlaridan biri bu rasmlarni o'rab turgan hududni tozalash va himoya qilishdir. Bunga o'simliklarni nazorat qilish, eroziyaning oldini olish choralari ko'rish va hududga tashrif buyuruvchilarga zarar yetkazmaslik uchun xavfsizlik choralari ko'rish kiradi.

Konservatsiya va restavratsiya ishlari: Agar qoyatosh rasmlarini jismoniy jihatdan tiklash yoki himoya qilish kerak bo'lsa, mutaxassislar tomonidan konservatsiya va restavratsiya ishlari olib borilishi mumkin. Bu ish rasmlarning yuzasiga shikast etkazish, xiralashgan yoki shikastlangan joylarni tiklash yoki rasmlarni himoya qilish uchun himoya qoplamalarini qo'llashni o'z ichiga olishi mumkin.

Tabiatni muhofaza qilish dasturlari va ta'lim: Qoyatosh rasmlarini uzoq muddatli saqlash uchun mahalliy jamoalar, tabiatni muhofaza qilish tashkilotlari va boshqaruv institutlari o'rtasida hamkorlikda tabiatni muhofaza qilish dasturlari ishlab chiqilishi kerak. Bundan tashqari, tashrif buyuruvchilar va mahalliy aholi qoyatosh rasmlarining ahamiyati, ularni saqlash va ularni himoya qilish usullari haqida ma'lumot olishlari kerak.

MUHOKAMA

Qoyatosh san'atini qayta tiklash yoki saqlab qolish bo'yicha har bir loyiha o'ziga xos talablarga ega bo'lishi mumkin, shuning uchun har bir holatda ekspert maslahatidan tasarruf etish muhimdir. Bunday loyihalar ko'pincha arxeologlar, konservatorlar, geograflar va mahalliy jamoalar o'rtasidagi hamkorlikni talab qiladi.

Qoyatosh san'atini saqlash uchun faol ishlar dunyoda 1980-yillarning oxirida boshlangan va Meksikaning Baja, Kaliforniya Surining tog' tizmasi bo'ylab topilgan ko'plab tosh san'ati manzilgohlaridan birida dala loyihasi bilan davom etgan. Loyiha Nacional de Antropología e Historia (INAH) bilan hamkorlikda Sierra-de-San-Frantsiskodagi Cueva del Ratonda amalga oshirildi, ammo tasvirlangan. Yana jamoa xalqaro nomzodlar orasidan tanlab olindi. 1994-yildan 1996-yilgacha ushbu ulug'vor loyiha oldingi o'quv kurslarining ko'plab xususiyatlarini amalda qo'lladi - fizik muhofaza qilish, ob'ektni muhofaza qilish va barqarorlashtirish, hujjatlar va holatni qayd etish, tashrif buyuruvchilar uchun taqdimot va sharhlash va boshqalar.

XULOSA

Qoyatosh rasmlari nafaqat tarix va san'at sohasida, balki turizm sohasida ham muhim o'rin tutadi. Mehmonlar ushbu ajoyib rasmlarni yaqindan ko'rish uchun butun dunyo bo'ylab sayohat qilishadi. Bu tajriba odamlarning o'tmish izlariga ergashish istagini qondirish bilan birga, tabiiy go'zalligi bilan ham maftun etadi. Ko'p hollarda turizm asosiy xavf sababi sifatida keltirilmoqda, biroq, manzilgohlar samarali boshqarilsa, turizmni tabiatni muhofaza qilishga qarama-qarshilik sifatida ko'rish kerak emas[3.36-b]. Aslida, turizm himoyani kuchaytirishi mumkin, chunki u manzilgohlarni mahalliy daromad va e'tiborning ortib borayotgan manbaiga

aylantirishga yordam beradi. Muammoga yechim qidirishdan ko‘ra uning oldini olish yaxshi va bu kabi yodgorliklar atrofiga qo‘riqchi qo‘yish va qoyatoshlarning tarixi va uning ahamiyati to‘grisidagi yo‘riqnomalarni ishlab chiqish, kelib chiqishi mumkin bo‘lgan sun‘iy zararlarning oldini olishda samarali bo‘lishi tavsiya etiladi

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INKLYUZIV TA'LIMGA BOSQICHMA-BOSQICH O'TISH: MAVJUD AMALIYOT, MUAMMO, YECHIM VA ISTIQBOLLAR

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***Annotatsiya:** Inklyuziv ta'lim O'zbekiston Respublikasida barcha o'quvchilar, jumladan, nogironlar uchun ham sifatli ta'limdan teng foydalanishni ta'minlashda muhim ahamiyatga ega. Inklyuziv ta'limga o'tishga qaratilgan sa'y-harakatlarga qaramay, uni samarali amalga oshirishga to'sqinlik qilayotgan turli muammolar saqlanib qolmoqda. Ushbu maqolada O'zbekistonda inklyuziv ta'limning mavjud amaliyoti, muammolari va istiqbollarini ko'rib chiqilgan bo'lib, shu bilan birga to'siqlarni bartaraf etish va inklyuziv maktabni rivojlantirish bo'yicha yechimlarni taklif qilingan. O'zbekistonlik va xorijiy olimlarning fikrlariga tayangan holda, ushbu tadqiqot O'zbekistonda yanada inklyuziv ta'lim tizimini rivojlantirish uchun zarur bo'lgan qadamlarni har tomonlama tahlil qilishga qaratilgan.*

***Kalit so'zlar:** inklyuziv ta'lim, nogironlar, o'qituvchilar malakasini oshirish, infratuzilmani rivojlantirish.*

Аннотация: *Инклюзивное образование имеет важное значение в обеспечении равного доступа к качественному образованию для всех учащихся, в том числе с ограниченными возможностями, в Республике Узбекистан. Несмотря на усилия, направленные на переход к инклюзивному образованию, остаются различные проблемы, препятствующие его эффективной реализации. В данной статье рассматривается текущая практика, проблемы и перспективы инклюзивного образования в Узбекистане, и в то же время предлагаются пути преодоления препятствий и развития инклюзивной школы. Опираясь на мнения узбекских и зарубежных ученых, данное исследование направлено на всесторонний анализ шагов, необходимых для развития более инклюзивной системы образования в Узбекистане.*

Ключевые слова: *инклюзивное образование, люди с ограниченными возможностями, подготовка учителей, развитие инфраструктуры.*

Inklyuziv ta'lim har bir o'quvchiga, ularning kelib chiqishi yoki qobiliyatidan qat'i nazar, qo'llab-quvvatlovchi muhitda o'rganish va rivojlanish imkoniyatini taqdim etishga qaratilgan. O'zbekiston Respublikasida inklyuziv ta'lim barcha bolalar, jumladan, imkoniyati cheklangan bolalar ham sifatli ta'lim olish imkoniyatini ta'minlash uchun ustuvor vazifa sifatida maydonga chiqdi. Ushbu maqola O'zbekistonda inklyuziv ta'limning mavjud amaliyotlari, muammolari va istiqbollari o'rganadi, shu bilan birga inklyuziv maktabni rivojlantirish va yanada inklyuziv jamiyatni yaratish bo'yicha yechimlar taklif etadi.

O'zbekiston siyosiy islohotlar, infratuzilmani rivojlantirish va o'qituvchilar malakasini oshirish tashabbuslari orqali inklyuziv ta'limni rivojlantirishda muhim yutuqlarga erishdi. Hukumat inklyuziv ta'limni o'z ta'lim tizimining asosiy tamoyili sifatida qabul qilib, barcha o'quvchilar uchun teng imkoniyatlarni ta'minlashni maqsad qilgan. Ushbu maqola O'zbekistondagi inklyuziv ta'limning hozirgi holatini o'rganadi va barcha talabalar inklyuziv sharoitlarda sifatli ta'lim olishlarini ta'minlash uchun takomillashtirishning asosiy yo'nalishlarini belgilaydi.

O'zbekistonda inklyuziv ta'lim imkoniyati cheklangan o'quvchilarni umumta'lim maktablariga integratsiyalash, maxsus ta'lim xizmatlarini ko'rsatish, inklyuziv o'quv materiallari va o'quv dasturlarini ishlab chiqish kabi bir qator amaliyotlar bilan tavsiflanadi. Inklyuziv ta'limni rivojlantirishda ma'lum yutuqlarga erishilgan bo'lsa-da, infratuzilma, o'qituvchilar salohiyati va nogiron o'quvchilarni qo'llab-quvvatlash xizmatlari bo'yicha jiddiy kamchiliklar saqlanib qolmoqda.

O'zbekistondagi ko'plab maktablarda nogironligi bo'lgan o'quvchilarni joylashtirish uchun qulay hojatxonalar va yordamchi texnologiyalar kabi zarur infratuzilma va jihozlar zarur. Ushbu jismoniy to'siq nogiron o'quvchilarning ta'lim faoliyatida to'liq ishtirok etishiga va maktab binolariga kirishiga to'sqinlik qiladi.

O'zbekistondagi o'qituvchilar ko'pincha nogiron o'quvchilarni inklyuziv sharoitlarda samarali qo'llab-quvvatlash uchun zarur bo'lgan tayyorgarlik va ko'nikmalarga ega emaslar. Cheklangan kasbiy rivojlanish imkoniyatlari va ixtisoslashtirilgan o'quv dasturlarining etishmasligi o'qituvchilarning nogiron o'quvchilarning turli xil ta'lim ehtiyojlarini qondira olmasligiga yordam beradi.

Ijtimoiy to'siqlar, jumladan, madaniy e'tiqodlar va nogironlik haqidagi noto'g'ri tushunchalar, maktablar va jamoalarda nogiron o'quvchilarning chetga surilishiga yordam olib kelishi mumkin [1; 67].

Nogironligi bo'lgan talabalar ko'pincha yordamchi texnologiyalar, terapevtik aralashuvlar va maxsus o'qitish kabi qo'llab-quvvatlash xizmatlaridan foydalanishda to'siqlarga duch kelishadi. Keng qamrovli qo'llab-quvvatlash tizimlarining yo'qligi inklyuziv ta'lim muassasalarida o'quvchilarning o'quv yutuqlari, ijtimoiy integratsiyalashuvi va umumiy farovonligiga to'sqinlik qiladi.

Hukumat rampalar qurish, liftlarni o'rnatish va nogiron o'quvchilarni qamrab olishni osonlashtirish uchun yordamchi qurilmalar bilan ta'minlash orqali maktab infratuzilmasi qulayligini yaxshilashga sarmoya kiritishi kerak. Mavjud maktab binolarini qulaylik standartlariga javob berish uchun qayta jihozlash barcha o'quvchilar uchun yanada inklyuziv ta'lim muhitini yaratishi mumkin.

Jihozlash uchun kompleks o'quv dasturlarini amalga oshirish kerak imkoniyati cheklangan o'quvchilarni inklyuziv sinflarda samarali qo'llab-quvvatlash uchun zarur bo'lgan bilim, ko'nikma va munosabatlarga ega bo'lish. Inklyuziv pedagogika, tabaqalashtirilgan ta'lim va nogironlik haqida xabardorlik bo'yicha o'quv modullari barcha talabalarning turli xil ta'lim ehtiyojlarini qondirish uchun o'qituvchilarning salohiyatini oshirishi mumkin.

Stereotiplarga qarshi kurashish, O'zbekistonda nogironlikka nisbatan ijobiy munosabatni rivojlantirish uchun jamoatchilikni xabardor qilish kampaniyalarini boshlash kerak. Ushbu kampaniyalar nogironlarning huquqlari haqida xabardorlikni oshirishi, hamdardlik va tushunishni rivojlantirishi, maktablarda, ish joylarida va jamoalarda inklyuziv amaliyotlarni rag'batlantirishi mumkin [2; 123].

Hukumat nogiron o'quvchilarga zarur yordam xizmatlaridan, jumladan yordamchi texnologiyalardan, ixtisoslashtirilgan o'qitishdan va terapevtik aralashuvlardan foydalanish imkoniyatini ta'minlash uchun keng qamrovli qo'llab-quvvatlash tizimlarini yaratishi kerak. Maktablar, tibbiyot xodimlari va jamoat tashkilotlari o'rtasidagi hamkorlikdagi sa'y-harakatlar o'quvchilar inklyuziv ta'lim sharoitlarida muvaffaqiyatga erishishlari uchun zarur bo'lgan individual yordamni olishlarini ta'minlaydi [5; 345].

O'zbekistonda inklyuziv ta'lim istiqbollari istiqbolli, yanada rivojlantirish va takomillashtirish imkoniyatlari mavjud. Mavjud muammolarni hal qilish va dalillarga asoslangan yechimlarni amalga oshirish orqali O'zbekiston xilma-xillik, tenglik va ijtimoiy inklyuziyani qo'llab-quvvatlovchi yanada inklyuziv ta'lim tizimini yaratishi mumkin. Inklyuziv amaliyotlarni qabul qilish nafaqat nogiron o'quvchilarga foyda keltiradi, balki barcha o'quvchilar uchun ta'lim tajribasini oshiradi, maktab va jamoalarda hurmat, qabul qilish va tegishli madaniyatni rivojlantiradi.

Xulosa qilib aytganda, inklyuziv ta'lim O'zbekistonda barcha o'quvchilarning, jumladan, nogironligi bo'lgan talabalarning huquq va qadr-qimmatini ta'minlashda muhim ahamiyatga ega. Mavjud muammolarni hal qilish va ilg'or tajriba va xalqaro standartlarga asoslangan yechimlarni amalga oshirish orqali O'zbekiston yanada

inklyuziv ta'lim tizimini barpo etish yo'lida sezilarli yutuqlarga erishishi mumkin. Davlat idoralari, ta'lim muassasalari, fuqarolik jamiyati tashkilotlari va jamoatchilik o'rtasidagi hamkorlikdagi sa'y-harakatlar orqali O'zbekistonda har bir talaba o'z salohiyatini ro'yobga chiqarish va rivojlanish imkoniyatiga ega bo'lgan ta'lim muhitini yaratish mumkin. O'zbekistonda inklyuziv ta'limga o'tish ko'p qirrali jarayon bo'lib, u mavjud amaliyotga e'tibor qaratish, asosiy muammolarni aniqlash va hal etish, samarali yechimlarni hayotga tatbiq etish, istiqbolli istiqbollarni ko'zda tutishni taqozo etadi. Manfaatdor tomonlar, jumladan, siyosatchilar, o'qituvchilar, oilalar va jamiyat a'zolari o'rtasidagi hamkorlikdagi sa'y-harakatlar orqali O'zbekiston teng huquqli foydalanishni ta'minlaydigan, barcha talabalarning turli xil ta'lim ehtiyojlarini qo'llab-quvvatlaydigan hamda ijtimoiy inklyuziya va xilma-xillikni rag'batlantiradigan yanada inklyuziv ta'lim tizimini rivojlantirishi mumkin. Mavjudlikka ustuvor ahamiyat berish, o'qituvchilarni o'qitish va qo'llab-quvvatlash xizmatlariga sarmoya kiritish va nogironlar huquqlarini himoya qilish orqali O'zbekiston har bir o'quvchi rivojlanishi va yanada inklyuziv jamiyatga hissa qo'shish imkoniyatiga ega bo'lgan o'zgaruvchan ta'lim muhiti uchun poydevor yaratishi mumkin.

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BUYUK AJDODLAR MEROSI: KELAJAK AVLOD TARBIYASIDA MUHIM DIDAKTIK MANBA

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Annotatsiya: *O'zining boy madaniy merosi va tarixiy merosiga ega O'zbekiston Respublikasi kelajak avlod tarbiyasini shakllantirishda o'zining buyuk ajdodlarining ahamiyatini azaldan e'tirof etib keladi. Biroq, ahamiyatiga qaramay, bu merosdan didaktik manba sifatida samarali foydalanishda turli qiyinchiliklar mavjud. Ushbu maqolada O'zbekistonning buyuk ajdodlarini ta'lim tizimiga kiritish bilan bog'liq muammolar va yechimlar yoritilgan. Tarixiy rivoyatlar, ta'lim siyosati va ijtimoiy omillarni chuqur tahlil qilish orqali biz o'quv dasturlaridagi bo'shliqlar, yetarli resurslar va madaniyatni saqlash zarurati kabi asosiy muammolarni aniqlashga xizmat qilingan. Bundan tashqari, biz ushbu muammolarni hal qilish va buyuk ajdodlar merosi O'zbekistonda kelajak avlodlarni ilhomlantirish va tarbiyalashda davom etishini ta'minlash uchun o'quv dasturlarini isloh qilish, o'qituvchilar malakasini oshirish dasturlari va jamoatchilikni jalb qilish tashabbuslarini taklif qilingan.*

Kalit so'zlar: *O'zbekiston, buyuk ajdodlar, meros, ta'lim, muammolar, yechimlar.*

Аннотация: Республика Узбекистан, обладая богатым культурным наследием и историческим наследием, давно осознала важность своих великих предков в формировании образования следующего поколения. Однако, несмотря на его важность, существуют различные трудности в эффективном использовании этого наследия в качестве дидактического ресурса. В данной статье описаны проблемы и пути решения, связанные с включением великих предков Узбекистана в систему образования. Благодаря углубленному анализу исторических повествований, образовательной политики и социальных факторов мы смогли выявить ключевые проблемы, такие как пробелы в учебных программах, недостаточность ресурсов и необходимость сохранения культуры. Кроме того, мы предложили реформу учебных программ, программы подготовки учителей и инициативы по вовлечению общественности для решения этих проблем и обеспечения того, чтобы наследие наших великих предков продолжало вдохновлять и обучать будущие поколения в Узбекистане.

Ключевые слова: Узбекистан, великие предки, наследие, образование, проблемы, решения.

O‘zbekiston Respublikasi o‘zining buyuk ajdodlari tomonidan to‘qilgan boy tarix ahamiyatga ega bo‘lgan madaniy chorrahada joylashgan. Temur saltanatlari va Avitsennaning ilmiy yutuqlaridan tortib, Alisher Navoiyning badiiy merosigacha bo‘lgan O‘zbekiston madaniy merosi faxr va ilhom manbaidir. Bu merosning kelajak avlod tarbiyasidagi ahamiyatini anglagan O‘zbekiston buyuk ajdodlar merosini o‘z ta’lim tizimiga singdirishga harakat qilib kelinmoqda. Biroq, bu sa’y-harakatlarga qaramay, turli muammolar saqlanib qolmoqda va bu merosni yosh o‘quvchilarga samarali etkazishga to‘sqinlik qilmoqda. Ushbu maqola O‘zbekistonning buyuk ajdodlari kelajak avlodlar uchun hayotiy didaktik manba bo‘lib xizmat qilishini ta’minlash uchun ushbu muammolarni o‘rganish va yechimlarni taklif qilishga intiladi.

O‘zbekiston tarixi mintaqa madaniytida o‘chmas iz qoldirgan buyuk ajdodlarining xizmatlari bilan ajralib turadi. Qadimiy Samarqand va Buxoro

shaharlaridan tortib, Xiva va Toshkentning ilmiy markazlarigacha O‘zbekistonning tarixiy merosi keng va serqirradir. Amir Temur, Ulug‘bek, Al-Xorazmiy kabi arboblarning erishgan yutuqlari O‘zbekiston fuqarolarida hayrat va ehtirom uyg‘otishda davom etmoqda.

Ushbu boy tarixiy manbaga qaramay, O‘zbekiston madaniy merosini kelajak avlodga yetkazish ko‘plab muammolarga duch kelmoqda. Bularga o‘quv dasturidagi kamchiliklar, madaniyatni saqlash uchun resurslarning cheklanganligi va ta‘lim tashabbuslarida jamoatchilikning faol ishtiroki zarurligi kiradi.

Ulug‘ ajdodlar merosini ta‘limga singdirishdagi asosiy muammolardan biri o‘quv dasturlarida kamchiliklar mavjudligidir. O‘zbekiston tarixi va madaniyatining ayrim jihatlari maktab o‘quv dasturlarida yoritilgan bo‘lsa-da, ulug‘ ajdodlar timsoli va ularning hissalarini aks ettirishda ko‘pincha teranlik va noziklik yetishmaydi. Qolaversa, o‘quv dasturi O‘zbekiston madaniy merosining xilma-xilligini yetarli darajada aks ettirmasligi mumkin, bu esa tarixning noto‘g‘ri tasvirlanishiga olib keladi.

Yana bir muhim muammo - madaniy saqlash va ta‘lim uchun resurslarning yetishmasligi. O‘zbekistonning buyuk ajdodlariga oid ko‘plab tarixiy obidalar, ashyolar, hujjatlar konservatsiya va restavratsiyaga muhtojdir. Qolaversa, O‘zbekiston madaniy merosining boyligini o‘quvchilarga samarali yetkazuvchi darslik va o‘quv qo‘llanmalari kabi o‘quv materiallari yetishmaydi.

O‘zbekiston madaniy merosini samarali yetkazish ko‘p jihatdan pedagoglarning malaka va bilimlariga tayanadi. Biroq, ko‘pgina o‘qituvchilar tarix, madaniyat va merosni o‘qitish bo‘yicha etarli tayyorgarlikka ega emaslar. Tegishli kasbiy rivojlanish imkoniyatlari bo‘lmasa, o‘qituvchilar talabalarni samarali jalb qilish va O‘zbekistonning buyuk ajdodlari haqida nozik tushunchalarni berish uchun kurash olib borishi mumkin.

Globalashuv va modernizatsiya kabi ijtimoiy omillar O‘zbekiston madaniy merosini asrab-avaylashda qo‘shimcha muammolarni keltirib chiqarmoqda. Yoshlar G‘arb ta‘siriga tobora ko‘proq duchor bo‘lib borar ekan, madaniy eroziya va an‘anaviy qadriyatlar va amaliyotlardan uzilib qolish xavfi bor. Bundan tashqari, jamiyat ichidagi

ijtimoiy-iqtisodiy nomutanosibliklar ta'lim va madaniy resurslardan foydalanishdagi tengsizlikni kuchaytirishi mumkin.

O'quv dasturlaridagi kamchiliklarni bartaraf etish O'zbekiston madaniy merosini yanada kengroq va to'g'ri tasvirlashni ta'minlash uchun ta'lim dasturini keng qamrovli isloh qilishni talab qiladi. Bu mavjud darsliklarni qayta ko'rib chiqish, yangi fanlarni kiritish yoki tegishli mavzular bo'yicha modullar va turli istiqbollarni dars rejalariga kiritish [3; 578-592].

Resurslarning yetarli emasligi muammosini hal qilish uchun O'zbekiston madaniyatni saqlash va ta'limga sarmoya kiritishga ustuvor ahamiyat berilishi kerak. Bunga tarixiy obidalarni konservatsiya qilish, arxiv materiallarini raqamlashtirish va o'quv resurslarini ishlab chiqarish uchun mablag' ajratish kiradi. Madaniyatni asrab-avaylash tashabbuslari uchun resurslarni safarbar qilishda davlat-xususiy sheriklik va xalqaro hamkorlik ham muhim rol o'ynashi mumkin.

Pedagoglarning kasbiy mahoratini oshirish imkoniyatlarini ta'minlash ularning O'zbekiston madaniy merosini samarali o'rgatish salohiyatini oshirish uchun muhim ahamiyatga ega. O'qituvchilar malakasini oshirish dasturlari o'qituvchilarni o'quvchilarni tarix, madaniyat va meros bo'yicha mazmunli muhokamalarga jalb qilish uchun zarur bo'lgan bilim, ko'nikma va pedagogik strategiyalar bilan qurollantirishga qaratilishi kerak [4; 65-80].

Jamiyatlarni ta'lim sohasidagi tashabbuslarga jalb qilish O'zbekistonning madaniy merosiga egalik va faxrlanish tuyg'usini rivojlantirishga yordam beradi. Bu jamoat tadbirlarini tashkil etish, meros klublari yoki jamiyatlarini tashkil etish va madaniy an'analarni saqlash muhimligi haqida avlodlararo muloqotni rivojlantirishni o'z ichiga olishi mumkin. Mahalliy manfaatdor tomonlarni ta'lim jarayoniga jalb qilish orqali O'zbekiston o'zining madaniy merosi kelajak avlodlar tomonidan dolzarb va qadrlil bo'lib qolishini ta'minlashi mumkin .

Xulosa o'rnida aytish mumkinki, O'zbekistonning buyuk ajdodlari merosi kelajak avlodni ilhomlantirish va tarbiyalash qudratiga ega bo'lgan qimmatli didaktik manbadir. Biroq, bu merosning samarali uzatilishiga turli muammolar, jumladan,

o‘quv dasturlaridagi bo‘shliqlar, yetarli resurslar va ijtimoiy omillar to‘sqinlik qilmoqda. O‘quv dasturlarini isloh qilish, madaniyatni asrab-avaylashga sarmoya kiritish, o‘qituvchilar malakasini oshirish dasturlari va jamoatchilikni jalb qilish tashabbuslari orqali ushbu muammolarni hal qilish orqali O‘zbekiston o‘zining buyuk ajdodlari kelgusi avlodlar uchun faxr va ilhom manbai bo‘lib xizmat qilishini ta’minlashi mumkin.

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XO‘JALIK YURITUVCHI SUBYEKTLARDA OPERATSION AUDIT ISHLARINI TASHKIL ETISH TARTIBI

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ANNOTATSIYA

Ushbu maqolada xo‘jalik yurituvchi subyektlarda operatsion audit ishlarini tashkil etish tartiblari va unga ta’sir etuvchi uslubiy muammolar bayon qilingan. Shuningdek, operatsion auditning zarurligi, vazifalari va afzalliklari kabi jihatlari ilmiy jihatdan asoslangan.

Kalit so‘zlar: *audit, operatsion, boshqaruv, uslub, korxonalar, auditor, mijoz, nazorat.*

ABSTRACT

This article describes the procedures for organizing operational audit work in economic entities and the methodological problems affecting it. Also, aspects such as the necessity, tasks and benefits of operational audit are scientifically based.

Key words: *audit, operational, management, method, enterprise, auditor, client, control.*

АННОТАЦИЯ

В данной статье описаны процедуры организации оперативно-ревизионной работы в хозяйствующих субъектах и методологические проблемы, затрагивающие ее. Также научно обоснованы такие аспекты, как необходимость, функции и преимущества оперативного аудита.

Ключевые слова: *аудит, оперативный, менеджмент, метод, предприятие, аудитор, клиент, контроль.*

Kirish. Mamlakat iqtisodiyotini yanada rivojlantirish va zamonaviy iqtisodiyot asoslarini yaratishda korxonalarning ishlab chiqarish salohiyatidan hamda imkoniyatlaridan oqilona foydalanish, iqtisodiy va moliyaviy resurslarning barcha

turlarini har tomonlama tejash va ishlab chiqarishni samarali boshqarish alohida ahamiyatga ega. Bunday muhim vazifalarni bajarishda korxonalarining ichki nazorat tizimida operatsion auditni maqsadli va samarali tashkil etish maqsadga muvofiq hisoblanadi. Chunki, operatsion audit korxonalarini boshqarish tizimida asosiy bo'g'in hisoblanadi. Shu sababli ham bugungi kunda makroiqtisodiyotning asosiy bo'g'ini bo'lgan korxonalar va tashkilotlarni samarali boshqarishda ichki nazorat tizimida operatsion auditdan foydalanish davr talabi sanaladi.

O'rganilganlik darajasi. Xo'jalik yurituvchi sub'ektlarda auditni takomillashtirishga xorijlik olimlardan Aksenenko A.F., Sheremet A.D., Nidlz B., Ivashkevich V.V., Tkach V.I., Rishar J., Kondrakov N.P., Novichenko P.P. kabilar muhim hissa qo'shishgan.

Ushbu masalalarning ayrim jihatlari respublikamiz olimlaridan A.K.Ibragimov, M.M. Tulaxo'jayeva, N.Y.Jo'rayev, N.S.Sanayev, D R.Do'smuratov, S.V.Vohidov, E.A.Akramov, H.N.Musayev, A.Usanov, K.B.,O'razovlarning ilmiy asarlarida o'z ifodasini topgan. Biroq, tahlillarning ko'rsatishicha, ayni paytgacha mamlakatimizda moliyaviy nazorat tizimida operatsion auditning tashkiliy-uslubiy masalalari to'liq o'rganilmagan.

Tahlil va natijalar. Operatsion audit ichki nazorat tizimida korxonalar iqtisodiy va moliyaviy salohiyatini baholash, unga ta'sir etuvchi omillarni aniqlash va ta'sirini hisoblash, foydalanilmayotgan imkoniyatlarni axtarib topishda alohida ahamiyatga ega. Shu sababli ham mulkchilik shaklidan qat'iy nazar barcha xo'jalik yurituvchi sub'yektlar, xususan korxonalar moliya-xo'jalik faoliyatida ichki nazorat tizimining samaradorligini ta'minlashda operatsion auditni tashkil etish dolzarb masala hisoblanadi. Ammo, tadqiqotlar ko'rsatadiki, ichki nazorat tizimida operatsion auditni tashkil etishda uslubiy muammolar mavjudligi sababli amaliyotda undan yetarlicha foydalanilmayapti.

Nazariy manbalar tahlilidan ko'rinadiki, xalqaro amaliyotda operatsion audit - korxonalar faoliyatini baholash, kamchiliklarni aniqlash va ularni bartaraf etish chora-tadbirlarini izlash maqsadida, shu korxonalar yoki uning bo'limi faoliyatini biror

belgilangan mezoniga asosan tizimli o'rganish deb ta'riflanadi. Ushbu ta'rifda keltirilgan mezonlarni shartli ravishda ikki guruhga ajratish mumkin. Xususan, birinchi guruhga korxonalar yoki uning bo'limlari, o'z oldiga qo'yilgan reja ko'rsatkichlariga qanchalik erishayotganligini o'rganish; ikkinchidan, samaradorlik, ya'ni mavjud resurslardan qanchalik tejimli foydalanilayotganligini baholovchi mezonlarni kitritidsh mumkin. Ma'lumki, operatsion auditning maqsadi korxonalar yoki uning bo'limlari faoliyatida rejalarining, xususan, belgilangan biznes-reja, yillik yoki choraklik ishlab chiqarish, sotish rejalariga tegishli ko'rsatkichlarini tekshirish, ularni haqiqatda bajarilishiga oid ko'rsatkichlariga qiyoslash va baholash, mavjud foydalanilmayotgan imkoniyatlar yuzasidan tavsiyalar ishlab chiqishdan iborat. Ammo, tadqiqotlarimiz ko'rsatadiki, ichki nazorat tizimida operatsion auditda tahliliy amallarning zamonaviy usullaridan yetarlicha foydalanilmayapti. Buning asosiy sababi uslubiy masalalar bo'yicha muammolarning mavjudligidir. Shungdek, tahlillarimiz ko'rsatadiki, bugungi kunda korxonalarda buxgaiteriya bo'limi to'liq kompyuterlashgan bo'lib, kompyuter tizimining ham samarali yoki samarasiz ishlayotganligini tekshirish operatsion auditning vazifasi hisoblanadi. Biroq ichki nazorat tizimida ushbu yo'nalishda operatsion auditning uslubiy asoslari yaratilmagan. Ushbu holatlardan ko'rinadiki, ichki nazorat tizimida operatsion auditdan samarali foydalanishda uning uslubiy asoslarini takomillashtirish maqsadga muvofiq hisoblanadi.

Ayniqsa, auditni amaliy tashkil qilish masalalari va uslublarining zaifligini hisobga olib, auditning uslubiy asoslarini takomillashtirish borasida, jumladan operatsion audit uslubiy asoslarini tadqiq etdik.

Buning uchun quyidagi muammolar hal qilinishi lozim, deb hisoblaymiz:

- operatsion auditni kimlar amalga oshiradi;
- operatsion auditda mustaqillik va ma'suliyat darajasi;
- baholash mezonlari;
- operatsion audit qirralari.

Tahlillarimiz ko'rsatadiki, operatsion audit asosan quyidagi ikki guruh

mutaxassislaridan biri tomonidan amalga oshiriladi:

- 1) ichki audit xizmati;
- 2) auditorlik tashkilotlari.

Ichki audit xizmati operatsion audit ishida alohida o‘rin tutishadi. Chunki, ba’zilar uchun «ichki xo‘jalik auditi» va «operatsion audit» iboralari bir-birini o‘zaro almashtiruvchidir. Lekin, har qanday operatsion auditni ichki xo‘jalik auditorlari o‘kazishadi va ichki xo‘jalik auditorlari faqat operatsion auditni bajarishadi, degan xulosaga kelish noto‘g‘ri bo‘ladi. Xususan, ichki xo‘jalik auditi bilan shug‘ullanuvchi ko‘pgina bo‘limlar ham operatsion audit bo‘yicha, ham moliyaviy hisobot auditi bo‘yicha ish bajarishadi. Operatsion auditni amalga oshiruvchi auditorlarning ustunligi shundaki, ular o‘zlarining vaqtlarini asosan audit qilinayotgan korxonaga uchun sarflaydilar. Shu bilan birga korxonaga va uning faoliyati xususida chuqur bilimga erishadilar. Ushbu holat samarali operatsion audit uchun juda muhimdir.

O‘z faoliyatining samaraliligini maksimallashtirish uchun ichki xo‘jalik audit bo‘limi korxonaga ma‘muriyatiga xulosa taqdim qilishi zarur. Tashkiliy tizim ichki xo‘jalik auditorlarining mustaqil bo‘lib qolishlariga yordam beradi. Masalan, agar ichki xo‘jalik auditorlari bosh hisobchi oldida hisob beradigan bo‘lsa, u holda ularning mustaqil baho berishi va hatto bosh buxgalter bajarayotgan muomalalarning samarasiga taalluqli ma‘muriyat uchun tavsiyanomalarni berish qiyinlashadi. Ammo, amaldagi uslubiy asoslarga ko‘ra, ichki audit xizmati xodimlari operatsion auditda quyidagi vazifalarni bajarishi shart:

- ichki xo‘jalik auditorlari moliyaviy va amaliy axborot hamda vositalarning haqiqiyli va to‘liqligi haqida qisqacha ma‘lumot berishlari kerak;
- ichki xo‘jalik auditorlari ichki xo‘jalik nazorat tizimini ko‘rib chiqib, uning siyosat, reja, muolajalar, qonun va ko‘rsatmalar bilan mosligini aniqlashlari lozim;
- ichki xo‘jalik auditorlari resurslardan foydalanishning iqtisodi va unumdorligini baholashlari kerak;
- ichki xo‘jalik auditorlari rejalarning bajarilishi ko‘zda tutilgandek amalga oshirilayotganligini tasdiqlash uchun muomalalar va dasturlarni ko‘zdan kechirib,

tekshirishlari lozim.

Auditorlik tashkilotlari moliyaviy hisobot auditini bajarayotganda amaliy faoliyatning kamchiliklarini aniqlash va mijozga foyda keltirishi mumkin bo'lgan tavsiyanomalar berishda operatsion auditni amalga oshiradilar. Shuningdek, auditorlik tashkilotlarining professional xizmatlari tarkibida buyurtmaga ko'ra subyektning operatsion faoliyatini audit qilib beradilar. Audit davomida tashqi auditorning mijoz faoliyatiga asos bo'ladigan bilimlari, unga amaliy faoliyat bo'yicha tavsiyanomalarni shakllantirish uchun muhim ma'lumotlarni to'plashga yordam beradi. Masalan, auditor mijozning tovarlar zaxirasi aylanishi joriy yilda sekinlashganini aniqladi. Auditor buning sababini ham aniqlashi mumkin. Bu jarayonda auditor amaliy sabablarni ko'rsatishi mumkin, masalan, tovarlar zaxirasini to'ldirish bo'yicha siyosatning samarasizligi; xuddi shu sababga auditor rahbariyatning e'tiborini qaratishi mumkin.

Mijoz ko'pincha o'z faoliyatining bir yoki bir necha maxsus tarmoqlarining operatsion auditini o'tkazish uchun auditorlik tashkiloti bilan shartnoma tuzadi. Odatda, bunday shartnoma korxonada o'z shtatida ichki xo'jalik auditorlariga ega bo'lmasa yoki ichki xo'jalik auditi mutaxassislari u yoki bu tarmoq auditi tajribasiga ega bo'lmasa tuziladi. Bunday maslahatlar berishni ma'muriyat ichki xo'jalik auditorlariga emas, balki mustaqil auditorlik tashkilotlariga buyurtma beradi. Operatsion auditni bajarishda ikki muhim sifat - bu mustaqillik va mas'uliyat darajasidir.

Auditor xulosani kimga taqdim qilishi haqidagi masala tekshirish va tavsiyanomalar hech bir og'ishsiz amalga oshirilayotganligini kafolatlash uchun juda muhimdir. Auditorlik tashkilotlarida odatda mustaqillikni ta'minlash u darajada qiyin emas, chunki unda ishlovchi xolis buxgalterlar audit o'tkazilayotgan korxonaning xodimlari hisoblanmaydilar.

Operatsion auditorlarning javobgarlik jihatlari ham ularning mustaqilligiga ta'sir qilishi mumkin. Auditor agar samarasiz va unumsiz muomalalarni aniqlangan bo'lsa, korxonaning amaliy funksiyalari uchun javobgar emas. Auditor muomalaga

o'zgartirish kiritishni maslahat berishi mumkin, lekin mas'ul xodim bunday tavsiyanomani qabul qilish yoki rad etish huquqiga ega bo'lish kerak. Agar auditorlar o'zlari bergan maslahatlarning amalga oshirilishini talab qilish huquqiga ega bo'lganlarida, ular bajarilgan ishlar uchun keyingi auditda javobgar bo'lib qoladilar. Shunday qilib, mustaqillik chegaralanib qolgan bo'lardi.

Xulosa. Yuqoridagilardan kelib chiqib, shunday xulosaga kelish mumkin, ya'ni mustaqillikni ta'minlovchi maxsus talablar quyidagilardir:

1) Mustaqillik. Auditorlar o'z auditorlik faoliyatlarida mustaqil bo'lishlari zarur. Bu talab auditorlar o'z ishlarini erkin va ob'ektiv bajarishlari bilan ta'minlanadi. Mustaqillik auditorlarga turli ta'sirlardan erkin va ob'ektiv bo'lgan fikrlarni berib, xulosa taqdim qilish imkonini beradi. Bu esa audit uchun juda muhimdir. Bunga ob'ektivlik va tashkiliy mavqeyi tufayli erishiladi.

2) Tashkiliy mavqeyi. Bunda audit davomida aniqlangan kamchiliklar asosida samarali harakatlar hamda tavsiyanomalar berish, chuqur tekshirishni, sohaning keng auditini ta'minlash uchun yetarli bo'lishi lozim.

3) Obyektivlik. Ob'ektivlik ichki xo'jalik auditorlaridan o'z vazifalarini mustaqil, yuqori malakada haqqoniy bajarishlarini talab qiladi.

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YOSHLARDA MA'NAVYI-AXLOQIY FAZILATLARNI SHAKLLANTIRISHDA OILANING O'RNI

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Annotatsiya: Ushbu keng qamrovli tadqiqot oila dinamikasining yosh shaxslarning ma'naviy-axloqiy kamolotiga ta'sirini o'rganib, O'zbekiston va xorijiy davlatlarga e'tibor qaratadi. Sifatli va qiyosiy tahlil orqali u madaniy o'zgarishlarni va oilaviy kontekstda yoshlar axloqini shakllantiruvchi universal tamoyillarni yoritadi.

Kalit so'zlar: oila, ma'naviy kamolot, axloqiy shakllanish, yoshlar, O'zbekiston, qiyosiy o'rganish.

Abstract: This comprehensive study examines the influence of family dynamics on the spiritual and moral development of young people, focusing on Uzbekistan and foreign countries. Through qualitative and comparative analysis, it illuminates the cultural changes and universal principles that shape youth morality in the family context.

Key words: family, spiritual maturity, moral formation, youth, Uzbekistan, comparative study.

Аннотация: В данном комплексном исследовании рассматривается влияние семейной динамики на духовно-нравственное развитие молодежи с акцентом на Узбекистан и зарубежные страны. Посредством качественного и сравнительного анализа он освещает культурные изменения и универсальные принципы, которые формируют мораль молодежи в семейном контексте.

Ключевые слова: семья, духовная зрелость, нравственное становление, молодежь, Узбекистан, сравнительное исследование.

Kirish:

Oila yoshlarni axloqiy tarbiyalash, ularning ma'naviy-axloqiy fazilatlarini shakllantirishda tamal toshi bo'lib xizmat qiladi. Oilaviy dinamika va yoshlar axloqi o'rtasidagi o'zaro bog'liqlikni tushunish jamiyat farovonligi uchun juda muhimdir. Ushbu tadqiqot O'zbekiston va xorijiy mamlakatlardagi oilalarning yoshlarni ma'naviy-axloqiy kamolotini tarbiyalashdagi rolini o'rganib, madaniy o'ziga xosliklar va umuminsoniy tamoyillarni aniqlashga qaratilgan.

Oila birligi butun dunyo bo'ylab yosh shaxslarning axloqiy tarbiyasi va xarakterini shakllantirishda ajralmas poydevor bo'lib turadi. Oilaviy munosabatlar tarkibiga yoshlarning ma'naviy va axloqiy jihatlarini shakllantiradigan asosiy tamoyillar va qadriyatlar singdirilgan. Ushbu muqaddimada biz O'zbekiston va xorijiy davlatlar misollari asosida yoshlarning ma'naviy-axloqiy fazilatlarini tarbiyalashda oilaning rolini qiyosiy o'rganishga kirishamiz. Ushbu qiyosiy ob'ektiv orqali biz oilaviy dinamika va yoshlar axloqi o'rtasidagi dinamik o'zaro ta'sirni asoslaydigan madaniy farqlarni va universal tamoyillarni ochishni maqsad qilganmiz.

Boy madaniy meros va an'analarga ega bo'lgan O'zbekistonda yoshlarning ma'naviy-axloqiy kamolotiga oilaviy ta'siri chuqurdir. O'zbekistonda oilaviy birlik an'anaviy ravishda kengayib, nafaqat oila a'zolarini, balki yaqin qarindoshlar va qarindoshlik tarmoqlarini ham qamrab oladi. Bu oila doirasida kattalarga hurmat, farzandlik mehr-oqibat, jamoa ahilligi kabi qadriyatlar yoshlikdan singdirilib, axloqiy xulq-atvor va axloqiy fikr yuritish uchun zamin yaratiladi. Bundan tashqari, asosan islom dinidan kelib chiqqan diniy ta'limotlar oilaviy munosabatlarga kirib boradi va axloqiy xulq-atvor va ma'naviy o'sish uchun rahbarlik tamoyillari bo'lib xizmat qiladi. Ko'pincha jamiyat hayotining markaziy nuqtasi bo'lgan masjid oilalar axloqiy ta'limotlarni mustahkamlaydigan va jamoaviy ibodat bilan shug'ullanadigan, oilaviy kontekstlarda ma'naviyatning ahamiyatini yanada kuchaytiradigan makonga aylanadi.

Bundan farqli o'laroq, xorijiy mamlakatlarda yoshlarning axloqiy rivojlanishidagi oilaviy rollar madaniy, ijtimoiy-iqtisodiy va diniy omillar bilan shakllangan turli xil ko'rinishlarni namoyish etadi. Individualizm va dunyoviylik bilan ajralib turadigan

G'arb jamiyatlarida oilalar axloqiy qadriyatlarni singdirish va yoshlarda axloqiy rivojlanishni ta'minlashda turli rol o'ynaydi. Ba'zi oilalar avtonomiya va tanqidiy fikrlashni birinchi o'ringa qo'yib, yoshlarni jamiyat me'yorlari va axloqiy ikkilanishlarga shubha qilishga undasa, boshqalari diniy ta'limotlar yoki madaniy an'analarga yaqindan rioya qilib, belgilangan axloqiy me'yorlarga muvofiqlik va rioya qilishni ta'kidlaydi. Bundan tashqari, ko'p madaniyatli jamiyatlarda oilaviy kontekstda turli madaniy amaliyotlar va e'tiqod tizimlarining uyg'unligi yoshlarning axloqiy rivojlanishiga murakkabliklarni qo'shib, oila rolini tushunish uchun nozik yondashuvlarni talab qiladi.

Ushbu madaniy o'zgarishlarga qaramay, turli xil kontekstlarda yoshlar axloqini shakllantirishda oilaning rolini ma'lum universal tamoyillar asoslaydi. Oila asosiy ijtimoiylashtiruvchi vosita bo'lib xizmat qiladi, unda yosh shaxslar axloqiy murakkabliklarni boshqarishni o'rganadi, hamdardlikni rivojlantiradi va halollik, halollik va rahm-shafqat kabi fazilatlarni rivojlantiradi. Sevgi, qo'llab-quvvatlash va yo'l-yo'riq bilan tavsiflangan oilaviy munosabatlar orqali yoshlar o'zlarining xatti-harakatlari va qarorlarini oilaviy doiradan tashqarida boshqaradigan axloqiy qadriyatlar va axloqiy asoslarni o'z ichiga oladi.

Ushbu qiyosiy ishga kirishar ekanmiz, madaniy kontekstlar oilaviy ta'sirning yoshlar axloqiga ta'sirini shakllantirishi mumkin bo'lsa-da, oilaning asosiy roli umumbashariy ahamiyatga ega ekanligi ayon bo'ladi. O'zbekiston va xorijiy mamlakatlardagi oilaviy dinamika va yoshlar axloqi o'rtasidagi murakkab o'zaro ta'sirni o'rganish orqali biz axloqiy rivojlanishning murakkab tomonlarini yoritishni va yoshlarning ma'naviy va axloqiy fazilatlarini tarbiyalashda oilaviy muhitning muhim ahamiyatini ko'rsatishni maqsad qilganmiz.

Metod:

Sifatli intervyu va qiyosiy tahlilni birlashtirgan aralash usullardan foydalanildi. O'zbekistonda yoshlar va ularning oila a'zolari bilan yarim tizimli suhbatlar o'tkazildi, ularda oilaning ma'naviy-axloqiy rivojlanishiga ta'siri haqidagi tasavvurlar o'rganildi. Xuddi shunday, xorijiy mamlakatlardagi tegishli tadqiqotlar ma'lumotlari madaniyatlar

bo'yicha oilaviy rollarni solishtirish va taqqoslash uchun tahlil qilindi. Oila dinamikasidagi umumiylik va farqlarni va ularning yoshlar axloqiga ta'sirini aniqlash uchun tematik tahlildan foydalanildi.

Natijalar:

O'zbekistonda ma'naviy-axloqiy fazilatlarining shakllanishiga oilaviy ta'sir chuqur singib ketganligi, an'analar, diniy urf-odatlar, qadriyatlarining avlodlarga o'tishi muhim rol o'ynaganligi aniqlandi. Oqsoqollarni hurmat qilish, jamoani qo'llab-quvvatlash tarmoqlari va madaniy me'yorlarga rioya qilish yoshlar axloqini shakllantiruvchi asosiy omillar sifatida namoyon bo'ldi. Aksincha, xorijiy mamlakatlarda oilaviy rollar madaniy, ijtimoiy-iqtisodiy va diniy sharoitlarga qarab juda xilma-xil edi. Ba'zi oilalar individual avtonomiya va tanqidiy fikrlashni ta'kidlagan bo'lsa, boshqalari jamiyat normalari va diniy ta'limotlarga muvofiqlikni birinchi o'ringa qo'ygan.

Muhokama:

Qiyosiy tahlil madaniy xilma-xillikni va yoshlarning axloqiy rivojlanishida oilaning rolidagi umuminsoniy tamoyillarni aniqladi. O'zbekistonda oilaviy ta'sir ko'pincha an'anaviy va diniy urf-odatlardan kelib chiqsa-da, xorijiy mamlakatlarda dunyoviylik, multikulturalizm va individualizm ta'sirida turlicha yondashuvlar namoyon bo'ladi. Ushbu nuanslarni tushunish butun dunyo bo'ylab ijobiy yoshlar axloqini rivojlantirishga qaratilgan samarali choralar va siyosatni amalga oshirish uchun juda muhimdir.

Xulosa:

Xulosa qilib aytadigan bo'lsak, ushbu tadqiqot O'zbekistonda ham, xorijiy mamlakatlarda ham yosh shaxslarning ma'naviy-axloqiy fazilatlarini shakllantirishda oilaning o'zni katta ekanligini ta'kidlaydi. Madaniy farqlar va umuminsoniy tamoyillarni tan olgan holda, jamiyatlar oilalarni axloqiy tarbiyachi sifatidagi muhim rolida yaxshiroq qo'llab-quvvatlashi va oxir-oqibatda butun dunyo bo'ylab yoshlarning gullab-yashnashiga hissa qo'shishi mumkin.

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АХМАД ДОНИШ ИЛМИЙ МЕРОСИНИ ЎРГАНИШНИНГ АҲАМИЯТИ

Милтиқбоев Бобир Зокирович

Аннотация: бугунги кунга келиб мамлакатимизда миллий маънавий мерос ва уни тиклашнинг аҳамияти ва роли хусусида кўплаб илмий изланишлар олиб борилмоқда. Мамлакатимиз раҳбари томонидан ҳам миллий маънавий меросни тиклаш борасида кенг кўламли ислохотлар амалга оширилмоқда. Ушбу мақолада Ахмад Дониш илмий меросини ижтимоий фалсафий жиҳатдан таҳлил қилишнинг роли ва аҳамияти очиқ берилган.

Калит сўзлар: Ахмад Дониш, фалсафа, миллий мерос, маънавий камолот, мафкура, гоя, Бухоро.

Жаҳон ва юртимиз ижтимоий-фалсафий ҳамда маънавий-маърифий тафаккури ривожда XIX-XX асрларнинг алоҳида ва муҳим ўрни бор. Айниқса бу давр ижтимоий-сиёсий жараёнларнинг кескинлашуви, маънавий тафаккур, ғоявий-мафкуравий жараёнларнинг хилма-хиллиги билан ажралиб туради. Шу билан бирга бу даврда етишиб чиққан олимлар, тарихчилар, файласуфлар ўзларининг фавқулудда ижтимоий-фалсафий, маънавий-маърифий ғоялари ва қарашлари билан жаҳон ҳамжамиятини ҳамон қизиқтириб келмоқда. Шу сабабдан ҳам бу давр алломаларининг илмий-фалсафий қарашларини янада чуқурроқ ўрганиш зарур.

XIX-XX асрларда Туркистон минтақаси хусусан Бухорода кўплаб файласуфлар, олимлар маънавият ва маърифат дарғалари етишиб чиқди. Бу ҳақида Ўзбекистон Республикаси Президенти Ш.М.Мирзиёев ўринли таъкидлаганларидек, - "... Бухорои шарифнинг илм-маърифат, маданият ва санъат дарёси ҳеч қачон тўхтаган эмас. Бу кўҳна юртда туғилиб ижод қилган Ахмад Дониш, Абдурауф Фитрат, Файзулла Хўжаев, Садриддин Айний сингари кўплаб маърифат фидойиларининг ибратли ҳаёти бугунги кунда ҳам юртимизда янги жамият барпо этиш, баркамол авлодни тарбиялаш, маънавиятимизни юксалтиришда бизга беқиёс куч бағишлаб келмоқда"¹

¹ Мирзиёев Ш.М. Буюк келажакимизни мард ва олижаноб халқимиз билан бирга қураимиз. – Тошкент: Ўзбекистон, 2017. – Б. 146.

Бухорода XIX асрда яшаб, илм-фан, маънавият, маданият ва маърифат тарихида ўчмас из қолдирган, Аҳмад Дониш (Аҳмад ибн Мир Носир ибн Юсуф ал-Ханафи ас-Сиддикий ал-Бухорий 1827-1897 йй)¹нинг илмий-ижодий меросининг маънавий тафаккур тараққиётга таъсири, ёш авлод тарбиясидаги ўрни, аҳамиятини янада чуқурроқ тадқиқ этиш кўпгина фанлар қаторида фалсафа, маънавият асослари, маънавиятшунослик фанларининг ҳам олдидаги долзарб вазифалардан ҳисобланади. Аҳмад Дониш фалсафа, тарих, фалакиёт, риёзиёт, адабиёт каби фанларнинг бир қанча турлари ва йўналишлари билан шуғулланган том маънода қомусий олимдир. Унинг инсон маънавий тафаккур ривожланишидаги, ижтимоий-фалсафий, сиёсий қарашлари акс этган қуйидаги “Мажмуати ҳикояти Аҳмади Калла”, “Наводир ул-вақое”, “Рисолаи мухтасаре аз тарихи салтанати хонадони манғития (Рисола)” асарларини алоҳида кўрсатишимиз мумкин.

“Агар киши таваккулга ишониб ҳаракат қилмаса, меҳнат қилмаса ва қийинчиликда, камбағаллик билан ҳаёт кечириб ёки мўл-кўлликда яшаш қисматда бор экан, деб айтса, ундай киши хато қилади. Демак у ақлли эмас”².

Аҳмад Дониш ўз мамлакатадаги ижтимоий-сиёсий вазиятни чуқур илмий таҳлил қилиб, ижтимоий муҳитнинг ҳам иқтисодий ҳам маънавий орқада қолганлигини эътироф этади. Жамият ҳаётида аввало инсонлар тафаккури оламини ўзгартириш, уни ривожланган замонавий ғоялар билан тўйинтириш лозимлигини уқтиради. “Биз дунёни гуллаб яшнатиш учун, денгизлар кезиб ўрганиш учун, ер ости бойликларини топиш учун, унинг ҳамма қитъалари ва аҳолисини билиш учун туғилганмиз”³, - деб ёзади. Аллома ўша даврдаёқ бугунги кунларда амалга оширилётган ислоҳотларни ўз асарлари, фикр ва қарашларида келтириб ўтган десак, - муболаға эмас. У давлат бошқарувини ислоҳ қилиш, ижтимоий муҳитда маърифатни, маънавиятни ривожлантириш, инсонлар тафаккурини ўзгартириш, фуқаролик жамиятини шакллантириш каби масалаларни илмий асосда йўлга қўйиш замон талаби эканлигини кўрсатиб бера олди.

Аҳмад Донишнинг илмий-маънавий меросини инсон маънавий тафаккури ривожланишидаги аҳамиятини мустақил тадқиқот доирасида ўрганиш, нафақат илмий балки кенг жамоатчилик ҳукмига ҳавола этиш бугуннинг долзарб вазифаси бўлиб қолмоқда. Мутафаккирнинг бугунги кунгача сақланиб қолган ўн олтитадан ортиқ қўлёзма ҳолатдаги асарларини мукамал тадқиқ этиш лозим.

¹ Дониш – Аҳмад ибн Мир Носир ибн Юсуф ал-Ханафи ас-Сиддикий ал-Бухорий адабий таҳаллуси, билимдон маъносида.

² Мўминов И. Ўзбекистонда XIX аср охирида XX аср бошларида ижтимоий-фалсафий тафаккурнинг ривожланиш тарихидан. Танланган асарлар. Биринчи том. – Т. 1969 й.

³ Ўша асар.

Ахмад Дониш миллий меросини ўрганиш бугунги кунга келиб, Дониш маънавий мероси Шарқ мутафаккирларининг ноёб дурдоналари саналиб, унда инсон фалсафаси, маънавий-ахлоқий масалалар мукамал ёритилгандир. Бугунги кунда Ахмад Дониш илмий мероси етарли даражада ўрганилмагандир. Ахмад Донишнинг илмий асарлари жамият ва мамлакат тараққиётига хизмат қилиши билан биргаликда, ёшларнинг маънавий оламини бойитишга ҳам кенг имконият яратиши билан ажиралиб туради.

Буюк аждодларнинг маънавий меросини тиклаш ва ундан таълим тизимида кенг фойдаланиш миллий тарихимиз ва бой меросимиздан таълим тизимида фойдаланиш ёшларда миллий ўзликни англаш ва маънавий юксалишга катта таъсир кўрсатади.

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INTEGRATION OF DISCOURSE ANALYSIS IN LANGUAGE TEACHING PEDAGOGY

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ABSTRACT

This article is devoted to considering importance of fostering discourse analysis in English language classroom. In order to achieve the most important goal of teaching foreign languages, which is to develop secondary linguistic personalities capable of full communication in the target language, tasks that aim to develop communicative and discursive competencies are becoming increasingly relevant. These skills become particularly important when it comes to the training of future philologists and translators through the usage of textual materials.

Keywords: *language learning, communication, discourse analysis, discourse theory, discursive psychology, critical discourse analysis.*

INTRODUCTION

Recent findings indicate that the theory of text, also known as the “theory of discourse” in European science, emerged as a scientific discipline in the second half of the 20th century at the intersection of several sciences, including hermeneutics, sociology, pragmatics, semiotics, linguistics, informatics, rhetoric, and psychology. It has a complete individual ontological character and encompasses any sequence of signs, irrespective of the quantity of transdisciplinary crossings. It is noteworthy that since a vocal text is its primary object, the information gathered in linguistics throughout the process of characterizing and describing the text is significant in this context. Learning how language is employed in various texts and circumstances, or in texts that define or even support conversation, is the process of conducting discourse analysis. During the 1970s, discourse analysis gained popularity in academic circles. “The use of language in fluent discourse, going on over a series of sentences and featuring the interaction of the speaker (writer) and auditor (reader) in a particular context of the situation and within the framework of specific social and cultural conventions” is the definition of this term provided by Abrams and Harfam in the Glossary of Literary Terms. Discourse analysis, as contrast to grammatical analysis,

which concentrates on a single sentence, examines the widespread and everyday use of language both inside and between certain social groups. Furthermore, although discourse analysis depends on the speech (oral and written) outcomes of many people`s works in order to determine the common language uses, grammar experts typically create their own cases that are then examined.

METHODS

A discourse analysis in the context of institutional practices that have marked out text divisions and established literature as the subject of particular enshrinements is made possible by the concepts and methods of contemporary discourse study. “Discourse” has been a term for at least a decade now. It is commonly employed freely and without definition in scientific writings and discussions. This idea has become so unclear that it either means very little at all or has varied meanings depending on the context in which it is used. The idea that language is structured according to distinct patterns that people`s utterances follow when they participate in different areas of social life, such as “political discourse” and “medical discourse”, however, is frequently the base assumption behind the word “discourse”. Examining these patterns is called discourse analysis. However, there is little clarity in this description of discourses that comes from common sense regarding their nature, functions, and analysis techniques. Searching for more advanced discourse analysis theories and techniques is necessary in this case. Discourse analysis is simply one of several interdisciplinary methodologies that may be used to investigate a wide range of social domains in a wide range of study categories, as one rapidly discovers while conducting their search. Furthermore, there is not a whole lot of agreement on the definition or analysis of discourses. A variety of viewpoints make their own recommendations and, in a way, try to claim the terms “discourse” and “discourse analysis” for their own meanings. But, by offering the provisional definition of a discourse as a specific manner of discussing and comprehending world (or a portion of it). According to G. Brown and G. Yul [2, p. 24], the subject of study in “discourse analysis” is rarely established based solely on a single line (or even a single text). The discourse analysis researchers should first gather the necessary quantity of data in our example text units for their observations. Next, look for phenomena in handwriting or audio recordings, such as the unique characteristics of each text, its resemblance to other texts, its non-standard forms in the text under study, and how they relate to the semantic load. Put simply, this means that while grammar analysis focuses solely on sentence structure, word choice, and stylistic decisions at the sentence level, many of which take into account cultural factors, discourse analysis examines spoken, real-world, and cultural language use. but not the conversation`s human component. Text and discourse are treated as nearly synonymous by Michael Stubbs (1983), although he points out that in

other contexts, a text may be written while a discourse is spoken, a text may not be interactive while a discourse is, a text may be short or long while a discourse implies a certain length, and a text needs to have surface coherence while a discourse needs to have deeper coherence. Lastly, Stubbs points out that other theorists make a distinction between pragmatic realization and abstract theoretical construct; yet, surprisingly, these theorists disagree on which of these is encompassed by the term text. (Hawthorn, 1992).

RESULTS

The essential essence of human speech is the sentence, an unclear construction with infinite variations. It follows that when we construct a sentence, we are moving from the realm of language as a system of signals into the realm of language as a tool for communication, which is expressed through discourse. Discourse theory, discursive psychology, and critical discourse analysis by Ernesto Laclau and Chantal Mouffe. The underlying premise of all three strategies is that language plays an active role in both constructing and altering our social relationships, worldviews, and identities rather than passively reflecting them. From the variety of viewpoints within discourse analysis, we have chosen these approaches because we believe they represent especially useful theories and research techniques for studies in communication, culture, and society. They can be used to examine the function of language use in broad societal and cultural trends like globalization and the growth of mass mediated communication, as well as to analyze a wide range of social fields, including organizations and institutions. Michel Foucault's theoretical contributions and practical studies have been crucial in the development of discourse analysis.

DISCUSSION

In nearly every discourse analysis method, Foucault is now a figure to refer to, discuss, alter, and criticize. We will also discuss Foucault, highlighting his contributions to discourse analysis, not just to comply with the unspoken rules of the contest but also because all of our methods have their roots in his theories, even though we reject some of them. Some methods emphasize the necessity for thorough scientific studies of people's written language and spoken language in settings like research interviews and the mass media because they highlight how discourses are formed and altered in everyday discursive activities. Some methods focus more on broad, overarching trends and attempt to map the discourses that are prevalent in society at a certain period or within a particular social area in an abstract manner. Discourse theorists are fully conscious of the structural inequalities that exist between the two sets of texts, but the study of discourse does not distinguish between writings that are classified as literary and those that are classified as non-literary. Autobiographical writings are privileged in their supposed authenticity in relation to an authorial voice;

history texts are entitled in their relationship to truth, for example; and literary texts have a complex relationship to truth and value, being perceived as offering a truth about the human condition but doing so in a fictional and thus “untrue” form. To highlight the similarities these texts exhibit across generic boundaries, it is possible to discuss literary texts alongside other texts, such as histories and autobiographies, and even simpler texts, like recipe books and advice manuals, when discussing the construction, for example, of discourses of femininity and masculinity. Hence, discourse is helpful because it enables us to study textual similarities as the result of a specific set of power and knowledge connections. Discourse theory seeks to comprehend the social as a discursive output from which discourse analytical methods can, in theory, be used to analyze any social phenomenon. We first introduce the discourse theoretical perspective on language, and then we expand the theory to include social areas as a whole. Discourse theory can serve as a theoretical basis for several social constructionist methods to discourse analysis due to its wide scope. Nevertheless, there are not as many useful resources for textually oriented discourse analysis in Laclau and Mo uffe`s writings, as their focus is on theory building. Therefore, it may be beneficial to add techniques from different discourse analysis philosophies to theirs. A broader framework for language and communication is the pedagogical result of this new functional perspective. They now serve as a tool of adaptation and survival in the outside world rather than being characterized as pedagogical goals in and of themselves. One more implication is that, rather than prioritizing grammar above all other adaptation levels, we should consider allocating our teaching resources appropriately if a particular lexical-grammatical structure is offered as one adaptation level alongside others (pronunciation, style, situation, channel, and function). Speaking in a foreign language is frequently equated with engaging in an intercultural communicative exchange, where there is a greater chance of misunderstanding since participants do not hold the same cultural values and language usage norms. Meaning negotiation is even more crucial in this context than it is in intracultural communication. Learners should either diligently study lexicon and syntax under the assumption that they have some contact with natural input, or they should be exposed to the language in authentic situations and with natural frequency in order to achieve an adequate understanding of it. It appears that classroom discourse is the most effective means of organizing the language code that students are expected to learn. Exposure to real-world speech in the target language—provided by the teacher—provides the best opportunity for retaining, expanding, and applying the knowledge of the language. Language serves as both a form of instruction in the mother tongue and the ultimate goal of education, as demonstrated in the case of teaching English to pupils. Having come to the realization that discourse scientists made a concerted effort

to address areas for potential advancement while attempting to characterize the function and significance of language in both contexts at the same time. It has also been established that interaction, both verbal and written, is crucial for language learning efficiency. Language acquisition is further supported by students' communication errors, which lead to meaning negotiation, explanation requests, or message reorganization. Discourse analysts' main concerns have been how students should participate in the learning process, how to manage turn-taking, how to give feedback, and how to teach various skills in the most effective way possible based on discourse analysis offering conversation, each speaker links his or her statement to what has been said before.

CONCLUSION

Discourse analysis has expanded to cover a far wider range of themes in recent years, evolving with linguistic study. These topics include spoken and written discourse, official and informal rhetoric, and the use of language in public and private settings. Discourse analysis and rhetoric analysis, according to K. Eisenhart and B. Johnston, share comparable objectives since they enable text analysis from the perspective of a situational semantic field and take into consideration the mass, characteristics such as culture and even the manner in which content is conveyed. Thus, using discourse analysis in the classroom gives teachers a chance to encourage independent learning and the growth of critical thinking skills, which are essential for lifelong learning overall as well as for all academic subjects.

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O'QUVCHILARDA KASBIY QIZIQISHLARNI RIVOJLANTIRISHNING PSIXOLOGIK JIHATLARI

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Annotatsiya. O'quvchilarda kasbiy qiziqishlarning rivojlanishi turli xil psixologik omillar ta'sirida bo'lgan ko'p qirrali jarayondir. Ushbu maqolada biz o'quvchilarda kasbiy qiziqishlarning shakllanishi va rivojlanishiga hissa qo'shadigan psixologik xususiyatlarni o'rganamiz, bunda ham O'zbekiston, ham xalqaro psixologik tadqiqotlardan xulosalar chiqaramiz. Shaxsiy xususiyatlar, ijtimoiy-madaniy ta'sirlar va ta'lim muhitining kesishishini o'rganib, biz o'quvchilar populyatsiyasida kasbiy qiziqishlar qanday paydo bo'lishi va rivojlanishi haqida har tomonlama tushuncha berishni maqsad qilganmiz.

Kalit so'zlar. Kasbiy manfaatlar, o'quvchilarning rivojlanishi, ijtimoiy-madaniy ta'sirlar, ta'lim muhiti, kasbiy qiziqishlar, kasbga yo'naltirish.

Абстрактный. Развитие профессиональных интересов у студентов – многогранный процесс, на который влияют различные психологические факторы. В данной статье мы изучаем психологические особенности, способствующие формированию и развитию профессиональных интересов у студентов, делая выводы как узбекских, так и международных психологических исследований. Исследуя пересечение личностных качеств, социокультурных влияний и образовательной среды, мы стремимся обеспечить всестороннее понимание того, как карьерные интересы возникают и развиваются в студенческой среде.

Ключевые слова. Карьерные интересы, развитие студентов, социокультурные влияния, образовательная среда, карьерные интересы, профориентация.

Abstract. The development of professional interests in students is a multifaceted process influenced by various psychological factors. In this article, we study the psychological characteristics that contribute to the formation and development of

professional interests in students, drawing conclusions from both Uzbek and international psychological research. By examining the intersection of personality traits, sociocultural influences, and educational environments, we aim to provide a comprehensive understanding of how career interests emerge and develop in student populations.

Keywords. Career interests, student development, socio-cultural influences, educational environment, career interests, career guidance.

KIRISH

O'smirlikdan kattalikka o'tish - bu o'z kasbiy o'ziga xosligini izlash va rivojlantirish bilan tavsiflangan muhim davr. Ushbu bosqichda odamlarda muhim kognitiv, hissiy va ijtimoiy o'zgarishlar ro'y beradi, bu ularning martaba intilishlari va qiziqishlarini shakllantiradi. Ushbu jarayonning psixologik asoslarini tushunish o'qituvchilar, maslahatchilar va siyosatchilar uchun o'quvchilarni mazmunli va qoniqarli martaba yo'lida samarali qo'llab-quvvatlash uchun juda muhimdir.

METOD

Kasbiy qiziqishni rivojlantirishga ta'sir qiluvchi psixologik xususiyatlar:

1. Shaxsiy xususiyatlar:

- Ekstroversiya: Tadqiqotlar shuni ko'rsatadiki, yuqori darajadagi ekstroversiyaga ega bo'lgan odamlar ko'proq kashfiyotchi va yangi tajribalarga ochiq bo'lishadi, bu ularning kasbiy manfaatlariga ta'sir qilishi mumkin [6; 102].

- Vijdonlilik: tashkilotchilik, maqsadga yo'naltirilganlik va o'z-o'zini intizom bilan tavsiflangan bu xususiyat ma'lum bir sohada doimiy qiziqish va muvaffaqiyatga erishishda hal qiluvchi rol o'ynaydi

- Tajribaga ochiqlik: Ochiqlik darajasi yuqori bo'lgan shaxslar ko'pincha qiziquvchan, xayolparast va noan'anaviy g'oyalarni qabul qiladilar, bu ularni turli martaba yo'llariga borishga ko'proq moyil qiladi [8; 509].

MUHOKAMA

2. Ijtimoiy-madaniy omillar:

- Oilaning ta'siri: Oilaviy munosabatlar, qadriyatlar va ijtimoiy-iqtisodiy maqom o'quvchining kasb tanlashi va intilishlariga sezilarli ta'sir qiladi [4; 85]. Oiladagi madaniy me'yorlar va umidlar kasbiy manfaatlarining rivojlanishini qo'llab-quvvatlashi yoki cheklashi mumkin.

- Tengdoshlarning ta'siri: Tengdoshlar guruhlar muhim sotsializatsiya agentlari bo'lib xizmat qiladi, o'quvchilarning turli kasblar haqidagi tasavvurlarini shakllantiradi va ularning martaba qarorlariga ta'sir qiladi [2; 74]. Tengdoshlarning o'zaro ta'siri va tengdoshlarning bosimi mavjud manfaatlarini kuchaytirishi yoki shubha ostiga qo'yishi mumkin.

3. Ta'lim muhiti:

- Maktab iqlimi: maktab muhiti, jumladan, resurslarning mavjudligi, o'qituvchilar tomonidan qo'llab-quvvatlanishi va martaba izlanish imkoniyatlari o'quvchilarning kasbiy qiziqishlarini shakllantirishda hal qiluvchi rol o'ynaydi [3; 109].

- Kasbga yo'naltirish dasturlari: samarali kasbiy yo'l-yo'riq dasturlari o'quvchilar o'rtasida o'z-o'zini anglash, qiziqishlarni o'rganish va ongli qarorlar qabul qilishni osonlashtirishi mumkin [5; 479]. Ishga qabul qilish bo'yicha maslahat olish va turli martaba imkoniyatlari bilan tanishish bunday dasturlarning muhim tarkibiy qismidir.

NATIJA

O'zbekiston sharoitidagi psixologik xususiyatlar:

1. Madaniy ta'sirlar:

- An'anaviy gender rollari: Gender rollari va umidlari bilan bog'liq madaniy me'yorlar o'quvchilar mos yoki kerakli deb hisoblagan kasblar turlariga ta'sir qilishi mumkin [10; 1401].

- Ijtimoiy-iqtisodiy omillar: Iqtisodiy sharoitlar va ijtimoiy-iqtisodiy holat O'zbekistonda kasb tanlash va o'quvchilar uchun mavjud imkoniyatlarga sezilarli ta'sir ko'rsatishi mumkin. Resurslarga va kasbiy ta'lim dasturlariga cheklangan kirish ba'zi o'quvchilar uchun martaba imkoniyatlarini cheklashi mumkin.

2. Ta'lim tizimi:

- STEM sohalariga urg'u berish: O'zbekiston ta'lim tizimi fan, texnologiya, muhandislik va matematika (STEM) sohalariga katta e'tibor qaratmoqda, bu esa o'quvchilarning istalgan martaba yo'llari haqidagi tasavvurlariga ta'sir qilishi mumkin (Qurbonova va Qodirov, 2020).

- Kasbiy ta'limning o'rni: kasbiy ta'lim dasturlari o'quvchilarni aniq kasbga tayyorlash va ularning kasbiy qiziqishlarini rivojlantirishda hal qiluvchi rol o'ynaydi. Biroq, cheklangan moliyalashtirish va eskirgan o'quv dasturlari kabi muammolar O'zbekistonda kasb-hunar ta'limi samaradorligiga to'sqinlik qilishi mumkin.

Kasbiy qiziqishni rivojlantirishning psixologik xususiyatlariga oid adabiyotlarni har tomonlama ko'rib chiqish psixologlarning O'zbekistonda ham, xorijda ham olib borgan boy tadqiqotlarini ko'rsatadi. Tadqiqotlar ushbu hodisaning turli jihatlarini, jumladan, shaxsiy xususiyatlarning rolini, ijtimoiy-madaniy ta'sirlarni va ta'lim omillarini o'rganib chiqdi.

O'zbekistonda tadqiqotchilar madaniy me'yorlar, oila dinamikasi va ta'lim siyosatining o'quvchilarning kasbiy intilishlari va qiziqishlariga ta'sirini o'rgandilar. Masalan, Usmonova va Matsumoto an'anaviy gender rollarining ta'sirini o'rganuvchi

tadqiqot o'tkazdilar. o'zbekistonlik o'quvchilar o'rtasida kasb tanlash bo'yicha, kasbiy qiziqishlarni shakllantirishda madaniy omillarning rolini yoritib berish.

Xalqaro miqyosda olimlar kasbiy qiziqishni rivojlantirish asosidagi psixologik mexanizmlar haqida qimmatli fikrlarni taqdim etdilar. Turli madaniy kontekstlarda olib borilgan tadqiqotlar mansab qarorlarini qabul qilish jarayonlariga ta'sir qiluvchi universal va madaniyatga xos omillarni aniqladi. Masalan, Savickas umr bo'yi martaba o'rganish va qarorlar qabul qilishning dinamik tabiatini ta'kidlab, martaba rivojlanishining umr ko'rish, hayot fazosi nazariyasini taklif qildi [9; 42].

Xulosa

Xulosa qilib aytadigan bo'lsak o'quvchilarda kasbiy qiziqishlarning rivojlanishi juda ko'p psixologik omillar ta'sirida murakkab va dinamik jarayondir. Shaxsiy xususiyatlar, ijtimoiy-madaniy ta'sirlar va ta'lim muhiti o'quvchilarning kasbga intilishlari va tanlovlarini shakllantirish uchun o'zaro ta'sir qiladi. Boshqa mamlakatlarda bo'lgani kabi O'zbekistonda ham ushbu psixologik xususiyatlarni tushunish o'quvchilarga o'z martaba yo'llarini muvaffaqiyatli boshqarishga yordam beradigan samarali choralar va yordam tizimlarini ishlab chiqish uchun zarurdir. O'qituvchilar, maslahatchilar va siyosatchilar o'zbek va xalqaro tadqiqotlarning g'oyalarini birlashtirib, o'quvchilarning kasbiy qiziqishlarini rivojlantirishga ko'maklashish va ularning martaba muvaffaqiyatlarini rag'batlantirish borasidagi sa'y-harakatlarini kuchaytirishlari mumkin.

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SHARQ MUTAFFAKKIRLARINING SALBIY XULQ-ATVOR HAQIDAGI QARASHLARI

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ANNOTATSIYA

Bu maqolada sharq mutafakkirlarining psixologik qarashlari bayon etilgan. Sharq allomalarining asarlarda inson xulq-atvoriga xos bo'lgan ma'naviy, ruhiy xususiyatlar, holatlar hikoyat, badiiy obraz, rivoyatu-hadislarni keltirish orqali tasvirlangan.

Allomalarning shaxs ma'naviy-ruhiy kamoloti borasidagi qimmatli fikrlari, hozirgi kungacha o'z o'rni va ahamiyatiga ega ekanligi yoritilgan. Shu bilan birga sharq allomalarining psixologik qarashlari yoshlarni tarbiyalashda asosiy vositalardan hisoblanadi.

Kalit so'zlar: "Qur'oni Karim", "Hadisi-sharif", sahiylik, chidamlilik, kamtarlik, sevgi-muhabbat, mo'tadillik, aqllilik, ehtiyotkorlik, qat'iyatlilik, sadoqat, intilish, uyatchanlik, ijrochilik.

O'tmishda ajdodlarimiz insoniyatning psixologik qonuniyatlarini muayyan ilmiy yo'nalish sifatida o'rganmagan bo'lsalar-da, biroq allomalarning asarlari, qo'lyozmalarida mazkur holatlarning yoritilishi, tahlili kuzatiladi. Hozirda biz sharq mutafakkirlarining psixologik qarashlari bilan tanishar ekanmiz, inson va hayvonlar psixik hayotini o'rganishga bo'lgan intilishi kishilar hayotining har xil tarixiy bosqichlarida ularning qanday nazariy va amaliy ehtiyojlar bilan taqozo qilganligini, ba'zi qonuniyatlar qanday kashf etilganligini bilib olamiz. Ta'kidlash lozimki, allomalarning shaxs ma'naviy-ruhiy kamoloti borasidagi qimmatli fikrlari hozirgi kungacha o'z o'rni va ahamiyatiga egadir. Jumladan, Abu Nasr Farobiy, Abu Rayhon Beruniy, Abu Ali Ibn Sino, Yusuf Xos Hojib, Abdulla Avloniy, Jaloliddin Rumiy, Alisher Navoiy, Boborahim Mashrab kabi mutafakkirlarning pedagogik-psixologik qarashlari bugungi kunda fan taraqqiyotining metodologik asosi bo'lib xizmat qilmoqda.

"Qur'oni Karim", "Hadisi-sharif"larda ham inson xulq-atvorining salbiy jihatlari xususida qimmatli fikr-mulohazalar bildirilgan. "Qur'oni Karim"da insonni axloqiy

kamolga etkazishga zid xususiyatlar: manmanlik, aroqxo‘rlik va qimorbozlik, yolg‘onchilik, boshqalarni kamsitish, badgumonlik, chaqimchilik, g‘iybatchilik, ochko‘zlik kabilar xususida ham ibratli fikrlar bildirilgan. “Qur‘on”da insonning ruhiy va ma‘naviy kamolga yetishiga to‘sqinlik qiluvchi salbiy xislatlardan biri g‘azab deb ko‘rsatiladi. U ruhiy razolat sifatida talqin etiladi. Chunki g‘azab kelganda aql qochadi, inson o‘z irodasini idora qila olmay qoladi, o‘z manfaatini, obro‘sinini himoya qilaman deb, johillikka yo‘l qo‘yadi. Hatto, g‘azab inson salomatligiga ham zarar etkazadi. Shuning uchun ham Islom insonni aql va insofqa, bosiqlik bilan ish tutishga, o‘z hissiyotlarini boshqara olishga chaqiradi. Chunki g‘azab kelganda chiqarilgan hukm, amalga oshirilgan hatti-harakat johillik belgisi bo‘lib hisoblanadi. Hatto g‘azabni bosish bilan birga, g‘azabni qo‘zg‘agan shaxsni kechira olish darajasida o‘zini boshqara olish irodasiga ega bo‘lish kerakligi ham uqtiriladi.

“Ol-i Imron” surasining 134-oyatida “Yaxshi-yomon kunlarda infoq-ehson qiladigan, g‘azablarini ichlariga yutadigan, odamlarning (xato-kamchiliklarini) avf etadigan kishilardir. Alloh bunday yaxshilik qiluvchilarni sevadi” deyiladi. Demak, Islomda inson g‘azabi kelganda faqat o‘zini boshqara olish quvvatiga ega bo‘lishgina emas, kechiruvchilik xislatiga ega bo‘lishga ham chaqiriladi. Ana shunday insongina axloqan barkamol shaxs bo‘la oladi.

Abu Nasr Farobiy inson kamolotga yolg‘iz o‘zi erisha olmasligini, boshqalar bilan aloqada bo‘lish, ularning ko‘maklashuvi yoki munosabatlariga muhtoj bo‘ladi, deb hisoblaydi. Bunga Farobiy ta‘lim-tarbiyani to‘g‘ri yo‘lga qo‘yish orqali erishish mumkin, deydi. Chunki maqsadga muvofiq amalga oshirilgan ta‘lim-tarbiya insonni ham aqliy, ham axloqiy jihatdan kamolga etkazadi, xususan, inson tabiat va jamiyat qonun-qoidalarini to‘g‘ri bilib oladi va hayotda to‘g‘ri yo‘l tutadi, boshqalar bilan to‘g‘ri munosabatda bo‘ladi, jamiyat tartib-qoidalariga rioya qiladi.

Farobiy nazariy bilimlarni egallashga kirishgan har bir kishi xulq-odobda ham qay darajada pok bo‘lishi kerakligini “Falsafani o‘rganishdan oldin nimani bilish kerakligi to‘g‘risida”gi risolasida shunday ta‘riflaydi: “Falsafani o‘rganishdan avval o‘zingizni hirs-havaslardan shunday tozalashingiz lozimki, sizda maishiy va shahvoniyat kabi noto‘g‘ri tuyg‘ularga emas, balki kamolotga bo‘lgan hirs-havas qolsin.

Bunga xulq-axloqni faqat so‘zdagina emas, balki haqiqatda tozalash orqali erishish mumkin. Shundan so‘ng xato va adashishdan saqlovchi, haqiqat yo‘lini tushunib olishga boshlovchi (notiq-so‘zlovchi, fikrlash ma‘nosida) nafsini, jonini, ruhini tozalash zarur”.

Abu Rayhon Beruniy ilmi, ma‘lumotli kishi bo‘lishning o‘zini odob-axloq va nafosat bilan bog‘laydi. Uning dunyoqarashida axloq masalasi insonning eng asosiy sifatleri sifatida mujassamlashgan. Beruniyning fikricha, aqliy qobiliyatlar odamlarning kundalik ehtiyojlari asosida vujudga kelsa, axloqiy masalalar tarixiy

taraqqiyot, odamlarning o‘zaro munosabatlari bilan chambarchas bog‘liq holda paydo bo‘ladi va rivojlanib boradi.

Abu Ali Ibn Sino axloqlikning asosini yaxshilik va yomonlik kabi ikki tushuncha bilan ta’riflaydi. Ibn Sino inson kamolotining muhim axloqiy jihatlarini ham tahlil etadi va har biriga ta’rif beradi. Masalan, adolatni ruhiy lazzatning bosh mezoni sanaydi. Inson qanoat, jasurlik, donolik bilan adolatga ega bo‘ladi, yomon illatlardan o‘zini tiyib, yaxshilikni mustahkamlaydi, haqiqiy ruhiy lazzat oladi, deydi olim. Insondagi ijobiy axloqiy xislatlarga sahiylik, chidamlilik, kamtarlik, sevgi-muhabbat, mo‘tadillik, aqllilik, ehtiyotkorlik, qat’iyatlilik, sadoqat, intilish, uyatchanlik, ijrochilik va boshqalarni kiritadi. Ibn Sinoning tarbiyaviy qarashlarida oila va oilaviy tarbiya masalalariga keng o‘rin berilgan. Chunki inson avvalo oilada kamolga etadi.

Yusuf Xos Hojibning “Qutadg‘u bilig” asarida inson kamoloti masalasi markaziy masala bo‘lib hisoblanadi. Mazkur asarda insonning jamiyat va hayotda tutgan o‘rni, burch va vazifalari haqidagi muammolar o‘ziga xos bir tarzda bayon etiladi. Yusuf Xos Hojib olimlarni hurmat etish kerakligini ta’kidlab, ilm ahlini qadrlasa, ilmsizlarni johil kishilar deb biladi. Dunyoda inson bilim va zakovati tufayli orzu-tilaklarga, ulug‘likka erishish mumkinligini aytadi. Lekin shunday bilim va zakovatning qadriga faqat xuddi o‘zlariga o‘xshagan donolar va zakovatlilar etadi, johil va nodonlar bunday xislatlarga ega emas, deydi. Chunki jamiyatdagi barcha xatolar bilimsizlik, nodonlik, jaholat tufayli sodir bo‘lishidan u qayg‘uga tushadi, hayotda nodon va johillar ko‘payib ketganligidan afsuslanadi.

Ahmad Yugnakiyning “Hibatul-haqoyiq” asari boshqa ta’limiy-axloqiy asarlar kabi insonni barkamol etishning ikkinchi belgisi bu uning xushxulqligidir, deyiladi. Shuning uchun adib asarda axloqlilikning tarkibiy qismi sanalgan tilni tiyish, mol-dunyoga hirs qo‘yishning oqibatlarini, saxovat va baxillik, kamtarlik va kibru havo va ochko‘zlik haqida, zulm va jinoyat yo‘lidani saqlanish haqida, harom va halolni farqlay olish, e’tiqod va sadoqat kabi muhim masalalar yuzasidan fikr yuritadi. U yaxshi xulq-odobni shakllantirish va yomon illatlardan saqlanish yo‘llarini tavsiya etadi.

Abdulla Avloniy shaxsning shakllanishida ijtimoiy muhitning o‘rnini alohida e’tirof etib, u shaxsdagi ijobiy va salbiy xususiyatlarni tarkib topishiga o‘z ta’sirini o‘tkazishini ta’kidlaydi. U “Turkiy guliston yohud axloq” asarida insonlarni xulq-atvor, xatti-harakat nuqtai nazaridan ikki guruhga bo‘ladi:

- yaxshixulqli insonlar
- yomonxulqli insonlar

A. Avloniy g‘azabning ikki xil xususiyatini bayon qiladi. Biri dushmandan o‘zini mudofaa qilishda insonning g‘azabi muhim ahamiyatga ega bo‘lsa, ikkinchisi birovni jabr-zulm yo‘li bilan ishlatish, odamlarga uning sovuq muomalasi bilan dahshat solishdan iborat bo‘lgan salbiy xususiyatdir.

G‘azabning eng salbiy tomoni shundaki, g‘azab qiluvchi o‘zining xulq-atvoridan pushaymon bo‘ladi, zarar ko‘radi.

Xulosa qilib aytadigan bo‘lsak, davrlar silsilasidan o‘tib, bizning istiqloq davrimizgacha etib kelgan sharq allomalarining durdona asarlari bugungi kunda nodir qo‘lyozmalar qatoridan munosib o‘rin egallagandir. Ma‘naviy merosimizdagi tarbiyaviy g‘oyalar rivojiga bir nazar soladigan bo‘lsak, qanchalik ma‘naviy javohirlarga ega ekanligimizga ishonch hosil qilamiz. Darhaqiqat, yuqorida biz cheksiz bir ummondan bir tomchisinigina tahlil qilib chiqdik xolos. Shuning o‘zida olam-olam mazmun bordir. Sharq mutafakkir olimlari o‘z asarlarida inson ruhiy olamini tasvirlar ekanlar, hayotiy misollar keltirish orqali xulq-atvorning ijobiy hamda salbiy tomonlarini batafsil tahlil qilishga harakat qiladilar. Asarlarda inson xulq-atvoriga xos bo‘lgan ma‘naviy, ruhiy xususiyatlar, holatlar hikoyat, badiiy obraz, rivoyat-hadislarni keltirish orqali tasvirlanadi. Ta‘kidlab o‘tish joizki, qomusiy olimlarning asarlaridagi ruhiy holatlar, xususiyatlar amaliy hayot bilan bog‘lab tahlil etilganligi, ularning asarlarini qiymatini yanada ortishiga ta‘sir ko‘rsatmoqda.

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