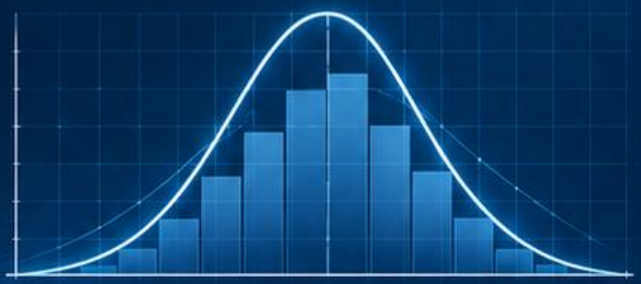
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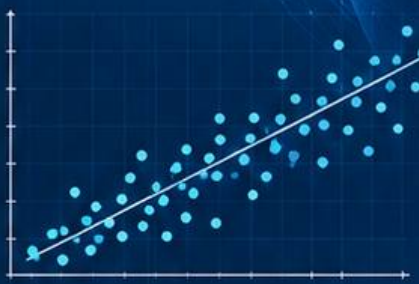
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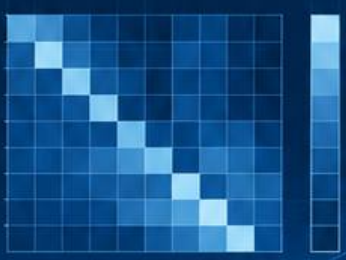
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The Study of Modern Lexical Units and Adaptation Processes

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Abstract

This article analyzes the general theoretical foundations of lexical borrowing and adaptation processes. In the context of globalization and intensifying language contact, lexical borrowing is highlighted as a key mechanism of language development. The study examines the causes of borrowing, the stages of phonological, morphological, and semantic adaptation, and interpretations based on modern approaches (corpus, cognitive, and sociocultural).

Keywords

agronomy, agro-economics, agribusiness, agro-industry, neologism, "renewal," "change," "modernization," individual speech neologism, district, region, vacation, internship, economy, anthem, Wi-Fi, manager, Paynet, e-mail, brand, virtual, trend.

Zamonaviy leksik birliklarning o‘rganilishi va moslashuv jarayonlari

Berdaq nomidagi Qoraqalpoq davlat universiteti O‘zbek filologiyasi fakulteti 2-bosqich talabasi

Nabiyeva Lazizabegim

Annotatsiya: Ushbu maqolada leksik o’zlashuv va moslashuv jarayonlarining umumiy nazariy asoslari tahlil qilinadi. Globalizatsiya va til kontaktlarining kuchayishi sharoitida leksik o’zlashuv til rivojining muhim mexanizmlaridan biri sifatida yoritiladi. Tadqiqotda o’zlashuvning paydo bo’lish sabablari, uning fonologik, morfologik va semantik moslashuv bosqichlari hamda zamonaviy yondashuvlar (korpus, kognitiv vα sotsiomadaniy) asosida talqini ko’rib chiqiladi.

Аннотация: В статье анализируются общетеоретические основы процессов лексического заимствования и адаптации. В контексте глобализации и интенсификации языковых контактов лексическое заимствование рассматривается как ключевой механизм развития языка. Исследование охватывает причины заимствования, этапы фонологической, морфологической

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и семантической адаптации, а также их интерпретацию с позиций современных подходов (корпусного, когнитивного и социокультурного).

Kalit so’zlar

agronimiya, agroiqtisodiyot, agrobiznes, agrosanoat, neologizm, “yangilanish, “o’zgarish”, “zamonaviylashish”, individual nutq neologizmi, rayon, oblast, otpuska, praktika, ekonomika, gimn, wi-fi, menejer, paynet, e- mail, brend, virtual, trend

Ключевые слова: агрономия, экономика сельского хозяйства, агробизнес, агропромышленность, неологизм, «обновление», «перемены», «модернизация», индивидуально-авторский неологизм, район, регион, отпуск, стажировка, экономика, гимн, Wi-Fi, менеджер, Paynet, электронная почта, бренд, виртуальный, тренд.

Kirish

O‘zbek tili leksikasi asrlar davomida turli tillar bilan aloqada bo‘lish natijasida boyib kelgan. Bu jarayonda fors-tojik tillarining ta’siri alohida ahamiyatga ega. Ikki tillilik (bilingvizm) sharoitida o‘zbek tiliga kirib kelgan forsiy birliklar shunchaki “begona” so‘zlar bo‘lib qolmay, tilning morfologik va semantik tizimiga to‘liq moslashib, uning ajralmas qismiga aylandi.

Leksikografik sistemadagi yangi neologizmlar ma’lum bir sohadagi tushunchani ifodalab, ular ma’lum bir predmetlar guruhiga, jarayonlarga oid tushunchalardir. Har bir yangi terminologik guruhda umumiy bir unsur bo’ladi. Masalan: agro so’zi agronimiya, agroiqtisodiyot, agrobiznes, agrosanoat kabi o’zlashma neologizmlar uchun asosiy unsur hisoblanadi. Shunday xalqaro terminelemntlar soni hozirda 200 dan ortiqligi tilshunoslar tomonidan aniqlangan. XXI asrda jamiyat hayotida boshlangan tarixiy o’zgarishlar tilimizda ham o’z aksini bera boshladi. Bu davr so’zlarning o’zlashish va so’zlarning chiqib ketish jarayonining tezlashgan davri bo’ldi. XX asrda maktablar tashkil etilishi, ommaviy savod chiqarish, gazeta va jumallarning chop etilishi, maktablarida savod chiqarish kabi omillar asosida bu holat yanada tezlashdi. Bu davrning muhim xususiyati shundaki, tilimizga nafaqat ruscha

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so’zlar, balki rus tili orqali ko’plab inglizcha, fransuzcha, italyancha va boshqa tillardan so’zlar kirib keldi.

Mavjud manbalarda neologizmlar o’rganilar ekan, ularda bugungi kun neologizmlari sifatida ma’lum bir so’zlarni alohida ta’kidlab ko’rsatilganini kuzatish qiyin. Shunday neologizmlar qatoriga kosmos, televedeniye; konfliktsizlik, kosmodrom; marketing, qayta qurish, reyting, tender kabilar ko’rsatilsa-da, ularni hozirda yangilik bo’yog’ini yo’qotgan, zamonaviy qatlam so’zlari sifatida baholab, hozirgi iste’molda bo’lgan yangi so’zlarga misol bo’lmaydi. Buning sababi shundaki, umumtil neologizmlarining qisqa muddat shu vazifani bajarishi, bu tushunchaning nisbiyligi, shuningdek, ko’pgina so’zlarning yangilik bo’yog’ini jamiyatning barcha soha vakillari birdek qabul qilmasligidadir.

Neologizm tushunchasi va tilimizda paydo bo’layotgan yangi so’zlarni turli soha vakillari va jamiyatning turli qatlam kishilari uchun doimo birdek ahamiyat kasb etmasligi masalasini turlicha tushunish mumkin. Odatda ziyoli, yangilikka qiziquvchi kishilar va yoshlar atrofdagi o’zgarishlarga nisbatan befarq bo’lishmaydi. Ular jamiyatda bo’layotgan o’zgarishlarni tez anglaydilar. Ba’zi bir tabaqa vakillari borki, ularga ma’lum bir texnologiya va yangilik ko’z o’ngida joriy qilinmagunga qadar bu hodisaga befarq bo’lishi kuzatiladi. Umuman olganda, jamiyat a’zolarining neologizmlarga bo’lgan munosabati ularning ijtimoiy hayotga bo’lgan faol yoki sust yondashishi bilan bog’liqdir. Shunga ko’ra, ayrim o’rinlarda ba’zi bir yangilik bo’yog’iga ega bo’lgan zamonaviy so’zlaming (neologizmlarning) tilda tutgan o’mi haqida keskin xulosa chiqarish to’g’ri bo’lmasligi mumkin.

Bundan 20-30 yil ilgari ham har ikkala tilning boyishida ham ichki manba orqali so’z yasashdan ko’ra o’zlashtirish ustun bo’lib borayotgani kuzatilgan edi. Hozir ham tilimiz taraqqiyotida shunday jarayon davom etmoqda.

Mustaqallikdan so’ng tilimizga yangi so’zlarning kirib kelishi qanchalik tezlashgan bo‘lsa, ko’pgina so’zlaming tilimizning leksik qatlamidan chiqib ketishi shunchalik tezlashdi. Shu bilan bir qatorda tilimizga blog, piar, WiFi, brend, email, virtual, menejer, paynet kabi neologizmlar ham kirib keldi.

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Wi-Fi (Wireless Fidelity) — bu kabel ishlatmasdan, radiochastotalar orqali qurilmalarni (smartfon, noutbuk) internetga yoki lokal tarmoqqa ulash imkonini beruvchi simsiz texnologiyadir. U IEEE 802.11 standartiga asoslangan holda ma'lumotlarni havoda uzatadi. Asosiy vazifasi — uy, ofis yoki jamoat joylarida simsiz tarmoq zonasini yaratish.

Email (elektron pochta) — bu kompyuter tarmoqlari (internet) orqali raqamli xabarlar va fayllarni tezkor uzatish, qabul qilish va saqlash usulidir. U pochta serverlaridagi shaxsiy "pochta qutisi" orqali ishlaydi, xabarlar esa parol bilan himoyalanadi.

Brend — bu mahsulot yoki xizmatni raqobatchilardan ajratib turuvchi, iste'molchilar ongida maxsus taassurot, ishonch va obro' qoldiruvchi nom, belgi, logotip yoki dizayn majmuidir. U shunchaki mahsulot emas, balki mijoz bilan hissiy bog'liqlik o'rnatuvchi, tan olingan va sifat kafolati sifatida qaraladigan tushunchadir.

Menejer (inglizcha: manager – boshqaruvchi) — bu korxona, tashkilot yoki uning ma'lum bir bo'linmasini boshqaradigan, maxsus tayyorgarlikka ega bo'lgan professional boshqaruvchi xodimdir.

Virtual — bu kompyuter yoki raqamli texnologiyalar yordamida yaratilgan, real hayotda mavjud bo'lmagan, ammo foydalanuvchiga realdek tuyuladigan dasturiy muhit yoki dunyodir. U jismoniy jism emas, balki axborot texnologiyalari (internet, VR) asosida shakllanadigan o'zaro aloqa va tajriba olamidir.

Paynet ilovasi — O'zbekistonda 2000 dan ortiq xizmatlar (kommunal, internet, telefon, jarimalar) uchun tezkor to'lovlar, keshbeklar (5% gacha) va 24/7 rejimida Uzcard/Humo kartalari orqali pul o'tkazmalarini amalga oshirish imkonini beruvchi ishonchli mobil hamyondir. Ilova orqali xarajatlarni kuzatish va xavfsiz onlayn to'lovlarni amalga oshirish mumkin.

Eskirgan so'zlar sirasidagi rayon, oblast, otpuska, praktika, ekonomika, gimn, so'zlari iste'moldan chiqib o'mini yangi so'zlar yoki ma'nodosh qatoridagi boshqa bir so'z egallagan bo'lsa, sovxoz, kolxoz so'zlari tarixiy so'zlar qatoriga o'tdi. Bu

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kabi sho’rolar boshqaruvi tizimini ifodalovchi eskirgan so’zlar tilimizda talaygina topiladi.

Leksik o‘zlashuvni o‘rganishdagi zamonaviy yondashuvlar va milliy til identifikatsiyasi. Zamonaviy tilshunoslikda leksik o’zlashuv hodisasi ko’p o’lchovli va dinamik jarayon sifatida talqin qilinmoqda. An’anaviy struktur tahlil doirasidan chiqib, bugungi tadqiqotlarda empirik ma’lumotlarga tayangan, ijtimoiy va kognitiv omillarni hisobga oluvchi integrativ yondashuv ustuvorlik kasb etmoqda. Xususan, korpus lingvistikasi o’zlashuvni real nutq materiali asosida o’rganish imkonini beradi. Korpuslar yordamida o’zlashgan birliklarning qo’llanish chastotasi, kollokatsion xususiyatlari, grammatik integratsiya darajasi va uslubiy taqsimoti aniqlanadi. Masalan, onlayn, kontent, platforma, marketpleys, trend kabi birliklarning ommaviy axborot vositalari va ijtimoiy tarmoqlardagi faol qo’llanishi ularning leksik tizimda barqarorlashayotganini ko’rsatadi. Agar birlik ko’plik (-lar), egalik (-i) yoki kelishik qo’shimchalarini erkin qabul qilsa (trendlar, platformaning imkoniyatlari, kontentni yaratish), bu uning paradigmatik integratsiyasi yuz berganidan dalolat beradi. Korpus tahlili shuningdek o’zlashgan birliklarning milliy muqobillari bilan raqobatini ham ko’rsatadi; masalan, boshqaruv va menedjment, bozorlashtirish va marketing variantlarining chastotaviy nisbati real til amaliyotidagi tendensiyani ochib beradi.

Imij, o’z ichiga oladi. Kognitiv lingvistika o’zlashuvni inson tafakkuri va konseptual tizimi bilan bog’liq hodisa sifatida ko’rib chiqadi. Bu yondashuvga ko‘ra, o’zlashgan birlik faqat yangi nom emas, balki yangi konseptual ramkani ham olib kiradi. Masalan, brend so’zi oddiy “mahsulot belgisi” tushunchasidan kengroq semantik maydonni iste’molchi ishonchi, marketing strategiyasi kabi elementlarni Natijada o’zlashuv til tizimida nafaqat leksik boyish, balki konseptual qayta tuzilish jarayonini ham yuzaga keltiradi. Yoki startap so’zi oddiy “yangi korxona”dan farqli ravishda innovatsion, tez rivojlanishga yo’naltirilgan biznes modelini anglatadi. Demak, o’zlashuv yangi ijtimoiy-iqtisodiy tajriba va dunyoqarash bilan birga kirib keladi. Bu holat mental leksikon darajasida yangi assotsiativ bog’lanishlarning shakllanishiga olib keladi.

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Sotsiomadaniy yondashuv o‘zlashuvni ijtimoiy identifikatsiya, prestij va madaniy ta’sir kontekstida tahlil qiladi. Ayrim o’zlashmalar zamonaviylik yoki professionallik belgisi sifatida qabul qilinadi. Masalan, biznes diskursida deadline, networking, feedback kabi birliklardan foydalanish nutq egasining global kommunikativ makonga mansubligini bildiradi. Bu jarayon ko’pincha til ichidagi sinonimik variantlarning ijtimoiy differensiallashuviga olib keladi: milliy muqobil rasmiy yoki akademik uslubda qo’llansa, o’zlashgan variant norasmiy yoki professional diskursda ustunlik qilishi mumkin. Shu jihatdan o’zlashuv ijtimoiy stratifikatsiya va tilning funksional uslublari bilan chambarchas bog’liq.

Globalizatsiya jarayoni va til siyosati o’zlashuv intensivligiga sezilarli ta’sir ko’rsatadi. Axborot oqimining globallashuvi, xalqaro ta’lim dasturlari va mehnat migratsiyasi ingliz tilining global lingua franca sifatidagi mavqeini mustahkamladi. Natijada ilm-fan va texnologiya sohasidagi terminlarning katta qismi ingliz tilidan o‘zlashmoqda: server, fayl, printer, skaner, softver, monitoring va boshqalar. Biroq bu jarayon passiv qabul qilish emas, balki faol moslashtirish orqali amalga oshadi. Masalan, printer so’zining printerlar, printerga, printerdan shakllarida ishlatilishi uning to’liq grammatik integratsiyalashganini ko’rsatadi. Shunday qilib, global ta’sir va lokal tizim o’rtasida muvozanat yuzaga keladi.

Leksik o’zlashuv milliy til identifikatsiyasi masalasini ham dolzarb qiladi. Til siyosatida puristik tendensiyalar, ya’ni chet til birliklarini cheklash yoki ularning o’rniga milliy muqobillar yaratish harakati ko’zga tashlanadi. Masalan, marketing o‘rniga bozorlashtirish, manager o’rniga boshqaruvchi, online o’rniga masofaviy variantlari taklif etiladi. Biroq real nutq amaliyotida qisqa, xalqaro va kommunikativ jihatdan qulay variantlar ko’proq ishlatiladi. Bu holat lingvistik xavfsizlik tushunchasini qayta ko’rib chiqishni talab etadi. Tilning barqarorligi o’zlashmalar soni bilan emas, balki ularni tizimlashtirish va moslashtirish qobiliyati bilan belgilanadi. Agar o’zlashgan birlik fonologik, morfologik va semantik jihatdan milliy tizimga moslashsa, u tilning ichki resursiga aylanadi va identitetga tahdid solmaydi. Global ingliz tilining roli bu jarayonda yetakchi bo’lsa-da, o’zlashuv biryoqlama

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jarayon emas. Qabul qiluvchi til har bir birlikni o’z strukturasi asosida qayta shakllantiradi va unga yangi funksional imkoniyat beradi. Masalan, trend so‘zidan trendlashmoq kabi fe’l yasash, yoki like asosida layklash shaklining paydo bo’lishi o’zlashgan birlikning ijodiy moslashuvini ko’rsatadi. Bu esa tilning innovatsion salohiyatini namoyon etadi.

Xulosa

Fors-tojik tilidan o‘zlashgan leksik birliklar o‘zbek tili xazinasini boyituvchi asosiy manbalardan biri bo‘lib qolmoqda. Ularning moslashuv jarayonlari tilning o‘z-o‘zini qayta tiklash va modernizatsiya qilish qobiliyatini ko‘rsatadi. Ushbu qatlamni chuqur tahlil qilish zamonaviy o‘zbek adabiy tili me’yorlarini belgilashda muhim ilmiy asos bo‘lib xizmat qiladi.

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MECHANISMS FOR ENHANCING THE INNOVATION ACTIVITY OF INDUSTRIAL ENTERPRISES UNDER DIGITAL TRANSFORMATION

Alimov Baxodir G'anijanovich

Abstract

Digital transformation is changing the technological, organizational and economic conditions under which industrial enterprises create, adopt and commercialize innovations. This article develops a mechanism-based framework for increasing industrial innovation activity in a digital economy. The study uses a conceptual IMRAD design combining a structured review of peer-reviewed literature, comparative analysis of established digital-transformation and innovation-capability frameworks, and analytical synthesis.

Keywords

digital transformation; industrial enterprises; innovation activity; digital innovation capability; Industry 4.0; investment mechanisms; data-driven management; innovation ecosystem.

Introduction

Digital transformation has become a structural feature of industrial competition rather than a narrow information-technology project. Cloud computing, industrial Internet of Things (IIoT), advanced analytics, artificial intelligence, additive manufacturing and digital platforms alter how firms collect information, coordinate production, develop products and interact with suppliers and customers. The strategic literature consequently treats digital transformation as a process of organizational change in which digital technologies modify value creation and value capture rather than simply automate existing routines (Vial, 2019; Verhoef et al., 2021).

For industrial enterprises, this distinction is important because technological adoption does not automatically generate innovation. A firm can acquire sensors, enterprise software or cloud services and still retain low R&D productivity if employees lack digital competencies, data are fragmented, experimentation is discouraged, or investment decisions are disconnected from commercialization.

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Digital transformation therefore creates a management problem: enterprises need mechanisms that convert digital resources into innovation capabilities and measurable innovation outputs.

The innovation literature provides complementary explanations. Dynamic-capability research emphasizes the ability to sense opportunities, seize them through investment and reconfigure resources as environments change (Teece, 2018). Digital-transformation research adds the importance of digital infrastructure, data, organizational structures, ecosystems and new business models (Bharadwaj et al., 2013; Warner & Wäger, 2019). Research on digital innovation also highlights the recombination of digital and physical components and the increasingly blurred boundary between product, service and process innovation (Nambisan et al., 2017).

The central research problem is therefore not whether industrial firms should digitalize, but how digital transformation can be organized as an economic mechanism for sustained innovation activity. The objective of this article is to formulate and substantiate an integrated mechanism for increasing innovation activity in industrial enterprises under digital transformation. The study addresses three questions: (1) which organizational and economic conditions convert digital resources into innovation capability; (2) which financing and governance instruments support the transition from experimentation to commercialization; and (3) how can innovation activity be monitored through a coherent set of indicators?

The contribution is conceptual and analytical. The article does not claim causal estimates from a firm-level dataset. Instead, it synthesizes established research into an operational mechanism that can guide enterprise management and the design of industrial innovation policy.

Literature Review

Digital transformation research increasingly conceptualizes transformation as a multidimensional process. Vial (2019) defines it as a process that aims to improve an entity by triggering significant changes through combinations of information, computing, communication and connectivity technologies. Verhoef et al. (2021)

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distinguish digitization, digitalization and digital transformation and emphasize that transformation requires changes in organizational structure, capabilities, metrics and business models. These distinctions imply that innovation policy should not measure transformation only through the number of technologies installed.

Bharadwaj et al. (2013) proposed a strategic framework in which digital technologies become intertwined with business strategy. Warner and Wäger (2019) subsequently linked digital transformation to dynamic capabilities such as digital sensing, digital seizing and digital transformation capability. In industrial settings, these capabilities correspond to systematic technology scanning, rapid prototyping, data-enabled decision making, modular process redesign and the reconfiguration of production assets.

Industry 4.0 research adds the production dimension. Frank et al. (2019) identify technological, organizational and contextual dimensions of Industry 4.0 implementation. Core technologies such as cyber-physical systems, IoT, cloud services and data analytics create value only when supported by appropriate organizational practices. Thus, the economic mechanism is complementary: technology, skills, management systems and investment must move together.

The literature on innovation ecosystems also suggests that industrial innovation increasingly crosses firm boundaries. Nambisan et al. (2017) argue that digital technologies transform innovation processes by changing the locus, actors and architecture of innovation. This supports the use of supplier networks, universities, technology centers, start-ups and digital platforms as external sources of knowledge and experimentation.

Method

The study applies a conceptual analytical design within the IMRAD structure. The evidence base consists of peer-reviewed literature on digital transformation, digital innovation, Industry 4.0, dynamic capabilities and innovation management, supplemented by widely used international analytical frameworks. The selection

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principle was relevance to industrial firms and explicit treatment of organizational, technological or economic mechanisms.

Three analytical procedures were used. First, thematic synthesis was applied to identify recurring mechanism categories across the literature. Second, comparative analysis was used to distinguish technology adoption mechanisms from innovation-generation mechanisms. Third, mechanism mapping was used to connect inputs, organizational capabilities, innovation processes and outcomes. The resulting framework is therefore theory-driven rather than based on invented survey or experimental observations.

For operationalization, innovation activity is treated as a multidimensional construct. The proposed indicators include R&D expenditure intensity, number of development projects, share of employees receiving digital training, time from prototype to pilot, share of production processes digitally monitored, new-product revenue share, patent or utility-model activity where relevant, and the share of innovation projects reaching commercialization. Indicators should be normalized by enterprise size and sector when used for benchmarking.

Results and Discussion

Integrated mechanism for increasing innovation activity

The analysis yields five connected mechanism blocks. The first is the digital-resource mechanism, which includes connectivity, computing capacity, industrial sensors, interoperable software and reliable data. The second is the capability mechanism, covering managerial competence, employee digital skills, cross-functional teams and routines for experimentation. The third is the innovation-finance mechanism, which combines internal R&D budgets with staged project financing, innovation grants, co-financing and risk-sharing instruments. The fourth is the ecosystem mechanism, which connects enterprises to suppliers, universities, laboratories, start-ups and technology providers. The fifth is the governance and risk mechanism, including data governance, cybersecurity, intellectual-property protection and performance monitoring.

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These mechanisms are complementary rather than substitutable. For example, increasing the technology budget without strengthening skills may raise capital expenditure without producing corresponding innovation outputs. Conversely, skilled teams without access to data and scalable infrastructure may remain limited to small pilot projects. The economic mechanism therefore depends on complementarities and sequencing.

Figure 1 presents the proposed causal architecture. Digital infrastructure, skills and data governance form enabling conditions; these support digital innovation capabilities; capabilities generate R&D, experimentation and process/product innovation; and successful innovation produces productivity, quality, flexibility and resilience effects.

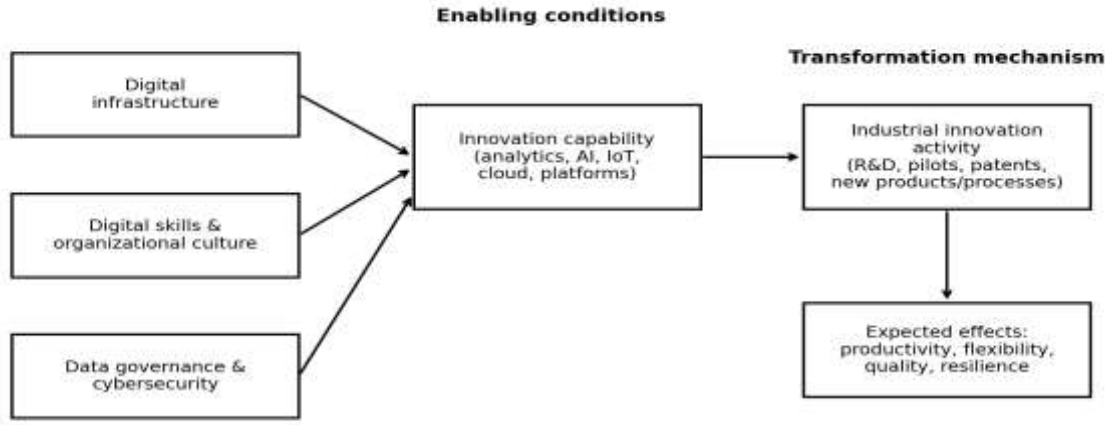


Figure 1. Integrated mechanism for increasing industrial innovation activity under digital transformation.

Mechanism matrix and economic instruments

Mechanism block	**Primary instruments**	**Immediate result**	**Innovation indicator**
Digital infrastructure	IIoT, cloud, ERP/MES integration, high-quality connectivity	Data availability and interoperability	Share of digitally monitored processes

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Human capital	Digital upskilling, cross-functional teams, innovation training	Higher absorptive capacity	Training coverage; digital-skill index
Innovation finance	Staged budgets, grants, co-financing, venture/partnership finance	Lower innovation financing constraints	R&D intensity; projects financed
Experimentation & governance	Sandboxes, pilot plants, agile stage-gates, data governance	Faster testing and learning	Prototype-to-pilot time; pilot success rate
Ecosystem integration	University-industry projects, supplier co-development, technology partnerships	External knowledge access	Joint projects; external technology adoption
Commercialization	Market validation, procurement pilots, IP management, scaling funds	Conversion of innovation into revenue	New-product revenue share

Table 1. Mechanism matrix for enterprise-level innovation management.

Innovation investment is characterized by uncertainty, information asymmetry and a long time horizon. For industrial enterprises, these features can cause firms to underinvest in experimentation even when the expected social and private returns are substantial. A useful response is staged financing: small resources are allocated to problem definition and prototype development; additional resources are released after technical and market milestones; scale-up capital is provided only after evidence of feasibility.

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This approach changes the investment decision from a single high-risk commitment to a sequence of option-like decisions. It can be implemented through internal stage-gates, public co-financing, innovation vouchers, challenge funds, technology-transfer agreements and corporate partnerships. The objective is not simply to increase the volume of financing but to improve the allocation of financing across the innovation life cycle.

At enterprise level, a balanced portfolio should contain incremental process innovations as well as more uncertain product and technology projects. Portfolio monitoring should therefore distinguish expenditure from outcomes. R&D expenditure intensity is an input measure; the number of validated prototypes and the commercialization rate are process and output measures; new-product revenue and productivity are outcome measures.

Conclusion

The study shows that increasing industrial innovation activity under digital transformation requires an integrated mechanism rather than isolated technology investments. The central economic relationship is complementary: digital infrastructure and data create the resource base; skills and organizational routines create absorptive and dynamic capabilities; staged finance enables experimentation and scaling; ecosystem relationships expand access to knowledge; and governance and cybersecurity reduce the risks associated with digital interdependence.

The proposed framework provides a practical distinction between digital adoption and innovation performance. Installing technologies is an input or capability-building action, whereas innovation activity is demonstrated through R&D processes, experimentation, new products and processes, commercialization and measurable economic outcomes. This distinction can improve both enterprise-level management and public policy evaluation.

For industrial enterprises, the main managerial implication is to organize digital transformation around innovation portfolios and measurable milestones. For policymakers, the implication is to design coordinated instruments that address

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infrastructure, human capital, finance, technology transfer, innovation procurement and ecosystem formation simultaneously. Future empirical research should test the proposed mechanism with firm-level panel data and examine differences across sectors, enterprise sizes and levels of digital maturity.

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CONSULTATIVE WORK OF A SPEECH THERAPIST WITH PARENTS OF CHILDREN WITH GENERAL SPEECH UNDERDEVELOPMENT: CONTENT, FUNCTIONS AND PRINCIPLES OF ORGANIZATION

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Abstract

The article examines the content of consultative work carried out by a speech therapist with parents of senior preschool children with general speech underdevelopment. It considers the main functions of consultative interaction, principles for selecting materials for families, and conditions for ensuring continuity of speech therapy support between the educational institution and the home environment. Particular attention is paid to the transition from episodic informing of parents to systematic partnership-based support that takes into account the child's current speech difficulties and the family's actual resources.

Keywords

general speech underdevelopment, speech therapist, parents, consultative work, family-centered approach, correctional and developmental work, preschool age.

КОНСУЛЬТАТИВНАЯ РАБОТА УЧИТЕЛЯ-ЛОГОПЕДА С РОДИТЕЛЯМИ ДЕТЕЙ С ОБЩИМ НЕДОРАЗВИТИЕМ РЕЧИ: СОДЕРЖАНИЕ, ФУНКЦИИ И ПРИНЦИПЫ ОРГАНИЗАЦИИ

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Аннотация

В статье раскрывается содержание консультативной работы учителя-логопеда с родителями детей старшего дошкольного возраста с общим недоразвитием речи. Рассматриваются функции консультативного взаимодействия, принципы отбора материала для семьи и условия обеспечения преемственности логопедической помощи в образовательной организации и домашних условиях. Обосновывается необходимость перехода от эпизодического информирования родителей к систематическому партнерскому сопровождению, учитывающему актуальные речевые трудности ребенка и реальные ресурсы семьи.

Ключевые слова: общее недоразвитие речи, учитель-логопед, родители, консультативная работа, семейно-центрированный подход, коррекционно-развивающая работа, дошкольный возраст.

Введение

Результативность логопедической помощи ребенку старшего дошкольного возраста определяется не только качеством специально организованных занятий, но и тем, насколько сформированные речевые умения переносятся в повседневное общение. При общем недоразвитии речи данная проблема приобретает особое значение, поскольку нарушения имеют системный характер и затрагивают фонетико-фонематическую, лексико-грамматическую стороны речи и построение связного высказывания. Значительная часть речевой практики ребенка происходит вне логопедического кабинета, поэтому семья объективно становится важным участником коррекционно-развивающего процесса.

Цель статьи состоит в теоретическом обосновании содержания, функций и принципов консультативной работы учителя-логопеда с родителями детей старшего дошкольного возраста с общим недоразвитием речи.

Консультативная работа как компонент логопедического сопровождения

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Консультативную работу целесообразно понимать шире, чем разовую передачу родителям сведений о состоянии речи ребенка. Она представляет собой систематически организованное профессиональное взаимодействие специалиста и семьи, направленное на повышение педагогической компетентности родителей, формирование адекватного понимания речевого нарушения, обучение доступным способам поддержки ребенка и обеспечение преемственности коррекционной работы.

Важно разграничивать информирование, консультацию и консультативную работу. Информирование обеспечивает передачу конкретных сведений. Консультация направлена на решение определенного запроса семьи. Консультативная работа объединяет последовательные диагностико-информационные, просветительские, обучающие, координационные, мотивационные и аналитико-контрольные действия специалиста.

Современный семейно-центрированный подход предполагает изменение позиции родителей: семья не рассматривается как пассивный исполнитель домашних заданий. Родители обладают уникальной информацией о поведении ребенка в естественных ситуациях и при профессиональной поддержке способны создавать условия для закрепления речевых навыков. При этом профессиональные функции диагностики и определения коррекционной стратегии сохраняются за учителем-логопедом.

Основные функции консультативной работы

Диагностико-информационная функция связана с доступным объяснением результатов логопедического обследования и актуальных задач коррекции. Родителям важно понимать системный характер ОНР и видеть связь между конкретным проявлением нарушения и предлагаемой рекомендацией.

Просветительская функция направлена на формирование научно обоснованных представлений о речевом развитии и коррекции. Обучающая функция предполагает демонстрацию практических способов поддержки речи ребенка в игре, бытовых ситуациях, чтении, совместном обсуждении событий.

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Координационная функция обеспечивает согласование действий специалиста и семьи. Мотивационная функция поддерживает осознанную готовность родителей к регулярному сотрудничеству. Аналитико-контрольная функция позволяет получать обратную связь и корректировать рекомендации с учетом их доступности для конкретной семьи.

Принципы отбора консультативного материала

Научная обоснованность предполагает соответствие рекомендаций структуре речевого нарушения и современным подходам к коррекции. Индивидуализация требует соотнесения содержания с возрастом, уровнем речевого развития и актуальными трудностями ребенка. Доступность означает ясность инструкции и минимизацию необъясненной профессиональной терминологии.

Практическая направленность предполагает возможность включения рекомендаций в реальные семейные ситуации. Систематичность и последовательность обеспечивают постепенное изменение задач по мере развития ребенка. Партнерство основано на уважительном взаимодействии и признании опыта семьи. Обратная связь необходима для оценки того, насколько родители поняли материал и насколько ребенок переносит формируемые умения в самостоятельную речь.

Консультативный материал должен отвечать на три практических вопроса: что делать, зачем это необходимо и как реализовать рекомендацию в повседневной жизни. Его объем должен быть дозированным, а содержание - адресным и вариативным.

Формы взаимодействия с семьей

Наряду с индивидуальными консультациями могут использоваться родительские собрания, практикумы, открытые занятия, памятки, видеоматериалы и дистанционное сопровождение. Цифровой формат не заменяет профессиональную логику консультирования. Сообщение в мессенджере становится частью консультативной работы только тогда, когда

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оно связано с актуальной задачей ребенка, содержит понятный алгоритм действий и предусматривает обратную связь. Для старшего дошкольного возраста особенно важна ориентация на речевую самостоятельность и подготовку к школе. Домашняя поддержка должна способствовать не механическому повторению упражнений, а функциональному использованию словаря, грамматических конструкций и связной речи в естественном общении.

Заключение

Консультативная работа учителя-логопеда с родителями детей с ОНР является системным компонентом коррекционно-педагогического сопровождения. Ее результативность определяется не количеством переданной информации, а научной обоснованностью, доступностью, адресностью, практической направленностью и систематичностью рекомендаций. Партнерская модель взаимодействия позволяет объединить профессиональную работу специалиста и естественный ресурс семейного общения без переноса на родителей функций учителя-логопеда.

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PEDAGOGICAL FOUNDATIONS OF ORGANIZING ENVIRONMENTAL EDUCATION IN BIOLOGY LESSONS

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Abstract

Environmental problems have become one of the most important challenges of contemporary society, which increases the need for effective environmental education in general and secondary education. Biology as a subject has significant potential for developing students' ecological knowledge, environmental awareness, responsible attitudes toward nature, and environmentally responsible behavior. This article examines the pedagogical foundations of organizing environmental education in biology lessons. The study focuses on the role of student-centered learning, inquiry-based learning, problem-based learning, project-based activities, laboratory work, field observations, and digital technologies in developing ecological competence. The article uses a qualitative theoretical approach based on the analysis and synthesis of scientific and pedagogical literature related to environmental education and biology teaching.

Keywords

environmental education, biology education, ecological competence, pedagogical methods, environmental awareness, active learning, sustainability, biology lessons.

Introduction

Environmental sustainability has become an increasingly important educational issue because human activities have a direct influence on ecosystems, biodiversity, natural resources, climate, and public health. The development of modern society requires not only technological and economic progress but also responsible attitudes toward the natural environment. In this context, education plays an essential role in preparing young people to understand environmental problems and participate responsibly in solving them. Environmental education should therefore be considered

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an important component of contemporary school education rather than an additional topic limited to individual lessons.

Biology occupies a particularly important position in environmental education because the subject directly examines living organisms, ecosystems, biodiversity, ecological relationships, adaptation, natural resources, and the interaction between organisms and their environment. Through biology lessons, students can develop a scientific understanding of nature and recognize the consequences of human activities on ecological systems. However, the effectiveness of environmental education depends not only on the amount of ecological information presented to students but also on the pedagogical methods used by teachers.

Traditional teaching approaches that mainly focus on memorization of definitions and theoretical concepts may provide students with basic ecological knowledge, but they do not always lead to changes in attitudes and behavior. Environmental education requires students to observe, investigate, analyze, discuss, evaluate, and propose solutions to environmental problems. Therefore, biology lessons should create opportunities for students to connect theoretical knowledge with practical environmental situations.

The pedagogical organization of environmental education involves several important principles. These include the principle of scientific knowledge, continuity, accessibility, active participation, interdisciplinarity, connection with real life, and orientation toward practical environmental activities. The teacher is not simply a transmitter of ecological information but also an organizer of educational activities that encourage students to develop their own understanding of environmental problems.

The purpose of this article is to examine the pedagogical foundations of organizing environmental education in biology lessons and to identify teaching approaches that can contribute to the development of students' ecological competence. Particular attention is given to active and student-centered learning

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methods, practical activities, project-based learning, inquiry-based learning, field observations, and digital educational technologies.

The research questions addressed in this study are: What pedagogical principles are important for organizing environmental education in biology lessons? Which teaching methods can contribute to the development of students' ecological competence? How can practical and problem-oriented activities improve students' understanding of environmental issues?

Methods

This study employed a qualitative theoretical research approach based on the analysis, comparison, generalization, and synthesis of scientific and pedagogical literature concerning environmental education, ecological competence, biology education, and modern teaching methods. The methodological framework was designed to identify pedagogical conditions that support effective environmental education within biology lessons.

The analysis focused on educational concepts that emphasize active student participation, experiential learning, inquiry, problem solving, project-based activities, and interdisciplinary approaches. Particular attention was paid to teaching strategies that allow students to connect biological concepts with environmental problems observed in their local communities.

The study also used comparative analysis to examine the potential contribution of different pedagogical methods to environmental education. Traditional explanatory teaching was compared conceptually with active learning approaches such as problem-based learning, project-based learning, laboratory activities, field observations, discussions, and digital learning. The comparison was based on their potential to develop ecological knowledge, practical skills, critical thinking, environmental attitudes, and responsible behavior.

The methodological approach also considered the importance of age-appropriate instruction. Environmental education should correspond to students' cognitive and psychological characteristics. For younger learners, direct observation, visual

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materials, simple experiments, and practical activities may be particularly effective. Older students can participate in more complex ecological investigations, project work, environmental analysis, and discussions of sustainability-related problems.

Local environmental conditions were also considered as an important pedagogical factor. Environmental education becomes more meaningful when students investigate problems that are relevant to their own surroundings. For example, students may examine water quality, waste management, soil degradation, biodiversity, air pollution, reduction of green spaces, or responsible use of natural resources in their communities. Such activities help students understand that environmental problems are not abstract concepts but issues connected with their everyday lives.

Results

The analysis demonstrated that effective environmental education in biology lessons depends on the integration of three interconnected components: ecological knowledge, environmental values and attitudes, and practical environmental skills. Providing theoretical knowledge alone is insufficient for developing environmentally responsible behavior. Students need opportunities to apply their knowledge in practical and socially meaningful situations.

One of the important results is the significance of student-centered learning. When students actively participate in the learning process, they have greater opportunities to formulate questions, express opinions, conduct observations, analyze information, and develop independent conclusions. In biology lessons, student-centered environmental education can be organized through group discussions, ecological case studies, research tasks, experiments, and project activities.

Inquiry-based learning is another effective pedagogical approach. Environmental problems are often complex and cannot be understood through a single fact or definition. Inquiry activities encourage students to investigate causes, consequences, and possible solutions. For example, a teacher may present a local problem related to water pollution and ask students to identify possible sources of

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pollution, examine its effects on living organisms, and propose measures for reducing environmental risks. Through this process, students develop scientific reasoning and understand the relationship between human activity and ecological processes.

Problem-based learning also has considerable pedagogical potential. Environmental problems can serve as real-life educational situations that require students to use biological knowledge to find possible solutions. A problem such as "How can the amount of plastic waste in our school be reduced?" can be transformed into an interdisciplinary learning task. Students may collect information, classify types of waste, calculate approximate amounts, discuss possible solutions, and prepare recommendations. Such activities simultaneously develop ecological knowledge, mathematical skills, communication, teamwork, and decision-making abilities.

Project-based learning provides another important opportunity for environmental education. Students can conduct long-term projects related to biodiversity, recycling, water conservation, energy efficiency, school gardens, or protection of local ecosystems. Project work usually includes several stages: identifying a problem, setting objectives, collecting information, conducting practical activities, analyzing findings, and presenting results. This approach promotes responsibility and allows students to experience the connection between knowledge and practical action.

Laboratory activities and field observations are also significant components of environmental education in biology. Laboratory work can help students examine ecological processes under controlled conditions, while field activities allow them to observe natural systems directly. For example, students can study plant diversity in a school environment, observe insects and birds, examine soil characteristics, or document changes in local vegetation. Direct contact with nature can make ecological concepts more concrete and meaningful.

The results also indicate that environmental education should be interdisciplinary. Ecological issues are connected not only with biology but also with

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geography, chemistry, physics, mathematics, social sciences, and technology. For example, the study of water pollution can combine biological knowledge about aquatic organisms with chemical knowledge about pollutants, geographical knowledge about water resources, mathematical analysis of collected data, and social discussions about responsible water use. Interdisciplinary education helps students develop a more comprehensive understanding of environmental problems.

The use of digital technologies can further support environmental education. Digital presentations, educational platforms, virtual laboratories, interactive maps, ecological databases, and digital data collection tools can provide students with additional opportunities for learning. Digital technologies are particularly useful when direct fieldwork is difficult because of time, safety, weather, or resource limitations. However, digital tools should complement rather than completely replace direct interaction with nature.

Another important result concerns the role of the teacher. The biology teacher should act as a facilitator who creates conditions for investigation, discussion, reflection, and independent learning. The teacher needs to select environmentally relevant problems, provide appropriate learning materials, organize collaborative activities, and guide students toward evidence-based conclusions. At the same time, teachers should avoid presenting environmental problems only from a negative perspective. Students should also learn about possible solutions and successful environmental practices in order to develop a sense of responsibility and constructive participation.

Assessment is another important pedagogical component. Environmental education should assess not only students' factual knowledge but also their ability to apply knowledge, analyze environmental situations, conduct investigations, work collaboratively, and propose solutions. Formative assessment, project assessment, observation, presentations, portfolios, and reflective activities can be used alongside traditional tests.

Discussion

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The findings demonstrate that biology lessons provide a strong educational environment for developing ecological competence. However, the effectiveness of environmental education largely depends on how ecological content is presented and experienced by students. If environmental education is limited to memorizing ecological terminology, its influence on students' attitudes and behavior may remain limited. In contrast, active participation and practical experience can create stronger connections between biological knowledge and environmental responsibility.

One of the central pedagogical principles is the connection between theory and practice. Students should not only learn what an ecosystem is but also observe ecosystems in their local environment. They should not only study biodiversity but also investigate the diversity of organisms around their school or community. They should not only learn about pollution but also analyze examples of pollution and discuss realistic ways to prevent it. Such connections make biological knowledge more meaningful and relevant.

The role of emotions and values should also be recognized. Environmental education is not exclusively a scientific process. Students' attitudes toward nature can influence their willingness to behave responsibly. Activities involving direct observation of plants, animals, and natural landscapes may contribute to the development of respect for living organisms. At the same time, teachers should encourage rational and evidence-based environmental thinking rather than relying only on emotional messages.

Local context is particularly important. Environmental problems differ across regions, and students are more likely to become engaged when they study issues that they can observe in their own surroundings. In the context of Uzbekistan, biology lessons can include examples related to water resources, desertification, soil degradation, biodiversity conservation, waste management, and sustainable use of natural resources. Regional examples can make environmental education more relevant and encourage students to think about their own communities.

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Another important aspect is the development of students' critical thinking. Environmental issues are often characterized by multiple causes and possible solutions. Students should therefore learn to evaluate information, distinguish evidence from assumptions, compare alternative solutions, and consider potential consequences. For example, when discussing the use of plastic products, students can examine both environmental impacts and practical aspects of consumption, recycling, and alternatives. This approach encourages balanced and analytical thinking.

Collaborative learning is also valuable because environmental protection is a collective social responsibility. Group projects and discussions teach students how to communicate, divide responsibilities, listen to different opinions, and reach evidence-based conclusions. These social skills are important because environmental problems require cooperation between individuals, communities, educational institutions, businesses, and public organizations.

The integration of environmental education into biology should also be continuous. It should not be limited to a single topic such as "Ecology" or "Environmental Protection." Ecological ideas can be incorporated into different biology topics. When studying plants, students can discuss biodiversity and habitat conservation. When studying animals, they can examine endangered species and ecosystems. During the study of human biology, students can consider the influence of environmental conditions on human health. When studying genetics and evolution, students can discuss biodiversity and adaptation. Such integration ensures that environmental thinking becomes a consistent part of biological education.

The pedagogical effectiveness of environmental education can also be increased through reflection. After completing an ecological project or practical activity, students should have an opportunity to reflect on what they learned, what problems they encountered, and what actions they could take in the future. Reflection helps transform practical experience into conscious learning.

Despite the advantages of active environmental education, several challenges may occur. Teachers may have limited time, insufficient equipment, large class sizes,

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or restricted access to natural areas. Some schools may also have limited digital resources. These difficulties indicate the importance of flexible teaching strategies. Environmental education does not always require expensive equipment. Simple observations, school-based ecological projects, waste classification activities, plant monitoring, discussions, and locally focused investigations can also provide meaningful learning experiences.

Conclusion

Environmental education in biology lessons represents an important pedagogical process aimed at developing students' ecological knowledge, values, practical skills, critical thinking, and sense of responsibility toward nature. The analysis shows that environmental education becomes more effective when biological theory is combined with active participation, practical investigation, problem solving, project work, field observation, and reflection.

The teacher plays a central role in creating an educational environment in which students can explore environmental problems and develop their own evidence-based conclusions. Student-centered and inquiry-based approaches can transform students from passive recipients of information into active participants in the learning process. Project-based and problem-based activities can additionally connect school knowledge with real environmental challenges.

An important pedagogical condition is the use of local environmental examples. When students investigate ecological problems that exist in their own communities, they can better understand the practical significance of biology and recognize their potential role in environmental protection. Interdisciplinary connections and digital technologies can further expand the possibilities of environmental education.

Therefore, environmental education should be integrated systematically into biology teaching rather than presented as an isolated topic. Its ultimate educational purpose is not simply to increase students' knowledge about environmental problems but to help them develop the knowledge, skills, values, and responsibility necessary for sustainable interaction with the natural environment.

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TREATMENT WITH SUN, WATER, AND AIR

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Abstract

This article discusses the effects of sunlight, water, and fresh air on the human body and the possibilities of using them for health promotion and hardening. The importance of sunlight in the production of vitamin D, the hygienic and hardening properties of water treatments, and the benefits of outdoor walks and physical activity are analyzed. The article also emphasizes the need to follow the principles of moderation, regularity, gradual progression, and an individual approach when using natural factors. Recommendations are provided to prevent dangerous situations such as prolonged exposure to sunlight, sudden immersion in very cold water, and high-intensity exercise in polluted air. Particular attention is also paid to the rational use of natural factors to strengthen the health of children and young people. Sunlight, water, and air are auxiliary means that support a healthy lifestyle and cannot replace medical treatment methods.

Keywords

sunlight, water treatments, fresh air, hardening, healthy lifestyle, physical activity, vitamin D, hygiene, safety, natural factors.

QUYOSH SUV VA HAVO BILAN DAVOLASH

Ish joyi: Yangiyo'l Abu Ali ibn Sino nomidagi Jamoat salomatligi texnikumi.

Fan nomi: Reabilitatsiya fizioterapiya va massaj

Fan o'qituvchisi: Abdurashidova Dilafruz Nazirali qizi

Annotatsiya. Ushbu maqolada quyosh nuri,suv va toza havoning inson organizmiga ta’siri hamda ulardan sog’lomlashtirish va chiniqtirish maqsadida foydalanish imkoniyatlari yoritilgan.Quyosh nurining D vitamin hosil bo’lishidagi ahamiyati,suv muolajalarining gigiyenik va chiniqtiruvchi xususiyatlari, ochiq

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havoda sayr qilish va jismoniy faollikning foydali jihatlari tahlil qilingan. Shuningdek, tabiiy omillardan foydalanishda me’yor, muntazamlik, bosqichma-bosqichlik va individual yondashuv tamoyillariga rioya qilish zarurligi ko‘rsatib berilgan. Maqolada quyoshda uzoq qolish, juda sovuq suvga keskin tushish va iflos havoda yuqori intensivlikdagi mashqlar bajarish kabi xavfli holatlarning oldini olish bo‘yicha tavsiyalar berilgan. Bolalar va yoshlar salomatligini mustahkamlashda tabiiy omillardan oqilona foydalanish masalalariga ham alohidae’tibor qaratilgan. Quyosh, suv va havo sog‘lom turmush tarzini qo‘llab-quvvatlovchi yordamchi vositalar bo‘lib, ular tibbiy davolash usullarining o‘rnini bosa olmasligi ta’kidlangan.

Kalit so‘zlar: quyosh nuri, suv muolajalari, toza havo, chiniqtirish, sog‘lom turmush tarzi, jismoniy faollik, D vitamini, gigiyena, xavfsizlik, tabiiy omillar.

Kirish 1. Quyosh bilan davolash

Quyosh bilan davolash **geliyoterapiya** deb ataladi. Ushbu usulda quyosh nurlaridan organizmni chiniqtirish va sog‘lomlashtirish maqsadida foydalaniladi. Quyosh nuri tarkibida turli diapazondagi elektromagnit nurlar mavjud bo‘lib, ularning ayrimlari inson organizmiga biologik ta’sir ko‘rsatadi.

Quyosh nurining eng muhim jihatlaridan biri uning organizmda D vitamini hosil bo‘lishiga yordam berishidir. D vitamini kalsiy va fosfor almashinuvida muhim rol o‘ynaydi hamda suyaklarning normal rivojlanishi va mustahkamligida ahamiyatga ega. Ayniqsa, bolalar va o‘smirlarning sog‘lom o‘sishida D vitaminining yetarli bo‘lishi muhimdir.

Quyosh nuri insonning biologik ritmlariga ham ta’sir ko‘rsatadi. Kunduzgi tabiiy yorug‘lik uyqu va uyg‘oqlik siklining tartibga tushishiga yordam beradi. Ochiq havoda, tabiiy yorug‘likda bo‘lish ko‘pchilik insonlarda kayfiyat va umumiy faollikka ijobiy ta’sir ko‘rsatishi mumkin.

Biroq quyosh muolajalarini me’yoridan oshirmaslik kerak. Ultrabinafsha nurlanishning ortiqcha ta’siri terining kuyishiga, terining erta qarishiga va uzoq muddatda teri kasalliklari xavfining oshishiga olib kelishi mumkin. Shu sababli kuchli quyosh ostida uzoq vaqt qolish tavsiya etilmaydi.

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Quyoshda chiniqishda vaqtni asta-sekin oshirish, boshni quyoshning kuchli ta’siridan himoya qilish va yetarli suyuqlik ichish muhim. Issiq havoda ayniqsa bolalar, keksa yoshdagi insonlar va surunkali kasalligi bo‘lgan kishilar ehtiyot bo‘lishlari lozim.

Quyosh bilan davolashning asosiy maqsadi organizmni haddan tashqari qizdirish emas, balki tabiiy yorug‘lik va quyosh ta’siridan oqilona foydalanishdir.

2. Suv bilan davolash

Suv bilan davolash **gidroterapiya** deb yuritiladi. Suv inson organizmiga mexanik, termik va boshqa fiziologik ta’sirlar ko‘rsatishi mumkin. Gidroterapiyada dush, vanna, suv bilan artinish, cho‘milish va boshqa suv muolajalaridan foydalaniladi.

Suv muolajalarining organizmga ta’siri, avvalo, suvning haroratiga bog‘liq. Iliq suv mushaklarning bo‘shashishiga yordam beradi va kishida qulaylik hissini paydo qiladi. Salqin suv esa organizmning moslashuv mexanizmlarini ishga tushirishi va chiniqishga yordam berishi mumkin.

Suv bilan chiniqish asta-sekin amalga oshirilishi kerak. Masalan, dastlab iliqroq suvdan foydalanib, keyinchalik haroratni bosqichma-bosqich o‘zgartirish mumkin. Organizmning individual xususiyatlari hisobga olinishi zarur.

Suvning yana bir muhim xususiyati — uning jismoniy mashqlar uchun qulay muhit ekanligidir. Suzish vaqtida tananing ko‘plab mushaklari ishlaydi. Suv tanani ma’lum darajada ko‘tarib turgani sababli bo‘g‘imlarga tushadigan yuk ayrim quruqlikdagi mashqlarga nisbatan kamayishi mumkin. Shu sababli suzish sog‘lomlashtiruvchi jismoniy faoliyatning foydali turlaridan biri hisoblanadi.

Suv muolajalarida xavfsizlik qoidalariga qat’iy rioya qilish kerak. Juda sovuq suvda uzoq vaqt qolish organizmni haddan tashqari sovitishi mumkin. Juda issiq suv esa teri kuyishi, bosh aylanishi yoki qon bosimining o‘zgarishiga sabab bo‘lishi mumkin. Shuning uchun suvning harorati va muolajaning davomiyligi insonning yoshi, sog‘lig‘i va individual xususiyatlariga mos bo‘lishi kerak.

Cho‘milish vaqtida suv havzasining tozaligi ham muhim. Ifloslangan suv turli

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yuqumli kasalliklarning tarqalishiga sabab bo‘lishi mumkin. Shuning uchun faqat sanitariya talablariga javob beradigan suv havzalaridan foydalanish lozim.

3. Havo bilan davolash

Toza havodan sog‘lomlashtirish maqsadida foydalanish **aeroterapiya** deb ataladi. Inson hayoti uchun kislorod zarur bo‘lib, nafas olish orqali u organizmga kiradi. Shu sababli toza va yetarli darajada shamollatilgan havo sog‘lom hayot tarzining muhim shartlaridan biridir.

Toza havoda sayr qilish jismoniy faollik bilan birga olib borilganda yanada foydali bo‘lishi mumkin. Piyoda yurish, yengil yugurish, tabiat qo‘ynida sayr qilish organizmning umumiy chiniqishiga yordam beradi. Ochiq havoda harakat qilish yurak-qon tomir va nafas olish tizimining faoliyatini qo‘llab-quvvatlaydi.

Xonalarni muntazam shamollatish ham muhim gigiyenik tadbirlardan biridir. Yopiq va havosi dim xonalarda uzoq vaqt qolish noqulaylik, charchoq va diqqatning pasayishiga olib kelishi mumkin. Xonani shamollatish esa havoning yangilanishiga yordam beradi.

Havo bilan chiniqishda ob-havo sharoitlarini hisobga olish kerak. Juda sovuq yoki juda issiq havoda uzoq vaqt ochiq havoda qolish tavsiya etilmaydi. Kiyim-kechak ham ob-havoga mos bo‘lishi kerak.

Havo muolajalarining eng oddiy ko‘rinishlaridan biri — muntazam sayr qilishdir. Ertalab yoki kechki payt, havo nisbatan salqin va qulay bo‘lgan vaqtda sayr qilish ko‘pchilik uchun qulay hisoblanadi. Bunda jismoniy faollik darajasi insonning yoshiga va sog‘lig‘iga moslashtiriladi.

4. Quyosh, suv va havoning chiniqtirishdagi ahamiyati

Chiniqtirish — organizmning tashqi muhit omillariga moslashish qobiliyatini yaxshilashga qaratilgan tadbirlar majmuasidir. Quyosh, suv va havo chiniqtirishda asosiy tabiiy omillardan hisoblanadi.

Chiniqtirishning asosiy tamoyili — **asta-sekinlik va muntazamlik**. Organizmni birdaniga kuchli sovuq, issiq yoki quyosh ta’siriga duchor qilish noto‘g‘ri. Bunday yondashuv aksincha, organizmga salbiy ta’sir ko‘rsatishi mumkin.

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Masalan, suv bilan chiniqishni iliq suvda artinishdan boshlash, keyinchalik suv haroratini ehtiyotkorlik bilan pasaytirish mumkin. Havo bilan chiniqishda esa mavsum va ob-havo sharoitiga mos kiyinish hamda ochiq havoda muntazam bo‘lish muhim.

Quyoshdan foydalanishda ham me’yorni saqlash kerak. Quyosh nuri inson uchun zarur bo‘lsa-da, ultrabinafsha nurlanishning ortiqcha miqdori zararli bo‘lishi mumkin. Shuning uchun quyosh ostida uzoq vaqt qolish o‘rniga xavfsiz sharoitda va me’yorida bo‘lish maqsadga muvofiq.

Chiniqtirish jarayoni insonning yoshiga, jismoniy holatiga va sog‘lig‘iga qarab tashkil etilishi kerak. Bolalar bilan chiniqtirish mashg‘ulotlarini tashkil etishda ayniqsa ehtiyotkorlik talab etiladi.

5. Tabiiy omillardan foydalanish qoidalari

Quyosh, suv va havo bilan sog‘lomlashtirish tadbirlarini to‘g‘ri tashkil etish uchun bir qator qoidalarga rioya qilish kerak.

Birinchidan, muolajalar muntazam bo‘lishi kerak. Bir marta amalga oshirilgan muolajadan katta natija kutish to‘g‘ri emas. Sog‘lomlashtirish tadbirlari kundalik hayot tarzining bir qismiga aylantirilsa, organizmning tashqi muhitga moslashuvi yaxshilanishi mumkin.

Ikkinchidan, yuklama asta-sekin oshirilishi kerak. Masalan, sovuq suv bilan chiniqishni birdaniga juda sovuq suvdan boshlash tavsiya etilmaydi.

Uchinchidan, insonning individual xususiyatlari hisobga olinishi zarur. Har bir insonning yoshi, jismoniy tayyorgarligi va sog‘lig‘i turlicha bo‘ladi.

To‘rtinchidan, xavfsizlik qoidalariga rioya qilish muhim. Quyoshda uzoq qolmaslik, issiqda yetarli suyuqlik ichish, suvda xavfsizlik choralarini ko‘rish va havoning ifloslangan paytlarida uzoq vaqt tashqarida qolmaslik kerak.

Beshinchidan, tabiiy omillar bilan davolash shifokor tomonidan belgilangan asosiy davolashni almashtirmasligi kerak. Agar insonda ma’lum bir kasallik mavjud bo‘lsa, quyosh, suv yoki sovuq havo bilan bog‘liq muolajalarni boshlashdan oldin tibbiyot xodimi bilan maslahatlashish maqsadga muvofiq.

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6. Quyosh, suv va havoning inson hayotidagi umumiy ahamiyati

Inson organizmi atrof-muhit bilan doimiy aloqada bo‘ladi. Tabiiy omillar organizmning turli fiziologik jarayonlariga ta’sir ko‘rsatadi. Quyosh nuri biologik ritmlar va D vitamini hosil bo‘lishida, suv moddalar almashinuvi va tana haroratini boshqarishda, toza havo esa nafas olish jarayonida muhim ahamiyatga ega.

Sog‘lom turmush tarzini shakllantirishda tabiiy omillardan foydalanish jismoniy faollik, to‘g‘ri ovqatlanish, yetarli uyqu va shaxsiy gigiyena bilan birgalikda olib borilishi kerak.

Ayniqsa, tabiat qo‘ynida sayr qilish insonning kundalik hayotidagi harakatsizlikni kamaytirishga yordam beradi. Ochiq havoda piyoda yurish, suvda suzish va me’yorida quyosh nuridan foydalanish sog‘lom turmush tarzining tarkibiy qismlari bo‘lishi mumkin.

Shuningdek, tabiiy omillar insonning chiniqish jarayonida muhim o‘rin tutadi. Muntazam va to‘g‘ri tashkil etilgan chiniqtirish organizmning tashqi muhit o‘zgarishlariga moslashish qobiliyatini rivojlantirishga yordam beradi.

Xulosa

Quyosh, suv va havo inson salomatligi uchun katta ahamiyatga ega bo‘lgan tabiiy omillardir. Ulardan oqilona va me’yorida foydalanish sog‘lom turmush tarzini shakllantirish, organizmni chiniqtirish va ayrim kasalliklarning oldini olishga yordam berishi mumkin.

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Theoretical and methodological approaches to the development of evaluative skills in preschool-age children within the context of the "Ilk Kadam" program

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Abstract

This article analyzes the stages of formation and development of the competence of self-assessment and assessment of others in preschool children, the role of the educator and parents in the development of this competence, as well as modern pedagogical approaches.

Keywords

preschool education, competence, reflection, socio-emotional development, assessment, metacognitive activity.

“Ilk Qadam” dasturi kontekstida maktabgacha yoshdagi bolalarda baholash ko‘nikmalarini shakllantirish muammosiga nazariy-metodologik yondashuvlar

Raximova Sarvinoz Nizomjon qizi

Namangan davlat Pedagogika instituti magistranti

Annotatsiya: Mazkur maqolada maktabgacha ta’lim yoshidagi bolalarda o‘ziga va boshqalarga baho berish kompetensiyasining shakllanishi va rivojlanish bosqichlari, bu kompetensiyani rivojlantirishda tarbiyachi va ota-onaning roli, shuningdek, zamonaviy pedagogik yondashuvlar tahlil qilingan.

Kalit so‘zlar: maktabgacha ta’lim, kompetensiya, refleksiya, ijtimoiy-emotsional rivojlanish, baholash, metakognitiv faoliyat.

Теоретико-методологические подходы к проблеме развития навыков оценивания у детей дошкольного возраста в контексте программы «Илк кадам»

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Аннотация: В данной статье анализируются этапы формирования и развития компетенции самооценки и оценки других у детей дошкольного возраста, роль воспитателя и родителей в развитии данной компетенции, а также современные педагогические подходы.

Ключевые слова: дошкольное образование, компетенция, рефлексия, социально-эмоциональное развитие, оценка, метакогнитивная деятельность.

O‘zbekiston Respublikasida maktabgacha ta’lim tizimida amalga oshirilayotgan keng ko‘lamli o‘zgartirishlar sharoitida bolalarda baholash ko‘nikmalarini shakllantirish muammosi alohida pedagogik ahamiyat kasb etadi. Maktabgacha ta’limning sifati, qulayligi va uzviyligini oshirishga qaratilgan islohotlar tarbiya va ta’lim jarayoni mazmuni hamda texnologiyalarini modernizatsiya qilishni diqqat markaziga qo‘yadi.

Ushbu jihatdan «Ilk Qadam» maktabgacha ta’lim davlat ta’lim dasturini amalga oshirish alohida ahamiyat kasb etadi. Mazkur dastur eng yaxshi xalqaro tajribalar asosida ishlab chiqilgan hamda O‘zbekistonning milliy, madaniy va ijtimoiy sharoitlariga moslashtirilgan. Dasturning uslubiy materiallarida ta’kidlanishicha, «Ilk Qadam» shaxsga yo‘naltirilgan va faoliyatli yondashuv tamoyillariga asoslanadi, o‘yinni bolaning yetakchi faoliyat turi va rivojlanishining universal metodi deb tan oladi[1]. Dastur bolaning yaxlit shaxs sifatida rivojlanishiga, unda ijtimoiy ko‘nikmalar, tashabbuskorlik, mustaqillik va mas’uliyat — ya’ni o‘z xatti-harakati va tengdoshlarining xulq-atvorini baholash qobiliyati bilan bevosita bog‘liq bo‘lgan fazilatlarni shakllantirishga qaratilgan.

Maktabgacha yoshdagi bolalarda o‘z xatti-harakati va atrofdagilarning xulq-atvorini baholash ko‘nikmalarini shakllantirishning metodologik asosini «Ilk Qadam» davlat ta’lim dasturida o‘z aksini va amaliy tatbiqini topadigan bir-birini to‘ldiruvchi ilmiy yondashuvlar majmui tashkil etadi.

Shaxsga yo‘naltirilgan yondashuv O‘zbekiston maktabgacha ta’lim tashkilotlarida ta’lim jarayonini tashkil etishning fundamental asosi bo‘lib xizmat qiladi, bu so‘nggi yillardagi asosiy normativ-huquqiy hujjatlar va ilmiy-uslubiy

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ishlanmalarda o‘z aksini topgan. Prezidentning 2019-yil 8-maydagi qarori bilan tasdiqlangan «O‘zbekiston Respublikasi maktabgacha ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi»[2] da ta’kidlanganidek, ustuvor vazifa «bolaning yosh va individual xususiyatlariga muvofiq holda uning shaxsini har tomonlama rivojlantirish uchun shart-sharoitlar yaratish»dan iborat.

Shaxsga yo‘naltirilgan yondashuvning maktabgacha ta’limdagi nazariy asoslanishi yetakchi olimlarning ishlarida berilgan. Xususan, Ye.V. Bondarevskaya ushbu yondashuvni «bolaning shaxsiga markazlashgan, uning hayot faoliyatida subyektiv pozitsiyasini ta’minlaydigan va shaxsiy funksiyalar — tanlovchanlik, refleksiya, mas’uliyat, avtonomlik rivojlanishi uchun shart-sharoitlar yaratadigan ta’lim» deb ta’riflaydi. I.S. Yakimanskaya esa ushbu yo‘nalishni rivojlantirar ekan, shaxsga yo‘naltirilgan yondashuvning mohiyati bolaning o‘z tajribasining noyobligini, uning boshqalarnikidan farq qiluvchi o‘ziga xos rivojlanish yo‘liga bo‘lgan huquqini tan olishdan iborat ekanligini ta’kidlaydi.

«Ilk Qadam» davlat ta’lim dasturi kontekstida shaxsga yo‘naltirilgan yondashuv bolani ta’lim jarayonining faol subyekti sifatida tan olish orqali amalga oshiriladi. Dastur materiallarida ta’kidlanishicha, «“Ilk qadam” dasturining asosiy xususiyatlari bolalarda o‘rganishga intilishni rivojlantirish, ya’ni o‘quv jarayonida bolalar motivatsiyasiga alohida e’tibor qaratish zarurligini, har bir maktabgacha ta’lim muassasasiga rivojlanish jarayonini maksimal darajada individuallashtirish maqsadida umumiy belgilangan talablar asosida variativ dasturlarni ishlab chiqish huquqini berishni anglatadi»[3].

Ushbu yondashuv har bir bolaning shaxsiyatining o‘ziga xosligi va o‘z qadr-qimmatiga ega ekanligini, uning o‘ziga xos rivojlanish sur’ati, individual qiziqishlari va o‘zini namoyish etish usullariga bo‘lgan huquqini tan olishni nazarda tutadi. Tadqiqotchilarning ta’kidlashicha, maktabgacha yoshda shaxsga yo‘naltirilgan ta’lim qat’iy reglamentlangan o‘qitish shakllaridan voz kechib, buning o‘rniga bolaning o‘z faolligi va tashabbusini erkin namoyish etishi uchun shart-sharoitlar yaratishga asoslanadi. Bu pedagogning pozitsiyasini tubdan o‘zgartiradi: u bilimlarni

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yetkazuvchi va frontal baholovchi pozitsiyasidan, rivojlantiruvchi muhit yaratuvchi va har bir tarbiyalanuvchining individual ko‘rinishlarini qo‘llab-quvvatlovchi fasilitator pozitsiyasiga o‘tadi.

Xatti-harakatni baholash ko‘nikmalarini shakllantirish kontekstida shaxsga yo‘naltirilgan yondashuv bir qator asosiy jihatlarga e’tiborni qaratadi.

Birinchidan, bolaning o‘z xatti-harakatlarini baholashdagi emotsional holatini hisobga olish. Tadqiqotlarga ko‘ra, adekvat o‘zini-o‘zi baholash faqat emotsional farovonlik va qabul qilish muhitida shakllanadi, bunda bola kattalarning salbiy bahosidan qo‘rqmaydi va o‘z harakatlarini tahlil qilishga ochiq bo‘ladi. Shaxsga yo‘naltirilgan o‘zaro ta’sir pedagogning hukm chiqarish yoki maqtashga shoshilmasdan, bolaga xatti-harakatning oqibatlarini anglashga, vaziyatga jalb qilingan boshqa odamlarning his-tuyg‘ularini tushunishga yordam berishini nazarda tutadi.

Ikkinchidan, ijobiy o‘zini-o‘zi baholashni shakllantirishning zaruriy sharti sifatida muvaffaqiyat holatlarini yaratish. Tadqiqotchilarning ta’kidlashicha, «pedagogik mahorat shunday shart-sharoitlarni yarata olishdan iboratki, unda har bir bola muvaffaqiyat quvonchini boshdan kechirishi, faoliyatning u yoki bu turlarida o‘z kompetentligini his qilishi mumkin». Muvaffaqiyat holatlarida bolada o‘zining ahamiyatliligi kechinmasi shakllanadi, bu adekvat o‘zini-o‘zi baholash va boshqalarni ob’ektiv baholash qobiliyatining rivojlanishi uchun asos bo‘lib xizmat qiladi.

Uchinchidan, bolaning ijobiy o‘zini his qilishini qo‘llab-quvvatlash. Shaxsga yo‘naltirilgan yondashuv kattalarning bolaga tayyor baholarni majburlab qo‘ymasligini, balki o‘z harakatlari va kechinmalari ustida refleksiya qilish orqali adekvat o‘zini-o‘zi baholashni shakllantirish uchun shart-sharoitlar yaratishini nazarda tutadi. «Ilk Qadam» dasturining uslubiy tavsiyalarida ta’kidlanganidek, pedagog «har bir bolada shaxsni ko‘ra olishi, uni qanday bo‘lsa, shunday qabul qilishi, uning potensial imkoniyatlarini rivojlantirish uchun shart-sharoitlar yaratishi» lozim[4]. Baholash ko‘nikmalariga nisbatan bu shuni anglatadiki, kattaning bahosi nazorat qiluvchi emas, balki yo‘naltiruvchi vazifani bajaradi: u bolaga uning xatti-

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harakati qabul qilingan me’yorlarga qanchalik mos kelishini tushunishga yordam beradi, shu bilan birga uning shaxsiy qadr-qimmatini kamsitmaydi.

O‘zbekiston maktabgacha ta’lim tizimida shaxsga yo‘naltirilgan yondashuvning muhim amaliy timsoli sifatida Bola rivojlanish kartasini joriy etish xizmat qiladi. Ushbu karta 3 yoshdan 7 yoshgacha bo‘lgan har bir tarbiyalanuvchi uchun individual ravishda yiliga uch marta to‘ldiriladi[5]. Ushbu hujjat bolalarni bir-biri bilan solishtirishga emas, balki har bir bolaning individual rivojlanish dinamikasini kuzatishga qaratilgan bo‘lib, bu shaxsga yo‘naltirilgan yondashuvning asosiy tamoyili — har bir tarbiyalanuvchining rivojlanish traektoriyasining o‘ziga xosligini tan olishga mos keladi. Maktabgacha ta’lim muassasasidan chiqishda 6-7 yoshli bolaning maktabga tayyorlik kartasi to‘ldiriladi, unda nafaqat bilim va ko‘nikmalar, balki ijtimoiy-emotsional rivojlanish, jumladan, o‘zini-o‘zi boshqarish va tengdoshlar bilan o‘zaro ta’sir qilish qobiliyati ham qayd etiladi.

Ushbu yo‘nalishni tahlil qilib, siz shaxsga yo‘naltirilgan yondashuv maktabgacha yoshdagi bolalarda xatti-harakatni baholash ko‘nikmalarini shakllantirish uchun metodologik asos yaratadi, degan xulosaga keldingiz, chunki u:

- bolani refleksiya va o‘zini-o‘zi baholashga qodir bo‘lgan o‘z faoliyatining subyekti sifatida tan oladi;
- pedagogni to‘g‘ridan-to‘g‘ri o‘rgatish va nazorat qilishga emas, balki rivojlanish uchun shart-sharoitlar yaratishga yo‘naltiradi;
- har bir bolaning emotsional holati va shaxsiy xususiyatlarini hisobga olgan holda pedagogik yordamni individuallashtirishni nazarda tutadi;
- adekvat o‘zini-o‘zi baholashni shakllantirishning zaruriy sharti sifatida emotsional farovonlikni ta’minlaydi.

Endi faoliyatli yondashuvga o‘tamiz. Ushbu nuqtai nazardan, o‘z xatti-harakati va atrofdagilarning xulq-atvorini baholash ko‘nikmalarini shakllantirish bir-biri bilan bog‘liq bo‘lgan bir necha tekisliklarda kechadigan jarayon sifatida qaraladi.

Birinchi tekislik-bu bolaning individual faoliyati tuzilmasida baholash ko‘nikmalarini shakllantirishdir. Har qanday faoliyat ma’lum bir tuzilishga ega:

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ehtiyoj - motiv- maqsad - maqsadga erishish shartlari - harakatlar - operatsiyalar. Baholash olingan natijani qo‘yilgan maqsad bilan solishtirish bosqichida vujudga keladi. Bola mahsuldor faoliyatda (rasm chizish, haykaltaroshlik, konstruksiyalash) o‘z rasmini namuna yoki xayoliy tasavvur bilan solishtirganda, unda natijani baholashning dastlabki tajribasi shakllanadi. Asta-sekin, kattalar rahbarligida baholash nafaqat natijaga, balki faoliyat jarayoniga, harakat usullariga, so‘ngra butunlay xulq-atvorga tarqala boshlaydi.

Ikkinchi tekislik — bu kattalar bilan qo‘shma faoliyatda baholashni shakllantirishdir. L.S. Vygotskiy ko‘rsatganidek, barcha yuqori psixik funksiyalar, shu jumladan o‘zini-o‘zi baholash qobiliyati dastlab jamoaviy xulq-atvor shakllari, bolaning boshqa odamlar bilan hamkorligi sifatida yuzaga keladi va shundan keyingina bolaning o‘zining individual funksiyalariga aylanadi[6].

Ushbu holat baholash ko‘nikmalarini shakllantirish mexanizmini tushunish uchun hal qiluvchi ahamiyatga ega: dastlab baholash muloqotda, kattalarning ma’qullashi yoki tanbehi shaklida mavjud bo‘ladi; so‘ngra, ichkilashtirish (interiorizatsiya) jarayonida, u bolaning xatti-harakatlarni mustaqil baholash qobiliyatiga aylanadi. Zamonaviy tadqiqotlarda ta’kidlanishicha, «barcha yuqori psixik funksiyalar “o‘z reaktsiyalarimizni egallash jarayonlari”dir». (Chernokova T.E. Maktabgacha yoshdagi bolalarda madaniy-tarixiy psixologiya nuqtai nazaridan metakognitiv funktsiyalarni rivojlantirish imkoniyatlari haqida // Madaniy-tarixiy psixologiya. - 2009. - 5-jild. - № 4. - 70-75-betlar).

Uchinchi tekislik — baholashni tengdoshlar bilan birgalikdagi faoliyatda shakllantirish. Qo‘shma o‘yinlar va mashg‘ulotlarda bolada o‘z harakatlarini boshqalarning harakatlari bilan muvofiqlashtirish, umumiy qoidalarga bo‘ysunish, nizolarni hal qilish zarurati paydo bo‘ladi. Aynan shunday vaziyatlarda nafaqat o‘z xatti-harakatini, balki tengdoshlarining xulq-atvorini ham baholash ehtiyoji tug‘iladi. D.B. Elkonin ta’kidlaganidek, syujetli-rolli o‘yinda bolaning boshqa odamga yo‘naltirilishi sodir bo‘ladi, descentratsiya (markazsizlashtirish) mexanizmlari shakllanadi, bu esa vaziyatga boshqaning pozitsiyasidan qarash imkonini beradi.

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Ayniqsa, interiorizatsiya mexanizmi alohida e’tiborga loyiqdir, bu mexanizm orqali baholash faoliyatining tashqi, yoyilgan shakllari ichki, qisqargan o‘zini-o‘zi baholash harakatlariga aylanadi. Tadqiqotlarda ta’kidlanganidek, «madaniy-tarixiy nazariyaga ko‘ra, barcha yuqori psixik funksiyalar “o‘z reaktsiyalarimizni egallash jarayonlari”dir» [1]. Xatti-harakatni baholash ko‘nikmalarini shakllantirishga tatbiq etilganda, ushbu mexanizm quyidagi bosqichlar orqali ifodalanishi mumkin:

1.Tashqi harakat bosqichi. Kattalar bolaning xatti-harakatini batafsil nutqiy formulalar yordamida baholaydi: «Siz o‘yinchoqni bo‘lishib berganingiz uchun yaxshi ish qildingiz», «Siz do‘stingizni urganingiz uchun yomon ish qildingiz». Bola bu baholarni qabul qiladi, lekin hali ularni mustaqil ravishda bera olmaydi.

2.Qo‘shma harakat bosqichi. Kattalar bola bilan birgalikda baholashni rag‘batlantiradi, unga savollar beradi: «Nima deb o‘ylaysiz, siz yaxshi ish qildingizmi yoki yomonmi? Nima uchun?». Baholash kattalarning yordami va ko‘magida amalga oshiriladi.

3.Tashqi mustaqil baholash bosqichi. Bola mustaqil ravishda, ammo batafsil nutqiy shaklda o‘z va tengdoshlarining xatti-harakatlariga baho beradi.

4.Ichki baholash (interiorizatsiyalashgan) bosqichi. Baholash harakati qisqaradi, ichki rejaga o‘tadi. Bola o‘z xulq-atvorini ichki baholash mezonlariga asoslanib, hatto ularni ovoz chiqarib aytmasa ham, tartibga solish qobiliyatiga ega bo‘ladi.

«Ilk Qadam» davlat ta’lim dasturi faoliyatli yondashuv tamoyillariga asoslanadi, bu uning maqsadli ko‘rsatmalari va uslubiy yechimlarida o‘z aksini topgan. Dasturning rasmiy materiallarida ta’kidlanganidek, «“Ilk qadam” dasturining asosiy xususiyatlari bolalarda o‘rganishga intilishni rivojlantirish, ya’ni o‘quv jarayonida bolalar motivatsiyasiga alohida e’tibor qaratish zarurligini anglatadi». (Bolalar bog'chalari yangi ta'lim tizimiga o'tmoqda: bolaning rivojlanish xaritasi va asosiy kompetensiyalar paydo bo‘ladi.Motivatsiya esa aynan faoliyatda vujudga keladi va

[1] Chernokova T.E. Maktabgacha yoshdagi bolalarda metakognitiv funktsiyalarni madaniy-tarixiy psixologiya nuqtai nazaridan rivojlantirish imkoniyatlari haqida // Madaniy-tarixiy psixologiya. - 2009. - 5-jild. - № 4. - 70-75-betlar

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rivojlanadi, bunda bola pedagogik ta’sirlarning passiv ob’ekti emas, balki o‘z faolligining faol subyekti sifatida namoyon bo‘ladi.

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DESIGNING AND STUDYING THE ARTISTIC FEATURES OF CLOTHING FOR PRESCHOOL CHILDREN (3-6 YEARS OLD): REQUIREMENTS FOR CLOTHING

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Annotation

Designing clothing for preschool children (aged 3 to 6 years) is a complex multidimensional process that requires a deep understanding of pediatric anatomy, psychology, and ergonomics. Unlike adult fashion, children's apparel is not merely a means of aesthetic expression but a critical micro-environment that directly influences a child's physical growth, thermal comfort, and psychological development. This paper explores the foundational requirements for preschool clothing, categorizing them into hygienic, ergonomic, safety, and aesthetic dimensions. Furthermore, it investigates the artistic features necessary for this age group, analyzing how color palettes, silhouettes, and decorative elements foster cognitive development and self-identification. The study emphasizes that successful children's wear must seamlessly integrate artistic appeal with rigorous functional standards.

Keywords

Preschool children, clothing design, artistic features, ergonomic requirements, hygienic standards, anthropometrics, fashion design.

1. Introduction

The preschool period (3–6 years) is a pivotal stage in human development characterized by intense physical growth, the refinement of motor skills, and active socialization. During this time, a child transitions from a toddler dependent on caregivers to an increasingly independent individual who interacts actively with their environment (e.g., attending kindergarten, engaging in active outdoor play).

Consequently, the clothing designed for this demographic must evolve to meet these new demands. Clothing for a preschooler serves as an interactive interface with

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the world. It must protect the sensitive child's body from environmental factors while providing absolute freedom of movement. Furthermore, the aesthetic and artistic qualities of clothing play a significant role in shaping the child's artistic taste, mood, and understanding of the world. This paper aims to delineate the strict requirements imposed on preschool clothing and analyze the artistic methodologies used by designers to create functional yet visually stimulating garments.

2. Comprehensive Requirements for Preschool Children's Clothing

The design of children's clothing is governed by stringent standards that prioritize the child's health and safety. These requirements are broadly divided into four categories: hygienic, ergonomic, safety, and psychological/aesthetic.

2.1. Hygienic and Sanitary Requirements

The thermoregulatory system of a child between 3 and 6 years old is still developing. They produce more heat per kilogram of body weight than adults, and their sweat glands are highly active. Therefore, the microclimate created under the clothing is critical.

- **Breathability and Hygroscopicity:** Fabrics must allow air to circulate freely and absorb moisture efficiently. Natural fibers such as cotton, linen, and lightweight wool are mandatory for base layers and underwear. Synthetic fibers, which trap heat and moisture, should be strictly limited to outerwear (e.g., raincoats or winter jackets) and must always be paired with a natural lining.
- **Thermal Insulation:** Clothing must protect the child from hypothermia in winter and overheating in summer. Multi-layered clothing systems are highly recommended for this age group, allowing caregivers to adjust the child's thermal comfort dynamically.
- **Hypoallergenic Properties:** A child's skin is thin and highly susceptible to irritation and contact dermatitis. Dyes used in textiles must be non-toxic, colorfast, and free from heavy metals or harmful chemicals.

2.2. Ergonomic and Anthropometric Requirements

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At ages 3 to 6, a child's proportions are vastly different from an adult's. The head is relatively large, the neck is short, the shoulders are narrow, and the abdomen slightly protrudes. The center of gravity is higher, which affects their balance.

- **Freedom of Movement:** Preschoolers are constantly running, jumping, and climbing. Clothing must not restrict the amplitude of joint movements. Armholes should be sufficiently deep, and the crotch depth in trousers must accommodate active movement without causing friction.
- **Ease of Dressing:** At this age, children are learning to dress themselves—a vital step in developing fine motor skills and independence. Designers must incorporate ergonomic fasteners: large buttons, velcro, elastic waistbands, and smooth zippers. Tight collars and complex lacing should be avoided.
- **Weight of the Garment:** Heavy clothing causes rapid fatigue and postural issues. The total weight of the garment must be minimized by using modern, lightweight insulating materials.

2.3. Safety Requirements

Safety is a non-negotiable aspect of children's fashion design.

- **Choking Hazards:** All decorative elements (beads, sequins, appliqués) and functional parts (buttons, toggles) must be securely fastened. For children on the younger end of this spectrum (3-4 years), embroidered details are preferred over detachable hard elements.
- **Entanglement Risks:** Drawstrings around the neck, hood, or waist are strictly prohibited in many international standards, as they pose a severe strangulation hazard on playground equipment.
- **Fire Safety:** Fabrics, especially for sleepwear, should have low flammability.

3. Artistic Features and Aesthetic Design

While functionality ensures the child's physical well-being, the artistic features of clothing address their psychological and emotional needs. Designing for preschoolers requires an understanding of their cognitive perception of shape, color, and texture.

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3.1. Silhouette and Shape

Due to the specific anthropometric features of the 3-6 age group (lack of a defined waistline, protruding abdomen), fitted or tight silhouettes are both uncomfortable and visually disproportionate.

- **The A-Line and Trapezoid:** The most successful silhouettes for preschool girls are the A-line and trapezoidal shapes. These shapes drape loosely from the shoulders, accommodating the child's posture while providing a dynamic, playful look.
- **Straight and Oval Silhouettes:** For both boys and girls, straight, boxy silhouettes (in T-shirts, sweaters, and jackets) are highly practical.
- **Proportionate Detailing:** Pockets, collars, and cuffs must be scaled to the child's size. An oversized pocket on a small garment can distort the visual harmony, while elements that are too small may be difficult for the child to use.

3.2. Color Psychology and Palette

Children in the preschool stage react strongly to visual stimuli. Color is one of the primary tools they use to navigate and understand their environment.

- **Bright and Saturated Hues:** Children naturally gravitate towards pure, saturated colors—red, blue, yellow, and bright green. These colors stimulate brain activity and evoke a joyful mood.
- **Color Blocking and Contrast:** Utilizing contrasting colors (e.g., a blue jacket with yellow pockets) not only makes the garment visually striking but also helps the child identify different parts of the clothing, aiding in the self-dressing process.
- **Pastel and Calming Tones:** While bright colors are excellent for activewear and outerwear, sleepwear and garments meant for quiet activities should utilize pastel shades (soft pink, light blue, mint green) to avoid nervous system overstimulation.

3.3. Prints, Patterns, and Textures

The surface design of the fabric is an area where designers can fully express artistic creativity tailored to a child's imagination.

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- **Educational and Thematic Prints:** Preschoolers love clothing that tells a story. Prints featuring animals, vehicles, botanical elements, or geometric shapes are highly popular. These patterns can serve an educational purpose, helping children learn names and recognize shapes.
- **Scale of the Pattern:** The scale of the print must harmonize with the size of the garment. Large, overwhelming prints can "swallow" the child's small figure, whereas medium to small repetitive patterns tend to work best.
- **Tactile Textures:** At this age, children learn through touch. Combining different textures—such as smooth cotton with a plush corduroy appliqué, or a soft fleece lining—enriches the child's sensory experience and makes the garment more engaging.

4. The Modern Design Process for Preschool Apparel

In contemporary fashion design, creating for the 3-6 age bracket requires a "capsule" approach. Designers at the National Institute of Fine Arts and Design, as well as global fashion houses, emphasize **modularity and adaptability**.

Because children grow rapidly during these years, integrating adjustable features is a hallmark of intelligent design. Features such as roll-up sleeves with fastening tabs, adjustable elastic waistbands, and extendable hems extend the lifecycle of the garment. This not only provides economic value to the parents but also aligns with modern sustainable fashion practices.

Furthermore, the artistic design must transcend traditional gender stereotypes. While cultural contexts still influence color choices, modern pediatric fashion is increasingly embracing unisex palettes (ochre, teal, mustard, terracotta) and versatile, comfortable silhouettes that allow all children, regardless of gender, to play and explore without restriction.

5. Conclusion

Designing clothing for preschool children (3-6 years old) is an intricate discipline that sits at the intersection of art, biology, and engineering. A designer must navigate a strict framework of hygienic, safety, and ergonomic requirements to

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ensure the garment protects and supports the rapidly growing child. Simultaneously, the designer must employ a sophisticated understanding of artistic features—utilizing appropriate silhouettes, vibrant color palettes, and engaging prints—to create clothing that appeals to the child's developing psyche. Ultimately, high-quality preschool clothing acts as an enabler of a child's development, granting them the physical freedom to explore and the aesthetic joy to express their emerging personalities.

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LESSON IS SACRED

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ANNOTATION

This article discusses the role and importance of the lesson in the modern educational process, the professional skills of teachers, and the effectiveness of using interactive teaching methods. Particular attention is paid to increasing students activity during lessons and developing their independent and creative thinking skills. The article describes the possibilities, importance, and application of the “Brainstorming” method in the educational process. It also highlights the use of modern pedagogical technologies and interactive methods to improve the quality of education and develop students’ independent thinking skills.

KEYWORDS

lesson, education, upbringing, teacher, student, pedagogical technologies, interactive methods, brainstorming, modern education, independent thinking, creativity, educational effectiveness, pedagogical skills.

DARS — MUQADDAS

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Annotatsiya

Ushbu maqolada zamonaviy ta’lim jarayonida darsning o‘rni va ahamiyati, o‘qituvchining kasbiy mahorati hamda interfaol metodlardan foydalanishning samaradorligi haqida fikr yuritilgan. Dars jarayonida o‘quvchilarni faollashtirish, ularning mustaqil va ijodiy fikrlash qobiliyatini rivojlantirish masalalariga alohida e’tibor qaratilgan. Shuningdek, “Aqliy hujum” metodining dars jarayonidagi ahamiyati, undan foydalanish tartibi va o‘quvchilarning faolligini oshirishdagi

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imkoniyatlari yoritilgan. Maqolada zamonaviy pedagogik texnologiyalardan foydalanish orqali ta’lim sifatini oshirish hamda o‘quvchilarda mustaqil fikrlash ko‘nikmalarini shakllantirish bo‘yicha tavsiyalar berilgan.

Kalit so‘zlar: dars, ta’lim, tarbiya, o‘qituvchi, o‘quvchi, pedagogik texnologiya, interfaol metodlar, “Aqliy hujum”, zamonaviy ta’lim, mustaqil fikrlash, ijodkorlik, ta’lim samaradorligi, innovatsion metodlar, pedagogik mahorat, guruh bilan ishlash.

АННОТАЦИЯ

В данной статье рассматриваются роль и значение урока в современном образовательном процессе, профессиональное мастерство учителя и эффективность использования интерактивных методов обучения. Особое внимание уделяется активизации учащихся на уроке, развитию их самостоятельного и творческого мышления. Раскрываются возможности метода «Мозговой штурм», его значение и порядок применения в образовательном процессе. Также рассматривается использование современных педагогических технологий и интерактивных методов для повышения качества образования и формирования у учащихся навыков самостоятельного мышления.

КЛЮЧЕВЫЕ СЛОВА: урок, образование, воспитание, учитель, ученик, педагогические технологии, интерактивные методы, «Мозговой штурм», современное образование, самостоятельное мышление, творчество, эффективность образования, педагогическое мастерство.

Kirish

Hozirgi kunda ta’limning asosiy maqsadi o‘quvchilarga puxta bilim berish, ularni mustaqil fikrlashga o‘rgatish hamda dars jarayonida faol ishtirok etishlarini ta’minlashdan iborat. Zamonaviy ta’lim jarayonida o‘qituvchidan nafaqat bilim berish, balki o‘quvchilarning qiziqishi, qobiliyati va ijodiy fikrlashini rivojlantirish ham talab etiladi.

Bugungi kunda o‘quvchilarning bilim saviyasini oshirishga, ta’lim sifatini yaxshilashga katta e’tibor qaratilmoqda. Shu sababli o‘qituvchi dars jarayonida

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zamonaviy pedagogik texnologiyalar va interfaol metodlardan samarali foydalanishi muhim ahamiyatga ega.

Dars — ta’lim va tarbiyaning asosiy shakli hisoblanadi. Har bir dars mazmunli, qiziqarli va samarali tashkil etilsa, o‘quvchilarning bilim olishga bo‘lgan qiziqishi yanada ortadi.

Asosiy qism

Dars talabi o‘qituvchining sifatli dars o‘tishi, yaxshi tarbiya berishi, dars mazmunini chuqur anglatib berishi hamda ta’lim jarayonida ilg‘or pedagogik texnologiyalardan foydalanishidir. O‘qituvchining interfaol usullardan foydalanishi darsdagi bir xillikni chetlab o‘tish va o‘quvchilarni faol ishtirok etishga undash imkonini beradi.Dars jarayonida zamonaviy usul va metodlardan foydalanish o‘quvchilarni faollashtiradi, ularni juftlikda va guruhlarda ishlashga, o‘z fikrini erkin bayon etishga o‘rgatadi. Bunday darslarda o‘quvchi faqat tinglovchi emas, balki ta’lim jarayonining faol ishtirokchisiga aylanadi.

Masalan, dars jarayonida “Aqliy hujum” usulidan foydalanish samarali va qiziqarli metodlardan biridir. O‘rtaga tashlangan savol yoki muammo o‘quvchilarga taqdim etiladi va ular o‘z fikrlarini erkin bayon qiladilar. Bunday yondashuv aytilgan fikrlarni jamlash, tahlil qilish va umumiy xulosa chiqarish imkonini beradi.

Dars davomida barcha fikrlar doskaga yoki flipchartga yozib boriladi. O‘qituvchi asosiy tushunchalarni uyg‘unlashtiradi, lozim bo‘lsa tuzatishlar kiritadi va keyingi jarayonlarda foydalanish uchun eng muhim fikrlarni ajratib oladi. “Aqliy hujum”ni o‘tkazishda ajratilgan vaqtga qat’iy rioya qilish zarur. O‘z fikrini aytish istagini bildirgan har bir o‘quvchiga imkoniyat beriladi.

Shuningdek, darslarda “Klaster”, “BBB”, “Baliq skeleti”, “Venn diagrammasi”, “Insert”, “Rolli o‘yin” kabi interfaol metodlardan foydalanish ham mumkin. Ushbu metodlar o‘quvchilarning mustaqil fikrlash, muammoni hal qilish, guruh bilan ishlash va o‘z fikrini asoslab berish ko‘nikmalarini rivojlantiradi.Ta’lim samaradorligini oshirishda o‘qitish usulining to‘g‘ri tanlanishi asosiy vazifalardan hisoblanadi. Har

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bir darsning mazmuni, o‘quvchilarning yoshi va bilim darajasiga mos metodni tanlash darsning samarali tashkil etilishiga yordam beradi.

Zamonaviy o‘qituvchi o‘z ustida muntazam ishlashi, yangi pedagogik texnologiyalarni o‘rganishi va ularni amaliyotda qo‘llashi lozim. Chunki bugungi o‘quvchi ertangi kunning bilimli, faol va mustaqil fikrlaydigan shaxsidir.

Xulosa

Xulosa qilib aytganda, dars jarayonida zamonaviy pedagogik texnologiyalar va interfaol metodlardan foydalanish ta’lim samaradorligini oshirishga xizmat qiladi. Ayniqsa, “Aqliy hujum” kabi metodlar o‘quvchilarni erkin fikrlashga, o‘z fikrini bayon qilishga va boshqalarning fikrlarini tinglashga o‘rgatadi.O‘qituvchi darsni to‘g‘ri tashkil etishi, har bir o‘quvchiga individual yondashishi va zamonaviy metodlardan o‘rinli foydalanishi kerak. Bunday darslar o‘quvchilarning bilimini mustahkamlash bilan birga, ularda mustaqillik, ijodkorlik, hamkorlik va mas’uliyat kabi fazilatlarni ham shakllantiradi.

Shunday ekan, ta’limdagi islohot va o‘zgarishlarni, avvalo, o‘zimizdan boshlashimiz kerak. Sifatli ta’lim va samarali dars — kelajak avlod tarbiyasining muhim asosidir.

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Anatomy and Histology of the Pharyngeal Tonsil. Adenoid Hypertrophy in Children: Etiology, Clinical Features, and Treatment Methods

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ABSTRACT

The pharyngeal tonsil (adenoid) constitutes a critical component of the local mucosal immune system during early childhood. This article provides an in-depth analysis of the anatomical location, macroscopic structure, and histological characteristics of the pharyngeal tonsil. It systematically explores the pathophysiology of adenoid hypertrophy in pediatric patients, detailing its multifactorial etiology, which encompasses recurrent upper respiratory infections and allergic rhinitis. Special attention is devoted to the clinical presentation, particularly chronic nasal obstruction, sleep-disordered breathing, and the development of "adenoid facies." Given the author's focus on dentistry, the article emphasizes the profound impact of obligate mouth breathing on maxillofacial growth, leading to a high-arched palate, dental malocclusion, and craniofacial anomalies. Finally, modern approaches to clinical management are discussed, highlighting the necessity of a multidisciplinary approach involving both conservative/surgical otorhinolaryngological treatments and interceptive orthodontic care.

Keywords

pharyngeal tonsil, histology, adenoid hypertrophy, pediatric dentistry, adenoid facies, mouth breathing, malocclusion, adenoidectomy.

Halqum murtagi anatomiyasi va gistologiyasi. Bolalarda adenoid gipertrofiyasi: etiologiyasi, klinikasi, davolash usullari

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ANNOTATSIYA

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Halqum murtagi (adenoid) erta bolalik davrida shilliq qavat mahalliy immunitetini ta'minlashda muhim rol o'ynaydi. Ushbu maqolada halqum murtagining anatomik joylashuvi, makroskopik tuzilishi va gistologik xususiyatlari haqida batafsil ma'lumot berilgan. Shuningdek, pediatriya amaliyotida ko'p uchraydigan bolalarda adenoid gipertrofiyasi kasalligining patofiziologiyasi, jumladan, yuqori nafas yo'llarining qaytalanuvchi infeksiyalari va allergik rinit kabi etiologik omillari tahlil qilingan. Maqolada kasallikning klinik manzarasi, xususan, burun orqali nafas olishning surunkali buzilishi va uyqudagi nafas buzilishlariga alohida e'tibor qaratilgan. Muallifning stomatologiya yo'nalishida ekanligidan kelib chiqib, majburiy og'iz orqali nafas olishning yuz-jag' skeletiga ta'siri, adenoid yuz tuzilishining shakllanishi, gotik tanglay va tishlam anomaliyalari rivojlanishi chuqur yoritilgan. Yakunida kasallikni davolashning zamonaviy usullari hamda otorinolaringolog va ortodont shifokorlarining ko'p tarmoqli hamkorligi muhokama qilingan.

Kalit so'zlar: halqum murtagi, gistologiya, adenoid gipertrofiyasi, bolalar stomatologiyasi, adenoid yuz, og'iz orqali nafas olish, tishlam anomaliyasi, adenoidektomiya.

KIRISH

Inson organizmida nafas olish va hazm qilish yo'llarining kesishmasida o'ziga xos immunologik to'siq — Pirogov-Valdeyer limfa-epitelial halqasi joylashgan. Ushbu halqaning muhim tarkibiy qismi bo'lgan toq halqum murtagi (Lushka murtagi yoki adenoid) nafas yo'llariga tushadigan turli patogenlar, viruslar va allergenlarga qarshi birinchi immunologik javobni ta'minlaydi. U ayniqsa bolalik davrida faol bo'lib, mahalliy gumoral va hujayraviy immunitetni shakllantirishda bevosita ishtirok etadi. Biroq, turli yallig'lanish jarayonlari va kompensator mexanizmlar natijasida halqum murtagining patologik kattalashishi — adenoid gipertrofiyasi kelib chiqadi. Bu holat nafaqat otorinolaringologik, balki bolalar stomatologiyasi va ortodontiyasi uchun ham o'ta dolzarb muammo hisoblanadi. Bolalarda burun orqali nafas olishning qiyinlashuvi ularni doimiy ravishda og'iz orqali nafas olishga majbur qiladi. Chaynash va yuz muskullari tonusining o'zgarishi, tilning pastki jag'da yotib qolishi

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natijasida yuz-jag' skeletining noto'g'ri shakllanishiga va og'ir tish-jag' anomaliyalariga olib keladi. Shu sababli, halqum murtagining anatomik-gistologik tuzilishini va uning patologiyalarini o'rganish bo'lajak stomatologlar uchun ham nazariy, ham amaliy ahamiyatga ega.

MATERIALLAR VA METODLAR

Ushbu tadqiqotni amalga oshirishda normal anatomiya, gistologiya, otorinolaringologiya hamda bolalar terapevtik stomatologiyasi va ortodontiyasiga oid mahalliy hamda xorijiy adabiyotlar tahlil qilindi. Tadqiqot obyekti sifatida halqum murtagining makroskopik va mikroskopik tuzilishi, shuningdek, adenoid gipertrofiyasi fonida yuzaga keladigan yuz-jag' deformatsiyalari olindi. Tadqiqot jarayonida adabiyotlar tahlili, tizimli-strukturaviy tahlil, qiyosiy anatomiya va klinik-mantiqiy xulosa chiqarish metodlaridan foydalanildi. Xususan, og'iz orqali nafas olishning tish qatorlari va qattiq tanglay rivojlanishiga ta'sirini baholovchi ortodontik manbalar otorinolaringologik protokollar bilan qiyosiy o'rganildi.

NATIJALAR

Halqum murtagi burun-halqumning yuqori gumbazi va orqa devorida joylashgan bo'lib, topografik jihatdan piramida yoxud yarimshar shaklidagi limfoid to'qima to'plamidir. Uning keng asosi ponasimon suyak va ensa suyagining bazilyar qismiga birikadi. Tanglay murtaklaridan farqli o'laroq, halqum murtagi aniq ifodalangan qalin biriktiruvchi to'qimali kapsulaga ega emas. Makroskopik jihatdan murtak yuzasida bo'ylama burmalar yoxud tirqishlar mavjud bo'lib, ular yuzani kengaytirib, yot antigenlar bilan kontakt maydonini oshiradi. Mikroskopik tuzilishiga ko'ra, murtak yuzasi ko'p qatorli hilpillovchi silindrsimon epiteliy bilan qoplangan. Ayrim joylarda mexanik ta'sirlar oqibatida ko'p qavatli yassi epiteliy orollari ham uchraydi. Epiteliy ostida qon tomirlarga boy, retikulyar biriktiruvchi to'qimadan iborat parenxima joylashgan. Parenximada ko'plab limfoid follikulalar mavjud bo'lib, ular B-limfotsitlar proliferatsiyaga uchraydigan yorug' germinativ markazlardan hamda T-limfotsitlar va makrofaglarni o'z ichiga oluvchi to'q rangli mantiya zonalaridan iborat. Fiziologik jihatdan halqum murtagi 3-7 yosh oralig'ida o'zining eng katta o'lchamiga

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va immun faolligiga yetadi, balog'at yoshidan so'ng esa involyutsiyaga uchrab, deyarli yo'qolib ketadi.

Adenoid to'qimasining gipertrofiyasi asosan uzluksiz immunologik stimulyatsiya natijasidir. Qaytalanuvchi virusli va bakterial infeksiyalar doimiy surunkali yallig'lanishni va limfoid to'qima giperplaziyasini chaqiradi. Allergik rinit, atopik diatez va atrof-muhitdagi turli allergenlarga nisbatan yuqori sezuvchanlik adenoid to'qimasining persistirlovchi shishishiga olib keladi. Shuningdek, limfatik-gipoplastik diatezi bor bolalarda limfoid to'qima o'sishiga genetik moyillik kuzatiladi. Adenoid gipertrofiyasining asosiy klinik belgilari mexanik obstruksiya tufayli yuzaga kelib, bolada surunkali burun bitishi, manqalanib gapirish, tunda xurrak otish va obstruktiv uyqu apnoesi kuzatiladi. Yevstaxiy nayi to'silishi hisobiga eshitishning pasayishi ham kelib chiqadi.

Bolalar stomatologiyasi nuqtai nazaridan eng og'ir asorat bu adenoid yuz fenomenining shakllanishidir. Bolaning doimiy og'iz orqali nafas olishi yuz-jag' skeletida qator patologik o'zgarishlarni yuzaga keltiradi. Normal nafas olishda til tanglayga tegib turib, yuqori jag'ning to'g'ri kengayishini ta'minlaydi, biroq og'iz orqali nafas olganda til pastga tushadi va yuqori jag'ga ichkaridan bo'ladigan bosim yo'qoladi. Yonoq muskullarining doimiy tarangligi yuqori jag'ni yon tomondan siqib qo'yishi natijasida yuqori jag' torayadi, qattiq tanglay gumbazsimon bo'lib yuqoriga o'sadi va yuz uzunchoq shaklga kiradi. Yuqori jag' oldinga chiqib ketishi va pastki jag'ning orqada qolishi kuzatilib, tishlar uchun joy yetishmasligidan ular qatorga sig'may qiyshiq chiqadi, natijada ochiq yoki kesishgan tishlam shakllanadi. Doimiy ochiq og'iz shilliq qavat va milklarning qurishiga, so'lakning himoya xususiyati yo'qolishiga olib keladi, bu esa bolalarda surunkali kataral gingivit va ko'plab karies rivojlanishiga qulay zamin yaratadi.

MUHOKAMA

Tadqiqot natijalari shuni ko'rsatadiki, adenoid gipertrofiyasi faqatgina nafas yo'llari muammosi emas, balki murakkab tizimli patologiyadir. Otorinolaringologlar ko'pincha burun bitishi va quloq asoratlariga e'tibor qaratadilar, biroq jag' suyagi va

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tishlar rivojlanishidagi o'zgarishlar e'tibordan chetda qolishi mumkin. Yuz skeletining 60% i bolaning 4 yoshigacha, 90% i esa 12 yoshigacha shakllanib bo'ladi. Aynan shu davrda davom etgan surunkali og'iz orqali nafas olish yuz anatomiyasida qaytmas o'zgarishlarni qoldiradi. Shuning uchun, adenoid gipertrofiyasini davolash multidisiplinar yondashuvni talab qiladi. Konservativ davo foyda bermagan yoki II-III darajali gipertrofiya va yuz deformatsiyalari boshlangan hollarda adenoidektomiya jarrohlik amaliyoti kechiktirmasdan o'tkazilishi shart. Biroq, jarrohlik amaliyoti o'tkazilgach ham, bola o'z-o'zidan burundan nafas olishga o'rganib qolmaydi. Shu bosqichda ortodont va bolalar stomatologi aralashuvi zarur bo'lib, maxsus miogimnastika mashqlari, jag'ni kengaytiruvchi plastinkalar yoki treynerlar yordamida burun orqali nafas olishni tiklash va yuz simmetriyasini to'g'irlash amaliyotning ajralmas qismi bo'lmog'i lozim.

XULOSA VA TAKLIFLAR

Halqum murtagining anatomiyasi, gistologiyasi va gipertrofiyasi patogenezini tushunish shuni ko'rsatadiki, nafas olish funksiyasining buzilishi yuz-jag' sohasi shakllanishi bilan bevosita va chambarchas bog'liqdir. Bolalarda adenoid gipertrofiyasi oqibatida yuzaga keladigan adenoid yuz, gotik tanglay va murakkab tishlam anomaliyalari kelajakda uzoq muddatli va qimmatli ortodontik davolanishni talab qiladi. Shularni inobatga olgan holda, bolalar stomatologik ko'rigiga kelgan bemorlarda gingivit, og'iz qurishi yoki toraygan yuqori jag' kuzatilsa, stomatolog shifokor zudlik bilan bolani LOR shifokoriga adenoidlarni endoskopik tekshirish uchun yo'naltirishi orqali erta skrining protokollarini joriy etishi lozim. Shuningdek, adenoidektomiya operatsiyasidan so'ng bemorlarni reabilitatsiya qilish rejasiga majburiy ravishda ortodont ko'rigi va nafas olishni qayta o'rgatuvchi miyofunksional terapiyani kiritish, hamda ota-onalar o'rtasida burundan nafas olishning tishlar tekis va yuz chiroyli rivojlanishidagi o'rni haqida targ'ibot ishlarini kuchaytirish maqsadga muvofiqdir.

FOYDALANILGAN ADABIYOTLAR

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DISCOURSE MARKERS AS A MEANS OF REGULATING TURN-TAKING IN SPOKEN ENGLISH

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Annotation

This article examines the role of discourse markers as a means of regulating turn-taking in spoken English. Discourse markers such as well, so, but, actually, you know, and I mean are frequently used in everyday communication to organize speech and manage interaction between speakers. The study focuses on how these markers help speakers start, continue, interrupt, or end their turns and how they signal the intention to give or take the floor. The analysis shows that discourse markers contribute to smoother communication by helping speakers manage pauses, indicate transitions, respond to other speakers, and avoid communication difficulties. The appropriate use of discourse markers can also make spoken English more natural, coherent, and interactive. Therefore, understanding their functions is important for both linguistic research and English language teaching.

Key words

discourse markers, turn-taking, spoken English, oral communication, discourse, interaction, conversation, coherence, fluency, communicative competence.

ДИСКУРСИВНЫЕ МАРКЕРЫ КАК СРЕДСТВО РЕГУЛИРОВАНИЯ СМЕНЫ РЕПЛИК В УСТНОЙ АНГЛИЙСКОЙ РЕЧИ

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Аннотация. В статье рассматривается роль дискурсивных маркеров как средства регулирования смены реплик в устной английской речи. Дискурсивные маркеры, такие как well, so, but, actually, you know и I mean,

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широко используются в повседневном общении для организации речи и регулирования взаимодействия между собеседниками. Основное внимание уделяется тому, как данные маркеры помогают говорящим начинать, продолжать, прерывать и завершать свои реплики, а также сигнализировать о намерении передать или занять очередь в разговоре. Анализ показывает, что дискурсивные маркеры способствуют более плавному общению, помогая управлять паузами, обозначать переходы между репликами и реагировать на высказывания собеседника. Правильное использование дискурсивных маркеров делает устную английскую речь более естественной, связной и интерактивной. Поэтому изучение их функций имеет важное значение как для лингвистических исследований, так и для обучения английскому языку.

Ключевые слова: дискурсивные маркеры, смена реплик, устная английская речь, устная коммуникация, дискурс, взаимодействие, разговор, связность, беглость речи, коммуникативная компетенция.

INTRODUCTION

Spoken communication is a dynamic process in which speakers continuously organize their ideas, respond to others, and manage the flow of conversation. Unlike written language, spoken English takes place in real time, which requires speakers to make quick decisions about when to start speaking, continue a turn, interrupt, or give the floor to another participant. Therefore, effective spoken communication depends not only on grammatical and lexical knowledge but also on the ability to manage interaction appropriately.

One of the important linguistic means that helps speakers organize interaction is the use of discourse markers. Discourse markers are words and expressions such as well, so, but, actually, anyway, you know, and I mean, which perform different pragmatic and conversational functions. Schiffrin explains that discourse markers help organize discourse and establish relationships between different parts of spoken communication[1]. They can indicate transitions, introduce responses, express contrast,

[1] Schiffrin D. Discourse Markers. Cambridge: Cambridge University Press. - 1987. - 364 p.

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clarify information, or signal changes in the direction of a conversation.

Turn-taking is another important feature of spoken interaction. It refers to the way speakers manage the distribution of speaking turns during a conversation. Speakers need to recognize when another participant has finished speaking and when it is appropriate to take the floor. Sacks, Schegloff, and Jefferson describe turn-taking as a systematic organization of conversation in which participants coordinate their speaking turns[2]. In this process, discourse markers can function as useful signals that help speakers manage the beginning, continuation, interruption, and completion of turns.

The relationship between discourse markers and turn-taking is particularly important in spoken English because markers can signal a speaker's intention to continue speaking, respond to another person, change the topic, or give another speaker an opportunity to speak. Fraser emphasizes the pragmatic role of discourse markers in indicating relationships between parts of discourse[3]. Similarly, Müller notes that discourse markers contribute to the organization of spoken interaction and help speakers manage communication more effectively[4].

For English language learners, the appropriate use of discourse markers can be challenging. Learners may have sufficient knowledge of grammar and vocabulary but still experience difficulties in participating naturally in conversations. A lack of awareness of turn-taking signals may lead to interruptions, long pauses, delayed responses, or difficulties in entering a conversation. For this reason, studying discourse markers can contribute to the development of learners' speaking fluency and communicative competence.

Thus, the present study focuses on discourse markers as a means of regulating turn-taking in spoken English. It examines how commonly used discourse markers function in conversational interaction and how they help speakers manage speaking

[2] Sacks H., Schegloff E. A., Jefferson G. A simplest systematics for the organization of turn-taking for conversation. Language. - 1974. - Vol. 50, No. 4. - P. 696–735.
[3] Fraser B. What are discourse markers? Journal of Pragmatics. - 1999. - Vol. 31, No. 7. - P. 931–952.
[4] Müller S. Discourse Markers in Native and Non-native English Discourse. Amsterdam: John Benjamins Publishing Company. - 2005. - 260 p.

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turns. The study also considers the importance of discourse markers for developing natural, fluent, and effective spoken communication in English.

RESEARCH METHODOLOGY

This study employs a qualitative descriptive approach to examine the role of discourse markers in regulating turn-taking in spoken English. The research focuses on commonly used discourse markers such as well, so, but, actually, anyway, you know, and I mean, and analyzes their functions in conversational interaction. The data are collected from examples of natural spoken English, including everyday conversations, dialogues, interviews, and other authentic spoken materials. The study uses discourse analysis and conversation analysis to identify how discourse markers signal the beginning, continuation, interruption, or completion of speaking turns. Particular attention is given to how speakers use these markers to take the floor, hold their turn, respond to other speakers, change topics, and give the opportunity to another participant to speak. The collected examples are analyzed according to their context and communicative function. This methodology allows the study to demonstrate how discourse markers contribute to effective turn-taking and support natural, fluent, and interactive spoken communication.

LITERATURE REVIEW

The study of discourse markers and turn-taking has received considerable attention in discourse analysis, pragmatics, and conversation analysis. Schiffrin[5] considers discourse markers important elements that organize spoken discourse and show relationships between different parts of communication. Fraser[6] focuses on their pragmatic functions and explains that discourse markers help speakers indicate the relationship between an upcoming utterance and the previous discourse. The organization of turn-taking was systematically described by Sacks, Schegloff, and Jefferson[7], who showed that conversational participants use different linguistic and

[5] Schiffrin D. Discourse Markers. Cambridge: Cambridge University Press. - 1987. - 364 p.
[6] Fraser B. What are discourse markers? Journal of Pragmatics. - 1999. - Vol. 31, No. 7. - P. 931–952.
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interactional resources to manage speaking turns. Müller[8] also emphasizes that discourse markers play an important role in spoken interaction, helping speakers organize their speech and manage communication with others. Aijmer[9] demonstrates that discourse markers can express speakers' attitudes, intentions, and interactional meanings depending on the context. Previous research therefore shows that discourse markers are not simply unnecessary words or fillers; they perform important structural, pragmatic, and interactional functions. However, their specific role in regulating turn-taking in spoken English, particularly in helping speakers enter, maintain, interrupt, and yield turns, deserves further attention. This study therefore focuses on how discourse markers contribute to the organization of turn-taking and the overall effectiveness of spoken communication.

ANALYSIS AND RESULTS

The analysis of spoken English examples shows that discourse markers play an important role in regulating turn-taking and maintaining the natural flow of conversation. Speakers do not usually wait silently for another participant to finish before deciding what to say. Instead, they use different linguistic signals to show that they want to continue speaking, respond to another speaker, take the floor, interrupt politely, or give the opportunity to someone else to speak. In this process, discourse markers such as well, so, but, actually, anyway, you know, and I mean can serve as useful interactional signals. The findings support the view that discourse markers have important pragmatic and organizational functions in spoken discourse[10].

One of the most common functions identified in the analysis is starting a speaking turn. Markers such as well, so, and actually are frequently used at the beginning of a response. For example: "Well, I think we should discuss this problem first." Here, well does not add much lexical meaning to the sentence, but it gives the speaker a moment to prepare the response and signals that a new turn is beginning.

[8] Müller S. Discourse Markers in Native and Non-native English Discourse. Amsterdam: John Benjamins Publishing Company. - 2005. - 260 p.
[9] Aijmer K. English Discourse Particles: Evidence from a Corpus. Amsterdam: John Benjamins Publishing Company. - 2002. - 308 p.
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Similarly, so can be used to introduce a response or move the conversation in a new direction. These markers make the beginning of a turn smoother and reduce the possibility of an abrupt transition between speakers.

Another important function is holding or maintaining a speaking turn. In natural conversation, speakers sometimes need additional time to formulate their ideas. Discourse markers such as well, you know, and I mean can help speakers maintain their turn while thinking about what to say next. For instance: “Well, you know, I was thinking about changing my topic because…” In this example, the markers give the speaker additional processing time and indicate that the speaker has not finished. This function is especially important in spontaneous speech because speakers cannot always plan their complete utterances in advance. Müller[11] points out that discourse markers are particularly significant in spoken interaction because they help speakers organize their speech while communicating in real time.

The analysis also shows that discourse markers can help speakers take the floor. In group conversations, several participants may want to speak, and it can be difficult to enter the conversation without interrupting. Expressions such as well, actually, and but can be used to signal that a speaker wants to contribute something. For example: “Actually, I have a different opinion about this.” The marker actually signals that the speaker is introducing information that may differ from what has previously been said. In this way, the marker helps the speaker enter the conversation and establish a new turn.

Discourse markers are also useful for interrupting or challenging another speaker in a relatively polite way. For example, but can introduce disagreement without requiring a direct or aggressive interruption: “But I think there is another problem we should consider.” In this case, but connects the new turn with the previous statement and signals a contrast. It allows the speaker to respond directly while maintaining a logical relationship with the previous contribution. Fraser[12]

[11] Müller S. Discourse Markers in Native and Non-native English Discourse. Amsterdam: John Benjamins Publishing Company. - 2005. - 260 p.
[12] Fraser B. What are discourse markers? Journal of Pragmatics. - 1999. - Vol. 31, No. 7. - P. 931–952.

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explains that discourse markers can signal the relationship between an upcoming utterance and the preceding discourse, which is particularly relevant to turn-taking.

Another significant finding concerns giving up or yielding a speaking turn. Some discourse markers help speakers indicate that they have completed their point and are ready for another participant to respond. Expressions such as so, anyway, or a final use of well may signal that the speaker is moving toward the end of a contribution. For example: “So, that’s what I wanted to say. What do you think?” The phrase so helps mark the completion of the speaker’s point, while the question explicitly gives the floor to another participant. Such signals contribute to a smoother exchange between speakers.

The analysis further demonstrates the importance of discourse markers in topic management. Conversations often move from one topic to another, and speakers need to signal these changes so that listeners can follow the development of the discussion. Anyway is particularly useful for returning to an earlier topic or moving away from an unimportant point. For example: “Anyway, let’s go back to our main topic.” The marker tells the listener that the speaker is changing the direction of the conversation. This function supports the organizational role of discourse markers described by Schiffrin[13].

Clarification and reformulation are also important functions. The marker I mean is frequently used when speakers want to explain, correct, or reformulate something they have just said. For example: “The task was difficult. I mean, it was difficult for some of the students.” Here, I mean signals that the speaker is adjusting the previous statement to make the intended meaning clearer. This function can prevent misunderstanding and help maintain successful interaction.

The marker you know has a somewhat different function. It can be used to establish contact with the listener, check shared understanding, or maintain interaction. For example: “It was a difficult situation, you know, because nobody expected it.” In this case, you know creates an informal connection between the

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speaker and listener. It may also give the speaker a short moment to continue planning the utterance. Aijmer[14] notes that discourse particles can carry interactional meanings related to the speaker's attitude and relationship with the listener.

The results also indicate that discourse markers contribute to fluency and naturalness. Native speakers use discourse markers regularly in everyday conversations, and their speech may sound less natural if these interactional features are completely absent. For English learners, understanding expressions such as well, so, actually, you know, and I mean can therefore make it easier to participate in spontaneous conversations. However, the analysis suggests that learners should not simply insert discourse markers into every sentence. Excessive or inappropriate use may make speech repetitive, unnatural, or difficult to follow.

Overall, the results demonstrate that discourse markers perform both organizational and interpersonal functions in spoken English. From an organizational perspective, they help speakers structure their turns, signal transitions, manage topics, and connect their contributions with previous speech. From an interpersonal perspective, they help speakers respond politely, show attitudes, maintain contact with listeners, and manage interaction. These findings are consistent with previous research by Schiffrin, Fraser, and Müller, who emphasize the important role of discourse markers in spoken communication.

The findings have particular implications for English language teaching. Learners often study grammar and vocabulary extensively but receive less attention to the small expressions that help conversations flow naturally. As a result, they may know what they want to say but have difficulty entering a conversation, holding the floor, or responding quickly to another speaker. Teachers can address this problem by using authentic dialogues, interviews, podcasts, videos, and role-play activities. Students can identify discourse markers in these materials, discuss their functions, and then practice using them in their own conversations.

[14] Aijmer K. English Discourse Particles: Evidence from a Corpus. Amsterdam: John Benjamins Publishing Company. - 2002. - 308 p.

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The analysis confirms that discourse markers are not simply unnecessary words or fillers. They are important resources for managing spoken interaction. Their appropriate use helps speakers start, maintain, interrupt, and finish turns, manage topics, clarify ideas, and maintain communication with listeners. Therefore, developing learners' awareness of discourse markers can contribute to more fluent, coherent, natural, and interactive spoken English.

Overall, the results demonstrate that discourse markers perform both organizational and interpersonal functions in spoken English. From an organizational perspective, they help speakers structure their turns, signal transitions, manage topics, and connect their contributions with previous speech. From an interpersonal perspective, they help speakers respond politely, show attitudes, maintain contact with listeners, and manage interaction. These findings are consistent with previous research by Schiffrin, Fraser, and Müller, who emphasize the important role of discourse markers in spoken communication.

The findings have particular implications for English language teaching. Learners often study grammar and vocabulary extensively but receive less attention to the small expressions that help conversations flow naturally. As a result, they may know what they want to say but have difficulty entering a conversation, holding the floor, or responding quickly to another speaker. Teachers can address this problem by using authentic dialogues, interviews, podcasts, videos, and role-play activities. Students can identify discourse markers in these materials, discuss their functions, and then practice using them in their own conversations.

The analysis confirms that discourse markers are not simply unnecessary words or fillers. They are important resources for managing spoken interaction. Their appropriate use helps speakers start, maintain, interrupt, and finish turns, manage topics, clarify ideas, and maintain communication with listeners. Therefore, developing learners' awareness of discourse markers can contribute to more fluent, coherent, natural, and interactive spoken English.

CONCLUSION

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In conclusion, the present study demonstrates that discourse markers play an important role in regulating turn-taking in spoken English. Spoken communication is not simply an exchange of grammatically correct sentences; speakers also need to know how to enter a conversation, maintain their turn, respond to others, and give the floor to another speaker. Discourse markers such as well, so, but, actually, anyway, you know, and I mean help speakers manage these processes and make interaction more organized and natural.

The analysis shows that discourse markers perform several important functions in conversation. They can signal the beginning or continuation of a speaking turn, help speakers hold the floor while planning their speech, introduce disagreement or a new idea, manage topic changes, clarify previous statements, and indicate that a turn is coming to an end. In this way, discourse markers help speakers coordinate their contributions and make it easier for listeners to understand the development of the conversation. These findings are consistent with the previous studies of Schiffrin, Fraser, and Müller, who emphasize the organizational and pragmatic functions of discourse markers in spoken interaction.

The study also highlights the importance of discourse markers in English language teaching. Learners may have good grammatical and vocabulary knowledge but still experience difficulties when participating in spontaneous conversations. Lack of knowledge about turn-taking signals can result in unnatural pauses, inappropriate interruptions, or difficulties in entering and leaving a conversation. Therefore, teaching discourse markers can help learners develop greater confidence, fluency, and communicative competence.

At the same time, learners should understand that discourse markers need to be used according to the context and communicative purpose. Simply memorizing a list of markers is not enough. Students need to observe how native and proficient speakers use them in real conversations and practice using them in meaningful situations. Authentic dialogues, interviews, podcasts, videos, discussions, and role-play activities can provide effective opportunities for developing this skill.

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Overall, the study confirms that discourse markers are essential resources for managing turn-taking and maintaining successful spoken interaction. Their appropriate use helps speakers organize their turns, express relationships between ideas, manage topics, and interact more effectively with listeners. Greater attention to discourse markers in English language classrooms can therefore contribute to clearer, more fluent, natural, and interactive spoken English.

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2. Fraser B. What are discourse markers? Journal of Pragmatics. - 1999. - Vol. 31, No. 7. - P. 931–952.

3. Sacks H., Schegloff E. A., Jefferson G. A simplest systematics for the organization of turn-taking for conversation. Language. - 1974. - Vol. 50, No. 4. - P. 696–735.

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AUTHORSHIP, LANGUAGE AND INTERNATIONAL COLLABORATION IN FIELD REPORTS ON SURKHANDARYA ARCHAEOLOGY (“ARCHAEOLOGICAL RESEARCH IN UZBEKISTAN”, 2001–2024)

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Abstract

The paper examines authorship, language and international collaboration in 88 items on Surkhandarya published in the annual “Archaeological Research in Uzbekistan” in 2001–2024. The mean number of authors per item rose from 1.5 to 4.0, and the share of single-authored items fell from 57.1 % to 12.0 %. Six authors (groups) wrote 54.5 % of all items. Foreign co-authors took part in 33 items (37.5 %), while only 12 items name an international expedition in the title. In recent years Uzbek-language items reached 48.0 %, most of them written by international teams. The paper suggests stating authors’ roles and standardising the spelling of foreign names.

Keywords

Surkhandarya, archaeological historiography, co-authorship, international expeditions, publication language, field reports.

SURXONDARYO ARXEOLOGIYASIGA OID DALA HISOBOTLARINING MUALLIFLARI, TILI VA XALQARO HAMKORLIK (“O‘ZBEKISTONDA ARXEOLOGIK TADQIQOTLAR” TO‘PLAMI MISOLIDA, 2001–2024)

Muhammadi Nabiyev

Toshkent davlat sharqshunoslik universiteti tayanch doktoranti

Annotatsiya

Maqolada “O‘zbekistonda arxeologik tadqiqotlar” to‘plamida 2001–2024-yillarda chiqqan Surxondaryoga oid 88 ta ishning mualliflari, nashr tili va xalqaro hamkorlik darajasi o‘rganilgan. Bir ishdagi o‘rtacha mualliflar soni 1,5 dan 4,0 ga

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oshgan, yakka mualliflik ulushi 57,1 foizdan 12,0 foizga tushgan. Olti muallif (guruh) barcha ishlarning 54,5 foizini yozgan. Xorijiy hammualliflar 33 ta ishda (37,5 %) qatnashgan, sarlavhada xalqaro ekspeditsiya ko‘rsatilgan ishlar esa 12 ta. So‘nggi yillarda o‘zbek tilidagi ishlar ulushi 48,0 foizga yetgan va ularning ko‘pchiligi xalqaro jamoalar tomonidan yozilgan. Muallif rollarini ko‘rsatish va xorijiy ismlarni bir xil yozish bo‘yicha takliflar berilgan.

Kalit so‘zlar: Surxondaryo, arxeologik tarixshunoslik, hammualliflik, xalqaro ekspeditsiyalar, nashr tili, dala hisobotlari.

АВТОРЫ, ЯЗЫК И МЕЖДУНАРОДНОЕ СОТРУДНИЧЕСТВО В ПОЛЕВЫХ ОТЧЁТАХ ПО АРХЕОЛОГИИ СУРХАНДАРЬИ (ЕЖЕГОДНИК «АРХЕОЛОГИЧЕСКИЕ ИССЛЕДОВАНИЯ В УЗБЕКИСТАНЕ», 2001–2024 гг.)

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Аннотация

В статье рассмотрены авторский состав, язык и степень международного сотрудничества в 88 работах по Сурхандарье, опубликованных в ежегоднике «Археологические исследования в Узбекистане» в 2001–2024 гг. Среднее число авторов одной работы выросло с 1,5 до 4,0, доля работ одного автора сократилась с 57,1 до 12,0 %. Шесть авторов (групп) написали 54,5 % всех работ. Зарубежные соавторы участвовали в 33 работах (37,5 %), тогда как международная экспедиция указана в заглавии лишь 12 работ. В последние годы доля работ на узбекском языке достигла 48,0 %, и большинство из них написано международными коллективами. Предложено указывать роли авторов и унифицировать написание иностранных имён.

Ключевые слова: Сурхандарья, археологическая историография, соавторство, международные экспедиции, язык публикаций, полевые отчёты.

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KIRISH

Dala hisobotini o‘qiganda asosan uning mazmuniga, ya’ni qanday qatlam ochilgani va qanday topilmalar chiqqaniga e’tibor beriladi. Sarlavha ostidagi mualliflar ro‘yxati esa ko‘pincha e’tiborsiz qoladi. Holbuki, bu ro‘yxatdan dalada kimlar ishlagani, qaysi muassasa va mamlakatlar hamkorlik qilgani haqida ko‘p narsa bilish mumkin. Yuzlab hisobotlar birga ko‘rib chiqilsa, mintaqa arxeologiyasida ishlagan ilmiy jamoalarning qanday o‘zgarib borganini kuzatsa bo‘ladi.

Surxondaryo bu jihatdan qulay misol. Mustaqillik yillarida viloyatda Germaniya, Fransiya, Yaponiya, Chexiya, Xitoy va Rossiya olimlari ishtirokida qo‘shma ekspeditsiyalar ishladi va ularning natijalari “O‘zbekistonda arxeologik tadqiqotlar” to‘plamida muntazam chiqib bordi. Shu yillarda ilmiy nashrlar tili ham o‘zgardi. Ammo bu jarayonlar hozirgacha aniq raqamlar bilan ko‘rsatilmagan.

Maqolada to‘plamdagi Surxondaryo materiallari asosida mualliflar jamoasining hajmi, nashrlarning kimlar qo‘lida to‘planganligi, xalqaro hamkorlik darajasi va nashr tilining o‘zgarishi ko‘rib chiqiladi. Davrlar va yodgorliklar bo‘yicha taqsimot alohida maqolada tahlil qilingan.

MATERIAL VA USLUB

Tahlilga to‘plamning 2001–2024-yillarda chiqqan 14 jildidagi Surxondaryoga oid 88 ta hisobot va maqola olindi. Har bir ish bo‘yicha mualliflar ro‘yxati, sarlavha, jild, chop etilgan yil, sahifalar va sarlavha yoki izohda ko‘rsatilgan ekspeditsiya nomi yozib chiqildi.

Mualliflar soni nashrdagi ro‘yxat bo‘yicha sanaldi. Xalqaro hamkorlikni ikki yo‘l bilan aniqladik. Birinchisi, sarlavha yoki izohda xalqaro ekspeditsiya to‘g‘ridan-to‘g‘ri ko‘rsatilgan ishlar. Ikkinchisi, mualliflar orasida MDH davlatlaridan tashqaridagi kamida bitta tadqiqotchi bor ishlar. Ikkinchi ko‘rsatkich ism-shariflar va ma’lum loyihalar tarkibiga qarab belgilangani uchun taxminiy. Rossiyalik hammualliflarni unga kiritmadik, chunki ular bilan hamkorlik odatda alohida qayd etilmaydi. Nashr tili sarlavha va matnga qarab, hajm esa sahifa oralig‘idan aniqlandi.

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Ishlar chop etilgan yiliga ko‘ra uch davrga bo‘lindi: 2001–2004 (35 ta), 2006–2016 (28 ta) va 2020–2024 (25 ta).

NATIJALAR

Mualliflar jamoasining hajmi

88 ta ishda jami 229 marta muallif ko‘rsatilgan, ya’ni bir ishga o‘rtacha 2,6 kishi to‘g‘ri keladi. 30 ta ishni bitta, 29 tasini ikki, 10 tasini uch kishi yozgan, qolgan 19 ta ishda to‘rt va undan ko‘p muallif bor. Eng katta jamoa 12 kishidan iborat bo‘lib, u 2018-yilgi o‘zbek-chex ekspeditsiyasi hisobotida ko‘rsatilgan [63].

Asosiy o‘zgarish vaqt o‘tishi bilan ko‘rinadi (1-jadval, 1-rasm). 2001–2004-yillarda bir ishga o‘rtacha 1,5 muallif to‘g‘ri kelgan, ishlarning 57,1 foizini bitta muallif yozgan. 2006–2016-yillarda bu ko‘rsatkich 2,8 ga yetgan, 2020–2024-yillarda esa 4,0 ga chiqqan. Oxirgi davrda yakka mualliflik bor-yo‘g‘i uchta ishda uchraydi.

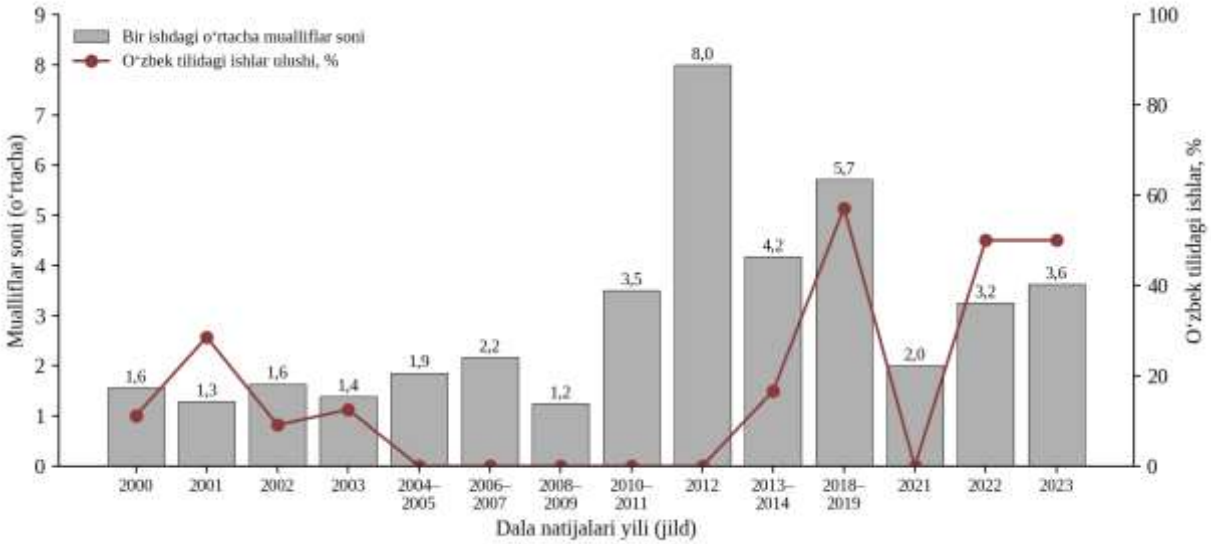
1-jadval. Mualliflar jamoasi va xalqaro hammualliflikning o‘zgarishi

Ko‘rsatkich	**2001–2004**	**2006–2016**	**2020–2024**	**Jami**
Ishlar soni	35	28	25	88
O‘rtacha mualliflar soni	1,5	2,8	4,0	2,6
Yakka mualliflik, soni (%)	20 (57,1)	7 (25,0)	3 (12,0)	30 (34,1)
4 va undan ko‘p muallif, soni (%)	0	8 (28,6)	11 (44,0)	19 (21,6)
Xorijiy hammualliflar bilan, soni (%)	**11 (31,4)**	**13 (46,4)**	**9 (36,0)**	**33 (37,5)**

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1-rasm. O‘rtacha mualliflar soni va o‘zbek tilidagi ishlar ulushi (jildlar bo‘yicha)

Grafikdagi 2012-yilgi keskin ko‘tarilish tasodifiy: bu jildda Surxondaryodan bitta hisobot bor va unda sakkiz muallif ko‘rsatilgan [36]. 2018–2019-yillar jildida o‘rtacha 5,7 muallif to‘g‘ri keladi, chunki o‘sha jildda o‘zbek-xitoy, o‘zbek-fransuz va o‘zbek-chex ekspeditsiyalarining katta jamoali hisobotlari birga chiqqan [18, 62, 63].

Yetakchi mualliflar

Nashrlarning yarmidan ko‘pi olti muallif yoki guruh qalamiga mansub. Sh.B. Shaydullaev 10 ta [20, 27, 57–64], T. va J. Annayevlar 9 ta [8–15, 18], S.I. Mustafoqulov [30–37], K. Abdullaev [1–8] va D.Ya. Ilyasov [21–27, 29] 8 tadan, Sh.R. Pidayev 7 ta ishning [38–44] muallifi yoki hammuallifidir. Ikki ish ikki guruhga ham kirganini hisobga olsak, ular jami 48 ta ishni, ya’ni 54,5 foizni tashkil etadi. Har bir muallif o‘z yodgorligi yoki loyihasi bilan bog‘langan, shuning uchun ularning ishlari mavzu jihatidan deyarli kesishmaydi.

Ishlarning 74 tasi dala hisoboti, 14 tasi ixtisoslashgan tadqiqot. Ixtisoslashgan ishlar ham bir necha kishi atrofida to‘plangan. Beshta antropologik ishning barchasida S.I. Mustafoqulov qatnashgan [30–34], ikkita numizmatik maqolani E.V. Rtveladze yozgan [46, 47], ikkita konservatsiya ishi M.A. Reutova ishtirokida

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tayyorlangan [44, 45]. Demak, to‘plamda antropologiya, numizmatika va konservatsiya yo‘nalishlarining har biri amalda bitta mutaxassis orqali ifodalangan.

Xalqaro hamkorlik

Sarlavha yoki izohda xalqaro ekspeditsiya ko‘rsatilgan ishlar 12 ta: o‘zbek-nemis [57, 61], o‘zbek-fransuz [35, 39, 41, 62], o‘zbek-yapon [38, 40, 53], o‘zbek-xitoy [18], o‘zbek-chex [63] va o‘zbek-rus [20]. Mualliflar ro‘yxatiga qaraganda esa xorijiy olimlar qatnashgan ishlar 33 ta, ya’ni deyarli uch baravar ko‘p. Masalan, Jondavlattepa bo‘yicha to‘rt hisobot [3, 5–7] va Jarqo‘tondagi o‘zbek-nemis ishlarining ikki hisoboti [58, 59] sarlavhasida hamkorlik haqida gap yo‘q, lekin mualliflar tarkibi aralash.

Taxminiy hisobimizga ko‘ra, fransuz olimlari 10 ta [10, 34–37, 39, 41, 54, 56, 62], nemis olimlari 9 ta [27, 28, 49–51, 57–59, 61], chex olimlari 6 ta [3, 5–7, 63, 64], yapon olimlari 5 ta [38, 40, 42, 43, 55], xitoylik olimlar bitta [18] ishda ishtirok etgan. Yana ikki ishda boshqa xorijiy hammualliflar bor [48, 52]. Xalqaro hammualliflik ulushi davrlar bo‘yicha katta o‘zgarmagan, ammo hamkorlik shakli o‘zgargan. 2000-yillar boshida bu ko‘pincha ikki kishilik juftlik edi, masalan, Sh.R. Pidayev va Kyudzo Kato [38, 40, 42, 43] yoki D. Xuff va Sh. Shaydullaev [57, 58]. 2018-yildan keyin esa o‘n kishidan ortiq aralash jamoalar paydo bo‘ldi [63].

Nashr tili

Ishlarning 70 tasi (79,5 %) rus tilida, 18 tasi (20,5 %) o‘zbek tilida yozilgan. 2001–2004-yillarda o‘zbek tilidagi beshta ish bo‘lib, ularning hammasi Jarqo‘ton haqida [16, 57–59, 61]. 2006–2016-yillarda o‘zbek tilida atigi bitta hisobot chiqqan [17]. 2020–2024-yillarda esa 25 ta ishdan 12 tasi o‘zbek tilida.

2-jadval. O‘zbek va rus tilidagi ishlarning ko‘rsatkichlari

Ko‘rsatkich	O‘zbek tilida	Rus tilida
Ishlar soni (%)	18 (20,5)	70 (79,5)
O‘rtacha mualliflar soni	3,5	2,4
Yakka mualliflik ulushi, %	11,1	40,0

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Ko‘rsatkich	O‘zbek tilida	Rus tilida
Xorijiy hammualliflar bilan, %	61,1	31,4
2020–2024-yillarda xorijiy hammualliflar bilan, %	58,3	15,4

Til va hamkorlik o‘rtasidagi bog‘liqlik kutilmagan natija berdi (2-jadval). 2020–2024-yillarda o‘zbek tilidagi 12 ta ishdan 7 tasi xorijiy olimlar bilan birga yozilgan. Rus tilidagi 13 ta ishdan esa faqat ikkitasida xorijiy hammuallif bor [18, 48]. Hozir rus tilida asosan Termiz vohasi va Dalvarzintepada ishlayotgan mahalliy jamoalar yozmoqda [11–15, 24–26], xalqaro loyihalar hisobotlari esa ko‘proq o‘zbek tilida chiqmoqda [52, 54–56, 62–64].

Hisobotlar hajmi 2 betdan 16 betgacha, o‘rtacha 6,8 bet. Mualliflar ko‘paygani bilan hisobot hajmi o‘smagan: 2001–2004-yillarda o‘rtacha 6,0 bet bo‘lsa, 2020–2024-yillarda 6,2 bet. Qo‘llangan usullar haqida ochiq ma’lumot faqat ikki hisobotda bor. Ulardan birida GIS va GPS [63], ikkinchisida geomagnit razvedka va mikrostratigrafiya [62] tilga olingan, ikkalasi ham xalqaro loyihalarga tegishli.

MUHOKAMA

Yigirma yil ichida to‘plamdagi Surxondaryo hisobotlari bir-ikki kishining qisqa axborotidan katta jamoa hisobotiga aylandi. Avval hisobot odatda dala ishlariga rahbarlik qilgan olim nomidan yozilgan bo‘lsa, endi mualliflar ro‘yxatida ekspeditsiyaning deyarli butun tarkibi ko‘rsatiladi. Bu har bir ishtirokchining mehnatini tan olish nuqtai nazaridan to‘g‘ri. Ammo kim qaysi qismni bajarganini bilish qiyinlashdi: 12 kishilik ro‘yxatda antropolog yoki geofizikni ajratib bo‘lmaydi.

Til bo‘yicha natija bizning dastlabki taxminimizni tasdiqlamadi. Xorijiy olimlar ishtirokidagi hisobotlar rus tilida yoziladi, deb o‘ylagan edik. Raqamlar esa aksini ko‘rsatdi: rus tilidagi an’ana ko‘proq mahalliy, avvaldan shakllangan jamoalarda saqlanmoqda. Bunga xalqaro loyihalarga jalb qilingan yosh o‘zbek tadqiqotchilari sabab bo‘lishi mumkin. Xorijiy hamkorlar uchun esa asosiy nashr tili baribir ingliz

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yoki fransuz tili bo‘lib qolmoqda. Bu masalani mualliflar bilan suhbat orqali aniqlashtirish kerak.

Yana bir muammo ismlarning turlicha yozilishi bilan bog‘liq. Bazada bir kishiga tegishli bo‘lishi mumkin bo‘lgan bir necha shakl uchraydi: “Ильясов Дж. Я.” [21] va “Ильясов Д. Я.” [27, 29]; “Двуреченская Н. Р.” [19] va “Двуреченская Н. Д.” [20, 29]; “Люиле Ж.” [35, 36], “Люилье Ж.” [37] va “Дюилье Ж.” [62]; “Холиков З. Э.” [54, 55] va “Холиқов З. Э.” [56]; “Ҳавлик Я.” [63] va “Яакуб Ҳавлик” [64]. Qo‘lda ishlaganda bu farqlar sezilmaydi, lekin elektron katalogda bitta olim ikki-uch xil muallif bo‘lib chiqadi.

XULOSA

To‘plamdagi Surxondaryo materiallarida mualliflar jamoasi sezilarli kattalashgan: bir ishga to‘g‘ri keladigan mualliflar soni 1,5 dan 4,0 ga oshgan. Nashrlarning yarmidan ko‘pi olti muallif yoki guruhga tegishli. Xalqaro hamkorlikning haqiqiy ko‘lami (37,5 %) sarlavhalardan ko‘rinadiganidan (13,6 %) ancha katta. O‘zbek tilidagi ishlar so‘nggi yillarda deyarli yarmiga yetdi va bunda xalqaro loyihalarning hissasi katta.

Shu natijalardan kelib chiqib, quyidagilarni taklif qilamiz. Hisobotlarda har bir muallifning muassasasi, katta jamoalarda esa uning vazifasi ko‘rsatilsa, maqsadga muvofiq bo‘lardi. Tahririyat mahalliy va xorijiy ismlarni bir xil yozish uchun yagona jadval tuzishi, ism yonida muallifning lotin yozuvidagi shaklini ham berishi mumkin. Rus tilidagi hisobotlarga o‘zbekcha, o‘zbek tilidagilarga inglizcha kengaytirilgan annotatsiya qo‘shish ularning o‘quvchilar doirasini kengaytiradi. Har bir hisobot oxirida qo‘llangan usullar qisqacha sanab o‘tilishi ham foydali. Antropologiya, numizmatika va konservatsiya kabi yo‘nalishlarda yosh mutaxassislarni xalqaro loyihalarga jalb etish esa ularning bir kishiga bog‘liq bo‘lib qolishining oldini oladi.

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The importance of state programs aimed at developing interethnic relations in the activities of national cultural centers in Uzbekistan

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Abstract

This article examines the role and significance of state programs aimed at developing interethnic relations in the activities of national cultural centers in Uzbekistan. It analyzes organizational and legal mechanisms aimed at preserving the cultural heritage, languages, traditions, and customs of different ethnic communities and strengthening interethnic harmony and tolerance. Particular attention is paid to the ways in which state programs support the organizational, cultural, and educational activities of national cultural centers, facilitate cultural events, involve young people in the preservation of national values, and promote intercultural dialogue. The study demonstrates that national cultural centers serve as important practical institutions contributing to the implementation of state policy in the field of interethnic relations and strengthening social cohesion.

Keywords

interethnic relations, national cultural centers, state programs, interethnic harmony, tolerance, cultural diversity, national values, public policy, cultural heritage, civil society.

O‘zbekistonda millatlararo munosabatlarni rivojlantirishga qaratilgan davlat dasturlarining milliy-madaniy markazlar faoliyatidagi ahamiyati

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Annotatsiya. Ushbu maqolada O‘zbekistonda millatlararo munosabatlarni rivoj-lantirishga qaratilgan davlat dasturlarining milliy-madaniy markazlar faoliyatidagi

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o‘rni va ahamiyati tahlil qilinadi. Mamlakatda turli millat va elat vakillarining madaniy merosi, tili, urf-odatlari va an’analarini asrab-avaylash, millatlararo totuvlik va bag‘rikenglik muhitini mustahkamlashga qaratilgan tashkiliy-huquqiy mexanizmlar ko‘rib chiqiladi. Davlat dasturlari orqali milliy-madaniy markazlarning moddiy, tashkiliy va ma’naviy faoliyatini qo‘llab-quvvatlash, madaniy tadbirlarni tashkil etish, yoshlarni milliy qadriyatlarni asrash jarayoniga jalb qilish hamda madaniyatlararo muloqotni rivojlantirish imkoniyatlari yoritiladi. Tadqiqot natijalari milliy-madaniy markazlar davlat siyosatining amaliy ijrochilaridan biri sifatida jamiyatda millatlararo hamjihatlikni mustahkamlashga xizmat qilayotganini ko‘rsatadi.

Kalit so‘zlar: millatlararo munosabatlar, milliy-madaniy markazlar, davlat dasturlari, millatlararo totuvlik, bag‘rikenglik, madaniy xilma-xillik, milliy qadriyatlar, davlat siyosati, madaniy meros, fuqarolik jamiyati.

Kirish. O‘zbekistonda tarixan turli millat va elat vakillari o‘zaro hamkorlik va qo‘shnichilik munosabatlarida yashab kelgan. Bugungi kunda mamlakatning ijtimoiy tarkibidagi etnik va madaniy xilma-xillik jamiyat hayotining muhim xususiyatlaridan biri hisoblanadi. Bunday sharoitda millatlararo totuvlikni ta’minlash, turli madaniyat va an’analarni hurmat qilish hamda fuqarolarning teng huquqliligini ta’minlash davlat siyosatining muhim yo‘nalishlaridan biri sifatida namoyon bo‘ladi.

Millatlararo munosabatlarni rivojlantirish jarayonida davlat tomonidan qabul qilinayotgan konsepsiyalar, dasturlar va boshqa tashkiliy-huquqiy hujjatlar muhim ahamiyat kasb etadi. Ushbu hujjatlar milliy-madaniy markazlarning faoliyati uchun zarur tashkiliy shart-sharoitlarni shakllantirish, ularning madaniy-ma’rifiy loyihalarini qo‘llab-quvvatlash va turli millat vakillari o‘rtasidagi muloqotni rivojlantirishga yo‘naltiriladi. Milliy-madaniy markazlar esa davlat siyosatining jamiyatdagi amaliy ifodasini ta’minlovchi institutlardan biri hisoblanadi. Ular milliy madaniyatni asrash, ona tilini rivojlantirish, urf-odat va an’analarni targ‘ib qilish bilan birga, boshqa millat vakillari bilan madaniy hamkorlikni rivojlantirish imkonini beradi.

Materiallar va metodlar. Tadqiqotda O‘zbekiston Respublikasida millatlararo munosabatlar sohasiga oid normativ-huquqiy hujjatlar, davlat dasturlari, ilmiy

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adabiyotlar, tahliliy materiallar va milliy-madaniy markazlarning faoliyatiga oid ma’lumotlar o‘rganildi. Tadqiqot davomida tizimli tahlil, tarixiy-qiyosiy yondashuv, hujjatlarni kontent-tahlil qilish, umumlashtirish va ilmiy kuzatuv metodlaridan foydalanildi. Davlat dasturlarining asosiy yo‘nalishlari va ularning milliy-madaniy markazlar faoliyatiga ta’siri o‘zaro bog‘liqlikda tahlil qilindi.

Natijalar. O‘zbekistonda millatlararo munosabatlarni rivojlantirishga qaratilgan davlat siyosatining muhim yo‘nalishlaridan biri milliy-madaniy markazlarning faoliyatini qo‘llab-quvvatlash hisoblanadi. Bunday markazlar turli millat va elatlarning madaniy o‘ziga xosligini saqlash bilan birga, ularning umumjamiyat hayotidagi faol ishtirokini ta’minlashga yordam beradi.Davlat dasturlarining milliy-madaniy markazlar faoliyatidagi ahamiyatini bir nechta yo‘nalishda ko‘rish mumkin.

Birinchi yo‘nalish — tashkiliy-huquqiy qo‘llab-quvvatlash. Davlat tomonidan yaratilgan huquqiy mexanizmlar milliy-madaniy markazlarning qonuniy faoliyat yuritishi, madaniy va ma’rifiy tadbirlarni amalga oshirishi uchun muhim asos bo‘lib xizmat qiladi.

Ikkinchi yo‘nalish — madaniy merosni saqlash va rivojlantirish. Milliy-madaniy markazlar o‘z millatiga xos folklor, musiqa, raqs, adabiyot, urf-odat va an’analarni asrab-avaylashga qaratilgan tadbirlarni tashkil etadi. Davlat dasturlari doirasidagi qo‘llab-quvvatlash ushbu faoliyatning muntazamligini ta’minlashga yordam beradi.

Uchinchi yo‘nalish — madaniyatlararo muloqotni rivojlantirish. Milliy bayramlar, festivallar, ko‘rgazmalar, konferensiyalar va ijodiy uchrashuvlar turli millat vakillarining o‘zaro muloqot qilish imkoniyatlarini kengaytiradi.

To‘rtinchi yo‘nalish — yoshlar bilan ishlash. Milliy-madaniy markazlarning yoshlar ishtirokidagi loyihalari milliy qadriyatlarni yosh avlodga yetkazish, ularning madaniy xilma-xillikka hurmatini shakllantirish va ijtimoiy faolligini oshirishga xizmat qiladi.

Beshinchi yo‘nalish — axborot va media faoliyati. Zamonaviy axborot texnologiyalari orqali milliy-madaniy markazlarning faoliyati haqida keng jamoatchilikka ma’lumot yetkazish, milliy madaniyat namunalarini targ‘ib qilish va

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turli madaniyatlar o‘rtasidagi muloqotni kengaytirish imkoniyati paydo bo‘lmoqda.

Muhokama. Davlat dasturlarining milliy-madaniy markazlar faoliyatidagi ahamiyati faqat moliyaviy yoki tashkiliy ko‘mak bilan cheklanmaydi. Ularning muhim jihatlaridan biri turli millat vakillarining o‘z madaniy o‘zligini saqlagan holda yagona fuqarolik makonida faol ishtirok etishi uchun shart-sharoit yaratishdir. Milliy-madaniy markazlar faoliyati orqali madaniy xilma-xillikni jamiyatning ijtimoiy boyligi sifatida namoyon qilish mumkin. Bunda milliy madaniyatlarni bir-biriga qarama-qarshi qo‘yish emas, balki ularning o‘zaro aloqasi va umumiy qadriyatlarini namoyon etish muhimdir. Shuningdek, zamonaviy bosqichda milliy-madaniy markazlarning raqamli kommunikatsiya imkoniyatlaridan foydalanishi dolzarb ahamiyat kasb etmoqda. Ijtimoiy tarmoqlar, videoplatformalar, podkastlar va internet nashrlari orqali milliy madaniyatga oid materiallarni keng auditoriyaga yetkazish mumkin.

Davlat dasturlarining samaradorligini oshirishda milliy-madaniy markazlarning tashabbuslarini qo‘llab-quvvatlash, hududlardagi markazlar o‘rtasidagi tajriba almashinuvini kengaytirish, yoshlar va ta’lim muassasalari bilan hamkorlikni kuchaytirish muhim yo‘nalishlar sifatida qaralishi mumkin.

Xulosa. O‘zbekistonda millatlararo munosabatlarni rivojlantirishga qaratilgan davlat dasturlari milliy-madaniy markazlarning faoliyatini tashkil etish va rivojlantirish uchun muhim institutsional asoslardan biri hisoblanadi. Ushbu dasturlar orqali milliy madaniyat, til, urf-odat va an’analarni saqlash, madaniy-ma’rifiy tadbirlarni rivojlantirish hamda turli millat vakillari o‘rtasidagi muloqotni kengaytirish uchun imkoniyatlar yaratiladi.

Milliy-madaniy markazlar esa ushbu siyosatning amaliy darajadagi muhim ishtirokchisi sifatida faoliyat yuritib, madaniy xilma-xillikni namoyon etish va millatlararo muloqotni rivojlantirishga hissa qo‘shadi. Kelgusida milliy-madaniy markazlar faoliyatida yoshlar ishtirokini kengaytirish, raqamli texnologiyalardan foydalanishni kuchaytirish, ta’lim muassasalari va ommaviy axborot vositalari bilan hamkorlikni rivojlantirish davlat dasturlarining amaliy samaradorligini oshirishga xizmat qilishi mumkin.

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IDEOLOGICAL AND CONCEPTUAL FOUNDATIONS OF PROTECTING YOUNG PEOPLE'S MINDS FROM INFORMATION THREATS IN THE CONTEXT OF GLOBALIZATION

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Abstract

This article examines the ideological foundations of protecting young people's minds from information threats in the context of globalization. It analyzes the main forms of contemporary information threats, including disinformation, manipulative content, radical ideas, cyberbullying, and other forms of destructive information influence. Particular attention is paid to the impact of digital technologies, social networks, and the global information environment on the formation of young people's worldview and value orientations. The article substantiates the importance of developing critical thinking, media literacy, information culture, and ideological resilience among young people. It emphasizes the role of cooperation among families, educational institutions, mass media, civil society organizations, and the state in ensuring the information security of the younger generation. The article also proposes practical approaches aimed at strengthening young people's resilience to manipulative and destructive information influence.

Keywords

globalization, youth, media literacy, information threats, information security, ideological resilience, critical thinking, digital environment, social networks, values.

GLOBALLASHUV SHAROITIDA YOSHLAR ONGINI AXBORIY TAHDIDLARDAN HIMOYA QILISHNING G'OYAVIY-MAFKURAVIY ASOSLARI

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Annotatsiya: Mazkur maqolada globallashuv jarayonining jadallashuvi sharoitida yoshlar ongiga ta’sir ko‘rsatayotgan axboriy tahdidlarning mazmun-mohiyati, asosiy ko‘rinishlari va ularning ijtimoiy-psixologik xususiyatlari tahlil qilinadi. Raqamli texnologiyalar, ijtimoiy tarmoqlar va internet makonining kengayishi yoshlarning axborot olish imkoniyatlarini sezilarli darajada oshirayotgan bo‘lsa-da, ayni paytda manipulyativ kontent, dezinformatsiya, radikal g‘oyalar, kiberbulling, zararli axborot va turli mafkuraviy ta’sirlarning tarqalishi uchun ham sharoit yaratmoqda. Maqolada yoshlar ongini bunday tahdidlardan himoya qilishda mafkuraviy immunitet, media va axborot savodxonligi, tanqidiy tafakkur, milliy va umuminsoniy qadriyatlarga tayanish hamda oila, ta’lim muassasalari, fuqarolik jamiyati va ommaviy axborot vositalarining hamkorligi muhim omillar sifatida asoslanadi. Shuningdek, yoshlarning axborot makonidagi faolligini cheklash emas, balki ularning mustaqil va mas’uliyatli axborot iste’molchisi sifatida shakllanishiga ko‘maklashish bo‘yicha ilmiy-amaliy tavsiyalar ilgari suriladi.

Kalit so‘zlar: globallashuv, yoshlar, axborot tahdidi, mafkuraviy immunitet, media savodxonlik, axborot xavfsizligi, tanqidiy tafakkur, internet, ijtimoiy tarmoqlar, ma’naviy qadriyatlar.

Аннотация: В статье рассматриваются идейно-идеологические основы защиты сознания молодежи от информационных угроз в условиях глобализации. Анализируются основные формы современных информационных угроз, включая дезинформацию, манипулятивный контент, радикальные идеи, кибербуллинг и другие виды деструктивного информационного воздействия. Особое внимание уделяется влиянию цифровых технологий, социальных сетей и глобального информационного пространства на формирование мировоззрения и ценностных ориентаций молодежи. Обосновывается необходимость развития критического мышления,

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медиаграмотности, информационной культуры и идейно-идеологического иммунитета молодежи. Подчеркивается значение взаимодействия семьи, образовательных учреждений, средств массовой информации, институтов гражданского общества и государства в обеспечении информационной безопасности молодого поколения. В статье также предложены практические направления повышения устойчивости молодежи к манипулятивному и деструктивному информационному воздействию.

Ключевые слова: глобализация, молодежь, информационные угрозы, информационная безопасность, идеологический иммунитет, медиаграмотность, критическое мышление, цифровая среда, социальные сети, ценности.

Kirish: XXI asrda globallashuv jarayonlari jamiyat hayotining deyarli barcha sohalariga, jumladan, ijtimoiy ong va dunyoqarash shakllanishiga ham kuchli ta’sir ko‘rsatmoqda. Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida dunyoning turli hududlarida yaratilayotgan axborot mahsulotlari qisqa vaqt ichida keng auditoriyaga yetib bormoqda. Ayniqsa, yoshlar internet va ijtimoiy tarmoqlardan faol foydalanishi sababli global axborot makonining eng faol ishtirokchilaridan biriga aylandi.

Globallashuvning o‘zi ijobiy yoki salbiy hodisa sifatida biryoqlama baholanmasligi lozim. U bilim, ta’lim, madaniyatlararo muloqot va innovatsiyalar almashinuvini kengaytirish bilan bir qatorda, turli xil manipulyativ va destruktiv axborotlarning tez tarqalishiga ham imkon yaratadi. Shu bois zamonaviy sharoitda yoshlar ongini axboriy tahdidlardan himoya qilish masalasi faqat texnik yoki kiberxavfsizlik muammosi emas, balki ijtimoiy, ma’naviy, pedagogik va mafkuraviy ahamiyatga ega kompleks masaladir.

Yoshlar ongiga ta’sir ko‘rsatadigan axboriy tahdidlarning xavfliligi, avvalo, ularning ochiq yoki yashirin shaklda insonning dunyoqarashi, qadriyatlari, xulq-atvori va ijtimoiy munosabatlariga ta’sir ko‘rsatishi bilan belgilanadi. Shuning uchun yosh avlodni himoya qilishning samarali modeli axborotni taqiqlash yoki yoshlarning global axborot makonidan ajralishini ta’minlashga emas, balki ularda mustaqil

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fikrlash, axborotni tekshirish va turli mafkuraviy ta’sirlarni anglash ko‘nikmalarini shakllantirishga asoslanishi kerak.

Globallashuv va axboriy tahdidlarning transformatsiyasi

Globallashuv sharoitida axborot makonining chegaralari tobora kengayib bormoqda. An’anaviy ommaviy axborot vositalari bilan bir qatorda ijtimoiy tarmoqlar, videoplatformalar, messenjerlar, bloglar va boshqa raqamli platformalar jamoatchilik fikrini shakllantirishning muhim vositalariga aylandi. Axborot oqimining bunday ko‘lamga ega bo‘lishi inson uchun bir vaqtning o‘zida katta imkoniyat va muayyan xavflarni yuzaga keltiradi. Bir tomondan, yoshlar dunyoning yetakchi ta’lim resurslari, ilmiy ma’lumotlar va madaniy mahsulotlardan foydalanish imkoniyatiga ega bo‘lmoqda. Ikkinchi tomondan esa tekshirilmagan, yolg‘on, manipulyativ yoki zararli axborot ham tez va keng tarqalishi mumkin.

Zamonaviy axboriy tahdidlarni quyidagi asosiy guruhlarga ajratish mumkin:

1. **Dezinformatsiya va noto‘g‘ri axborot** — voqea va hodisalar haqida haqiqatga mos kelmaydigan yoki kontekstdan uzib taqdim etilgan ma’lumotlarning tarqalishi.

2. **Manipulyativ axborot** — shaxsning hissiyotlari, qo‘rquvi yoki stereotiplaridan foydalanib, uni muayyan xulosaga yoki harakatga undashga qaratilgan kontent.

3.**Radikal va ekstremistik mazmundagi materiallar** — yoshlarning ijtimoiy noroziligi, psixologik zaifligi yoki dunyoqarashidagi bo‘shliqlardan foydalanib, ularni destruktiv qarashlarga jalb etishga qaratilgan axborot.

4. **Kiberbulling va onlayn tajovuz** — internet muhitida shaxsni haqoratlash, qo‘rqitish, tahqirlash yoki ijtimoiy bosim ostida qoldirish.

5. **Zararli va destruktiv kontent** — yoshlarning psixologik va ma’naviy rivojlanishiga salbiy ta’sir ko‘rsatishi mumkin bo‘lgan materiallar.

6. **Mafkuraviy manipulyatsiya** — muayyan g‘oya yoki qarashlarni tanqidiy tahlilsiz qabul qildirishga yo‘naltirilgan ta’sir shakllari.

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Mazkur tahdidlarning o‘ziga xos xususiyati shundaki, ularning ta’siri har doim ham bevosita namoyon bo‘lmaydi. Ayrim hollarda muntazam takrorlanadigan axborot inson ongida muayyan stereotip va qarashlarning shakllanishiga olib kelishi mumkin.

Yoshlar ongining axboriy ta’sirlarga nisbatan xususiyatlari

Yoshlik davri shaxsning dunyoqarashi, ijtimoiy pozitsiyasi va hayotiy qadriyatlari faol shakllanadigan bosqich hisoblanadi. Shu sababli yoshlarning axborotga munosabati va axborotni qabul qilish mexanizmlarini o‘rganish axboriy xavfsizlik siyosatining muhim yo‘nalishlaridan biridir. Raqamli muhitda yoshlar ko‘pincha katta hajmdagi axborot oqimi bilan to‘qnash keladi. Bunda axborotning ko‘pligi har doim ham bilimning ko‘pligini anglatmaydi. Ma’lumotni izlash, uning manbasini aniqlash, dalillarni tekshirish, turli nuqtayi nazarlarni solishtirish va xulosa chiqarish ko‘nikmalari yetarli darajada shakllanmagan taqdirda axborotning katta hajmi insonni chalg‘itishi mumkin.

Shu nuqtayi nazardan, yoshlar ongini himoya qilishning eng muhim vositalaridan biri **tanqidiy tafakkur**dir. Tanqidiy tafakkur axborotni avtomatik ravishda qabul qilmasdan, uning manbasi, maqsadi, dalillari va mantiqiy asoslarini tahlil qilishni nazarda tutadi. Masalan, ijtimoiy tarmoqda tarqalgan ma’lumotni qabul qilishdan oldin quyidagi savollarni berish foydali:

- Axborotning manbasi kim?
- Ushbu ma’lumotni tasdiqlovchi mustaqil manbalar mavjudmi?
- Muallif qanday maqsadni ko‘zlagan?
- Sarlavha va mazmun bir-biriga mos keladimi?
- Ma’lumot hissiyotga haddan tashqari kuchli ta’sir ko‘rsatishga urinmayaptimi?
- Voqeaning boshqa talqinlari mavjudmi?

Bunday savollar yoshlarni axborotning passiv iste’molchisidan faol va mas’uliyatli axborot subyektiga aylantirishga xizmat qiladi.

G‘oyaviy-mafkuraviy himoyaning mazmuni

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Yoshlar ongini axboriy tahdidlardan himoya qilishning g‘oyaviy-mafkuraviy asoslari bir nechta o‘zaro bog‘liq omillarga tayanadi.

Birinchidan, mustahkam qadriyatlar tizimini shakllantirish

Shaxsning ijtimoiy va ma’naviy qadriyatlari qanchalik izchil shakllangan bo‘lsa, u turli manipulyativ ta’sirlarga nisbatan shunchalik ongli munosabat bildira oladi. Bunda milliy tarix, madaniyat, ona tiliga hurmat, insonparvarlik, bag‘rikenglik, qonuniylik va fuqarolik mas’uliyati kabi qadriyatlarning ahamiyati katta. Biroq qadriyatlarni yoshlar ongiga faqat targ‘ibot shaklida singdirish yetarli emas. Ularni yoshlarning real hayotiy tajribasi, ta’limi, mustaqil fikrlashi va ijtimoiy faolligi bilan bog‘lash zarur.

Ikkinchidan, mafkuraviy immunitetni rivojlantirish

Mafkuraviy immunitetni turli g‘oya va qarashlarni anglash, ularni tahlil qilish hamda shaxsiy e’tiqod va qadriyatlarga asoslangan holda mustaqil xulosa chiqarish qobiliyati sifatida tushunish mumkin.

Bunday immunitetning asosiy elementlari quyidagilardan iborat:

• mustaqil fikrlash;

• tarixiy va siyosiy savodxonlik;

• media va axborot savodxonligi;

• mantiqiy tahlil;

• turli nuqtayi nazarlarga bag‘rikeng munosabat;

• manipulyatsiya usullarini anglash;

• shaxsiy mas’uliyat va fuqarolik pozitsiyasi.

Uchinchidan, media va axborot savodxonligini oshirish

Bugungi kunda axboriy tahdidlarga qarshi kurashning eng samarali yo‘nalishlaridan biri media va axborot savodxonligini rivojlantirishdir. Yoshlar nafaqat axborotni topish, balki uni baholash, tekshirish, qayta ishlash va mas’uliyat bilan tarqatish ko‘nikmalariga ega bo‘lishi kerak.

Media savodxonlikni ta’lim jarayoniga integratsiya qilish orqali o‘quvchi va talabalarga fakt va fikrni ajratish, manbalarni tekshirish, vizual materiallarning

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manipulyativ xususiyatlarini aniqlash hamda algoritmik tavsiyalar va “axborot pufaklari”ning ta’sirini tushunish ko‘nikmalarini berish mumkin.

Yoshlar ongini himoya qilishning institutsional mexanizmlari

Axboriy tahdidlarga qarshi samarali himoya faqat yoshlarning individual tayyorgarligiga bog‘liq emas. Bu jarayonda oila, ta’lim muassasalari, ommaviy axborot vositalari, davlat va fuqarolik jamiyati institutlarining hamkorligi muhim ahamiyat kasb etadi.

Oila: Oila yoshlarning axborotga munosabati shakllanadigan birlamchi ijtimoiy muhitdir. Ota-onalarning farzandlar bilan ochiq muloqot qilishi, internetdan foydalanish madaniyati bo‘yicha maslahat berishi va yoshlarning virtual hayotiga befarq bo‘lmasligi muhim.

Shu bilan birga, haddan tashqari nazorat va taqiqlash uzoq muddatli istiqbolda yetarli natija bermasligi mumkin. Muhimi, yoshning o‘zini o‘zi nazorat qilish va to‘g‘ri qaror qabul qilish qobiliyatini rivojlantirishdir.

Ta’lim muassasalari: Maktab, oliy ta’lim va boshqa ta’lim muassasalari media savodxonlik va tanqidiy tafakkurni rivojlantirish uchun muhim maydon hisoblanadi. Darslarda real axborot misollarini tahlil qilish, turli manbalarni taqqoslash, faktcheking elementlaridan foydalanish va munozarali masalalar bo‘yicha dalillarga asoslangan fikr almashish samarali pedagogik vositalardan bo‘lishi mumkin.

Ommaviy axborot vositalari va raqamli platformalar: Professional jurnalistika axborotning ishonchliligini ta’minlash, tekshirilgan ma’lumotlarni tarqatish va jamiyatda media madaniyatini rivojlantirishda muhim rol o‘ynaydi. Shu bilan birga, raqamli platformalarning algoritmik tavsiyalari foydalanuvchiga ko‘proq kontent ko‘rsatish bilan birga, ayrim hollarda bir xil qarashlarning takroriy iste’mol qilinishiga olib kelishi mumkin.

Shuning uchun yoshlarni turli manbalardan foydalanishga va axborot xilma-xilligini saqlashga o‘rgatish muhim.

Axboriy tahdidlarga qarshi kurashda yangi yondashuvlar: Zamonaviy sharoitda axboriy xavfsizlikka oid yondashuvlarni faqat “himoya qilish” yoki

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“taqiqlash” modeli bilan cheklab bo‘lmaydi. Samarali strategiya yoshlarni axborot muhitida mustaqil harakat qila oladigan subyekt sifatida shakllantirishga yo‘naltirilishi lozim.

Buning uchun quyidagi yo‘nalishlarni rivojlantirish maqsadga muvofiq:

1. Media savodxonlikni tizimli ravishda rivojlantirish.

Media savodxonlik alohida tadbir emas, balki uzluksiz ta’limning tarkibiy qismi sifatida qaralishi kerak.

2. Faktcheking ko‘nikmalarini shakllantirish.

Yoshlarni rasmiy manbalar, ilmiy nashrlar, ishonchli OAV va birlamchi hujjatlar orqali ma’lumotlarni tekshirishga o‘rgatish zarur.

3. Raqamli fuqarolik madaniyatini rivojlantirish.

Internetdagi huquq va majburiyatlar, shaxsiy ma’lumotlarni himoya qilish, mualliflik huquqi, onlayn muloqot etikasi va kiberxavfsizlik asoslari haqida bilimlarni kengaytirish lozim.

4. Yoshlarning ijtimoiy faolligini qo‘llab-quvvatlash.

Bo‘sh axborot makonini sifatli ta’lim, ilm-fan, madaniyat, sport, ijod va ijtimoiy loyihalar bilan to‘ldirish yoshlarning mazmunli faoliyatini kuchaytiradi.

5. Yoshlar uchun sifatli mahalliy raqamli kontentni rivojlantirish.

Ilmiy, ma’rifiy, tarixiy, madaniy va kasbiy mavzulardagi zamonaviy, tushunarli va jozibador kontentning ko‘payishi axborot muhitining sifatini oshiradi.

Xulosa: Globallashuv va raqamlashtirish jarayonlari yoshlar uchun misli ko‘rilmagan axborot imkoniyatlarini yaratmoqda. Shu bilan birga, axborot makonida dezinformatsiya, manipulyativ kontent, kiberbulling, radikal g‘oyalar va boshqa zararli axborot shakllarining mavjudligi yoshlar ongini himoya qilish masalasini dolzarb qilib qo‘ymoqda. Yoshlarni axboriy tahdidlardan himoya qilishning samarali modeli ularni tashqi axborot oqimidan ajratish yoki barcha xavfli deb baholangan axborotni taqiqlashga emas, balki yoshlarning ichki intellektual va ma’naviy imkoniyatlarini rivojlantirishga asoslanishi lozim. Bunda tanqidiy tafakkur, media va

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axborot savodxonligi, mafkuraviy immunitet, fuqarolik mas’uliyati hamda milliy va umuminsoniy qadriyatlarga hurmat muhim omillar sifatida namoyon bo‘ladi.

Shuningdek, yoshlar ongini axboriy tahdidlardan himoya qilish ko‘p subyektli jarayon bo‘lib, unda oila, ta’lim muassasalari, OAV, davlat tashkilotlari, fuqarolik jamiyati institutlari va raqamli platformalarning hamkorligi talab etiladi.

Demak, globallashuv sharoitida yoshlarning axboriy xavfsizligini ta’minlashning strategik maqsadi ularni axborotdan himoyalash bilangina cheklanmasdan, **axborot bilan ongli, tanqidiy, mas’uliyatli va mustaqil ishlay oladigan shaxsni shakllantirish**dan iborat bo‘lishi kerak.

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PECULIARITIES OF FLUTE PERFORMANCE IN BAROQUE-ERA WORKS

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ABSTRACT

This article examines the formation, development, and distinctive features of flute performance during the Baroque period of European music, particularly from the seventeenth to the eighteenth centuries. During this period, the flute gained increasing importance in court, chamber, and professional music, while its performance techniques and expressive possibilities developed considerably. The article analyzes the structural characteristics of the traverso, the transverse flute widely used during the Baroque period, as well as issues of tone production, articulation, breathing, dynamics, ornamentation, and phrasing. Special attention is given to the works of J.S. Bach, G.F. Handel, G.P. Telemann, and A. Vivaldi as examples of Baroque flute repertoire. The study demonstrates that Baroque flute performance required not only technical proficiency but also a thorough understanding of stylistic conventions, appropriate use of ornaments, and expressive shaping of musical phrases.

Keywords

Baroque, flute, traverso, flute performance, ornamentation, articulation, phrasing, dynamics, J.S. Bach, G.F. Telemann, A. Vivaldi.

BAROKKO DAVRI ASARLARIDA FLEYTA IJROCHILIGINING O‘ZIGA XOS XUSUSIYATLARI

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Annotatsiya

Mazkur maqolada XVII–XVIII asrlarda Yevropa musiqa madaniyatining muhim bosqichi bo‘lgan Barokko davrida fleyta ijrochiligining shakllanishi, rivojlanishi va o‘ziga xos xususiyatlari tadqiq etiladi. Ushbu davrda fleytaning saroy, kamer va

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professional musiqa amaliyotidagi mavqei sezilarli darajada oshib, uning ijrochilik imkoniyatlari takomillashgan. Maqolada Barokko davrida keng qo‘llanilgan traverso — ko‘ndalang fleytaning konstruktiv xususiyatlari, uning tovush hosil qilish prinsipi, artikulyatsiya, nafas olish, dinamika, bezaklar, ornamentika va frazirovka masalalari tahlil qilinadi. Shuningdek, J.S. Bax, G.F. Gendel, G.F. Teleman, A. Vivaldi kabi bastakorlarning fleyta uchun yaratgan asarlari misolida davr ijrochilik uslubining asosiy jihatlari yoritiladi. Barokko musiqasida fleyta ijrochisidan nafaqat texnik mahorat, balki asarning uslubiy xususiyatlarini chuqur anglash, ornamentlarni o‘rinli qo‘llash va musiqiy frazalarni ifodali shakllantirish talab qilinganligi asoslanadi.

Kalit so‘zlar: Barokko, fleyta, traverso, fleyta ijrochiligi, ornamentika, artikulyatsiya, frazirovka, dinamika, J.S. Bax, G.F. Teleman, A. Vivaldi.

Kirish. Barokko davri Yevropa musiqa tarixida XVII asr boshlaridan XVIII asr o‘rtalarigacha davom etgan va musiqiy tafakkurning tubdan o‘zgarishi bilan tavsiflanadigan muhim tarixiy bosqichlardan biridir. Ushbu davrda polifonik tafakkurning rivojlanishi, basso continuo amaliyotining keng tarqalishi, tonallik tizimining shakllanishi, kontrast tamoyilining kuchayishi va yangi janrlarning paydo bo‘lishi cholg‘u ijrochiligiga ham katta ta’sir ko‘rsatdi.

Barokko davrida fleyta ham o‘zining tarixiy rivojlanishida muhim bosqichni bosib o‘tdi. Dastlab yog‘ochdan tayyorlangan turli naylar mavjud bo‘lgan bo‘lsa, XVII asr oxiri va XVIII asr davomida ko‘ndalang fleyta — **traverso** professional musiqa amaliyotida tobora keng qo‘llanila boshladi.

Barokko davrining fleyta ijrochiligi zamonaviy fleyta ijrochiligidan bir qator jihatlari bilan farq qiladi. Zamonaviy fleytada texnik mukammallik, katta dinamik diapazon va intonatsion barqarorlik muhim bo‘lsa, Barokko ijrochiligida tovushning tabiiyligi, nutqiy artikulyatsiya, ornamentlardan foydalanish, frazirovka va uslubiy autentiklik alohida ahamiyatga ega bo‘lgan.

Barokko kompozitorlari fleytaning yumshoq, nafis va inson ovoziga yaqin tembridan keng foydalanishgan. Shu sababli fleyta ko‘pincha lirik, nafis va hissiy obrazlarni ifodalash vositasi sifatida namoyon bo‘lgan.

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Mazkur tadqiqotning maqsadi Barokko davri asarlarida fleyta ijrochiligining asosiy xususiyatlarini aniqlash va ushbu xususiyatlarning zamonaviy ijrochilik amaliyotidagi ahamiyatini yoritishdan iborat.

Tadqiqot materiali va metodlari

Tadqiqotda Barokko davri musiqa madaniyati, fleyta ijrochiligi va tarixiy ijrochilik amaliyotiga oid ilmiy adabiyotlar hamda fleyta repertuariga oid materiallardan foydalanildi.

Tadqiqot jarayonida tarixiy-qiyosiy, tizimli, organologik, musiqiy-tahliliy va umumlashtirish metodlari qo‘llanildi. Barokko davri fleyta repertuarining muhim namunalarida melodik tuzilish, artikulyatsiya, ornamentika, ritmik harakat va frazirovka masalalari tahlil qilindi.

Barokko davrida fleytaning rivojlanishi

Barokko davrining dastlabki bosqichida Yevropa musiqasida turli puflama cholg‘ular keng qo‘llanilgan. Biroq XVII asrning ikkinchi yarmidan boshlab ko‘ndalang fleyta tobora ko‘proq e’tibor qozona boshladi.

Traverso odatda yog‘ochdan tayyorlangan va bir nechta qismlardan tashkil topgan. Uning konstruksiyasi zamonaviy fleytaga qaraganda ancha sodda bo‘lgan. Ko‘plab Barokko fleytalarida bitta klapan mavjud bo‘lgan. Shu sababli turli tonalliklarda ijro etish uchun maxsus barmoq holatlaridan foydalanilgan.

Barokko fleytasining texnik imkoniyatlari zamonaviy fleytaga qaraganda cheklangan bo‘lsa-da, uning tovushi yumshoq, iliq va nafis bo‘lgan. Aynan mana shu tembr Barokko estetikasiga juda mos kelgan.

XVIII asrda fleyta saroy musiqasi, kamer ansambllari va orkestr tarkibida faol ishlatila boshlandi. Bastakorlar uning imkoniyatlarini tobora chuqurroq o‘rgandilar va fleyta uchun maxsus sonata, konsert va ansambl asarlarini yaratdilar.

Barokko fleytasining tovush xususiyatlari

Barokko fleytasining eng muhim xususiyatlaridan biri uning tovush tembridir. Yog‘ochdan tayyorlangan traverso zamonaviy metall fleytaga nisbatan yumshoqroq va kamroq yorqin tovushga ega bo‘lgan.

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Bunday tovush Barokko davrining estetik qarashlariga mos kelgan. Ijrochi tovushning tabiiyligi va tembr rang-barangligidan foydalanib, musiqiy frazalarning hissiy mazmunini ifodalagan.

Barokko fleytasida registrlar o‘rtasidagi tembr farqi ham sezilarli bo‘lgan. Past registrlar yumshoq va iliq, yuqori registrlar esa yorqinroq va kuchliroq xarakterga ega bo‘lgan. Tajribali ijrochilar ushbu farqlardan badiiy maqsadda foydalanganlar.

Shuning uchun Barokko davri fleyta ijrochiligida bir xil tovush kuchini saqlashdan ko‘ra, turli registrlarning tabiiy xususiyatlarini musiqiy ifoda vositasi sifatida ishlatish muhim bo‘lgan.

Nafas olish va tovush hosil qilish

Barokko fleyta ijrochiligida nafas olish texnikasi alohida ahamiyatga ega bo‘lgan. Cholg‘uning konstruksiyasi va akustik xususiyatlari ijrochidan havo oqimini nozik nazorat qilishni talab qilgan.

Nafas faqat fiziologik ehtiyoj sifatida emas, balki musiqiy frazaning tarkibiy elementi sifatida qaralgan. Ijrochi musiqiy jumlaning mazmunidan kelib chiqib, nafas olish joylarini belgilagan.

Barokko musiqasida musiqiy fraza ko‘pincha nutqiy jumlaga qiyoslangan. Shu sababli ijrochi musiqiy fikrning boshlanishi, rivojlanishi va yakunlanishini nafas va artikulyatsiya orqali aniq ko‘rsatishga harakat qilgan.

Tovush hosil qilishda lablarning holati, havo oqimining yo‘nalishi va kuchi muhim bo‘lgan. Barokko fleytasining nisbatan kichik teshiklari va sodda klapan tizimi ijrochidan katta nazorat talab qilgan.

Artikulyatsiyaning o‘ziga xosligi

Barokko davri fleyta ijrochiligida artikulyatsiya muhim ifoda vositalaridan biri hisoblangan. Musiqiy tovushlarning qanday boshlanishi, bir-biriga qanday ulanib kelishi va qaysi tovushga urg‘u berilishi musiqiy mazmunni belgilashda katta rol o‘ynagan. Til yordamida tovush boshlashning turli shakllari qo‘llanilgan. Ayniqsa, **“tu”** kabi artikulyatsiya bo‘g‘inlari keng tarqalgan. Biroq artikulyatsiya mexanik tarzda emas, musiqiy fraza va ritmik tuzilishga mos ravishda bajarilgan.

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Barokko ijrochiligida barcha notalarni bir xil kuch bilan ijro etish maqsadga muvofiq hisoblanmagan. Kuchli va kuchsiz zarblar, uzun va qisqa tovushlar, ritmik guruhlarning ichki tuzilishi alohida e’tiborga olingan.

Bu jihat Barokko musiqasining “nutqiy” xarakterini kuchaytirgan. Fleyta go‘yoki musiqiy til orqali fikr bildiruvchi cholg‘uga aylangan.

Ornamentika va bezaklar

Barokko davri fleyta ijrochiligining eng muhim xususiyatlaridan biri ornamentlardan keng foydalanishdir. Trill, mordent, appoggiatura, turn va boshqa bezaklar musiqiy ifodaning tabiiy qismi bo‘lgan.

Ornamentlar faqat texnik bezak sifatida emas, balki musiqiy jumlaning hissiy mazmunini kuchaytiruvchi vosita sifatida ishlatilgan.

Masalan, trillar ko‘pincha kadensiya yoki muhim melodik nuqtalarda qo‘llanib, musiqiy fikrning yakunlanishini ta’kidlagan. Appoggiatura esa asosiy tovush oldidan kelib, unga hissiy urg‘u bergan.

Barokko ijrochisi nota matnida ko‘rsatilgan bezaklarni to‘g‘ri bajarish bilan birga, ayrim hollarda yozuvda ko‘rsatilmagan bezaklarni ham uslubiy me’yorlar asosida qo‘shishi mumkin bo‘lgan.

Shuning uchun Barokko fleyta ijrochiligini o‘rganishda o‘sha davr ornamentika qoidalarini bilish muhim hisoblanadi.

Frazirovka va musiqiy ifodalilik

Barokko davri asarlarida fleyta partiyasini ijro etishda frazirovka alohida ahamiyatga ega. Musiqiy fraza nutqdagi gap kabi ma’lum urg‘u, boshlanish, rivojlanish va yakunlanishga ega bo‘lgan.

Ijrochi melodik yo‘nalishni anglamasdan turib, faqat notalarni texnik jihatdan aniq ijro etsa, asarning badiiy mazmuni to‘liq ochilmasligi mumkin.

Frazirovkada melodiyaning yuqoriga yoki pastga yo‘nalishi, dissonans va konsonans munosabatlari, ritmik urg‘ular va kadensiyalar hisobga olingan. Barokko fleyta ijrochiligida “nafas bilan frazani shakllantirish” tamoyili muhim bo‘lgan. Ya’ni ijrochi har bir musiqiy jumlaning tabiiy nafas olish nuqtalarini aniqlashi kerak.

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Dinamika. Barokko davri fleytasining dinamik imkoniyatlari zamonaviy fleytaga nisbatan cheklangan bo‘lsa-da, ijrochilar dinamik kontrastlardan foydalanishgan.

Barokko musiqasida dinamika ko‘pincha alohida tovushning asta-sekin kuchayishi yoki susayishidan ko‘ra, turli musiqiy guruhlarning qarama-qarshiligi orqali yuzaga kelgan.

“Terrasali dinamika” deb ataluvchi tamoyilda bir musiqiy epizod nisbatan kuchli, keyingisi esa yumshoqroq ijro etilishi mumkin bo‘lgan. Ayniqsa, ansambl va orkestr asarlarida bunday kontrast muhim ahamiyat kasb etgan.

Fleytachi ansambl tarkibidagi boshqa cholg‘ular bilan muvozanatni saqlashi, o‘z partiyasining musiqiy ahamiyatiga qarab tovush kuchini moslashtirishi kerak bo‘lgan.

J.S. Bax asarlarida fleyta ijrochiligi

Barokko davri fleyta repertuarida Johann Sebastian Bax ijodi alohida o‘rin tutadi. Bax fleytaning melodik va texnik imkoniyatlaridan keng foydalangan.

Uning fleyta uchun yozilgan asarlarida murakkab melodik chiziqlar, polifonik fikrlash, ritmik harakatchanlik va ornamentika muhim o‘rin egallaydi.

Baxning fleyta va klavesin uchun sonatalari, shuningdek, turli ansambl va orkestr asarlaridagi fleyta partiyalari ijrochidan yuqori darajadagi texnik va musiqiy tayyorgarlikni talab qiladi.

Bax musiqasini ijro etishda melodik chiziqni aniq shakllantirish, polifonik ovozlarni eshitish va ritmik barqarorlikni saqlash muhimdir.

G.F. Teleman ijodida fleyta

Georg Philipp Telemann fleyta repertuarining rivojlanishiga katta hissa qo‘shgan Barokko bastakorlaridan biridir. Uning fleyta uchun yozilgan asarlarida cholg‘uning texnik va ifodaviy imkoniyatlari keng namoyon bo‘ladi.

Telemann asarlarida melodik nafislik, raqs xarakteri, kontrast va ornamentika muhim o‘rin tutadi. Uning asarlarini ijro etishda Barokko raqs janrlarining xarakterini tushunish katta ahamiyatga ega. Telemannning fleyta uchun yaratgan asarlari ijrochilik pedagogikasida ham muhim repertuar sifatida qo‘llanib keladi.

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Vivaldi va fleytaning konsert janridagi rivoji

Antonio Vivaldi fleytaning orkestr va yakkaxon cholg‘u sifatidagi imkoniyatlarini kengaytirgan bastakorlardan biridir.

Vivaldining fleyta uchun yozilgan konsertlarida tezkor passajlar, ketma-ketliklar, ritmik harakat va kontrastlar ko‘p uchraydi. Bunday asarlar ijrochidan texnik aniqlik bilan bir qatorda, musiqiy energiya va ifodaviylikni talab qiladi.

Vivaldi konsertlarida fleyta orkestr bilan dialogga kirishadi. Yakkaxon partiya va tutti qismlarining kontrasti Barokko konsert janrining asosiy xususiyatlaridan birini tashkil etadi.

Barokko fleyta ijrochiligida texnik mahorat

Barokko davri fleyta ijrochisi uchun texnik mahorat bir necha asosiy ko‘nikmalarni o‘z ichiga olgan:

- barmoqlarning aniq va muvofiqlashgan harakati;
- nafasni to‘g‘ri taqsimlash;
- tovushning barqarorligini ta’minlash;
- artikulyatsiyani nazorat qilish;
- ornamentlarni to‘g‘ri bajarish;
- tezkor passajlarni aniq ijro etish;
- musiqiy frazalarni shakllantirish;
- ansambl bilan uyg‘un ijro etish.

Biroq Barokko ijrochiligida texnik mahoratning o‘zi yetarli bo‘lmagan. Ijrochi musiqiy uslubni tushunishi va har bir texnik vositani badiiy maqsadga bo‘ysundirishi kerak bo‘lgan.

Tarixiy ijrochilik va zamonaviy amaliyot

XX asrning ikkinchi yarmidan boshlab tarixiy ijrochilik amaliyotiga qiziqish sezilarli darajada oshdi. Musiqachilar Barokko davri asarlarini imkon qadar o‘sha davrga yaqin cholg‘ular va ijro usullari asosida qayta tiklashga harakat qila boshladilar. Tarixiy traversoda ijro etish zamonaviy fleytada ijro etishdan sezilarli farq qiladi. Cholg‘uning tembri, intonatsiyasi, dinamik imkoniyatlari va artikulyatsiya

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xususiyatlari boshqacha. Shu sababli zamonaviy fleytachi Barokko repertuarini ijro etishda faqat nota matniga emas, balki asarning yaratilgan davri, cholg‘u konstruksiyasi va o‘sha davr ijrochilik an’analariga ham e’tibor berishi lozim.

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