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EMERGING LINGUISTIC COMPLEXITY IN CULTURE AND COGNITION

Abstract: This article provides an overview of the interdisciplinary field of language, cognition and culture. The article explores the historical background of research from anthropological and linguistic perspectives. The key concepts of linguistic relativity, semiotic mediation and extended embodiment are explored and the field of cultural linguistics is outlined. Research methods are critically described. As well as the using ways of language are given in order to catch the language.

Key words: Culture, a language, relate, a social community, a universal fact, an expedient, psychological, a human, changes.

The meaning of the word "culture" has been the cause of many debates and disagreements. A much-cited early definition comes from the 19th-century English anthropologist E.B. Tylor: "A complex whole, comprising knowledge, belief, art, morals, law, custom, and every other faculty and habit acquired by man as a member of society." is vague and ignores the importance of cultural differences. By the mid-twentieth century, anthropologists Kroeber and Kluckhohn (1952) were able to cite at least 164 definitions of culture, based on the following: "Culture consists of overt and implicit patterns of behavior acquired and transmitted through symbols. The specific achievements of human

groups, including those that form a symbol in artifacts... cultural systems can be considered, on the one hand, the product of action, and on the other hand, as conditional elements of subsequent actions. This definition emphasizes the importance of symbols, artifacts, and actions, but (written in accordance with the behavioral tenor of the period) ignores the importance of the cognitive foundations that support them.

The science most centrally related to culture. Both historically and to this day, is anthropology. The history of anthropology is, in a sense, the history of changing conceptualizations of culture. Throughout the 19th century, a cultural-evolutionary perspective prevailed, in which various human groups were considered to exist on a universal scale of sophistication and complexity. In Lewis Henry Morgan's (1877) influential theory, society and culture progress from barbarism to civilization through barbarism. This evolutionism was based on a Eurocentric, implicitly (and in its social-Darwinist variants, implicitly) racist philocultural complex (Sinha 1988), which included the assumption that "primitive languages" lacked the complexity and clarity of the languages of "civilized" peoples.

This flawed and unscientific view was challenged and overturned by the American anthropologist Franz Boas, one of the founders of linguistic anthropology, along with Bronisław Malinowski, who coined the term "ethnolinguistics" (Senft 2007). modern cultural linguistics.² Anthropology's serious engagement with the relationship between cultures and languages began with Boas's field studies of Native American languages and culminated in the 1911 publication of the Handbook of American Indian Languages. recognized the interrelationship between language, mind and culture. "Pure linguistic research," he wrote, "is a part of the deep study of the psychology of the peoples of the world" (Boas, 1911: 63). (Boas 1896: 901) also believed that "the emergence of the most fundamental grammatical concepts in all languages must be seen as proof of the unity of basic psychological processes." kidded.

Language is a system of "speech, manual, or written symbols" that humans use to communicate. It enables us to communicate, interpret, and play. Language helps us to share with others and identify ourselves. The roots of human language remain a mystery. Linguists agree that the first humans, the homo sapiens, used some spoken language. Yet, there is no record of this early language to show us how the speech started.

A group of people's characteristics and patterns of behavior define their culture. Language, arts, and customs are the basic categories we use to characterize culture.

Culture, on either side, is much more than that. Culture teaches us how to think, communicate with others, and perceive our surroundings. This is your cultural perspective. Culture comes from the Latin word "colere," which means "to produce something out of the earth." In specific ways, our history is what brings us closer together. Culture is often used to identify or separate people into

groups. Western culture, Eastern culture, and African culture, for example. However, much like language, everybody has their own distinct culture. Even though two people living in similar situations will share characteristics. However, they are unable to share the same cultural experiences or ideas.

Within a social community, culture and language share human beliefs, realities, and actions. As a result, there is a relationship between culture and language. Whether it's national folklore or everyday conversation, language and culture go hand in hand. Paralanguage is the non-lexical portion of any culture's language. It's a broad word that encompasses things like body language and voice pitch or sound. Depending on where you grew up, the paralanguage will be different. We pick up on those behaviors, expressions, and intonations from the people around us. Body language that conveys conflict in one country sometimes views as supportive in another. This is why, while talking, paralanguage can trigger miscommunication between ethnic groups. Pitch, intonation, speech rate, facial expressions, and hesitation noises are examples of paralanguage. It has a significant influence on the language you use. If you're bilingual, you've noticed how your voice "shifts" when you speak many languages. You can also note that your gestures or even attitudes change as a result of this.

Language changes often represent a culture's changing values. Language and culture are inextricably related. And you can't learn one without first knowing the other. Language is related to all features of human life in society. And comprehension of the surrounding culture is key to learning a language. The language also allows for the development and evolution of cultural values. Ken Hale, a well-known linguist, discusses the relationship between culture and language. He claims that when a language loses. A piece of culture is also lost as culture has a strong influence on the language. Our fundamental traditions, ideals, and interpersonal interactions are all influenced by culture. Language, on the other hand, makes these exchanges quick. Language promotes social connections. At the same time, culture aids our learning of how to connect with others.

The establishment of culture entails the use of language. Isn't communication an essential human need? Since the beginning, humans have been communicating and engaging one another in various ways. As a result, the language came first, for obvious reasons. Language is both the source and the essence of a culture. Many languages evolved. And there are still many languages spoken around the world. Just 200 languages remain in both spoken and written form out of over 7000 languages. And many of the languages are now extinct. It is fair to say that the complexity of languages and cultural diversity has increased over time. Languages change over time, owing to their cultural associations.

Do you know what language and culture have in common? Both are constantly developing! For example, the English we use today is very different

from the English of the past. Similarly, there are many variations between old and modern western cultures. There's no language without culture. Over time, both language and culture undergo significant changes. You can't expect a 10-year-old Chilean and a 70-year-old man to share the same culture or speak the same language. Even though they live in the same town.

The language and culture you experience in life have a significant impact on your personality. Culture shapes beliefs and ethics by telling you how to deal with others. Furthermore, it keeps you in touch with like-minded people. Also, it strengthens your sense of belonging to society.

Language, on the other hand, is a resource that allows you to communicate your culture. In reality, language uses to convey cultural ideas and beliefs. Furthermore, both culture and language allow us to look backward in history. Also, it helps shape our thoughts. Our cultural values influence the way we perceive, talk, and communicate with others. Language affects human thoughts as well. As previously mentioned, language and culture, as well as our personalities, continue to evolve. We learn and discover further when we encounter people from various cultures. And our interactions with them can affect our characters.

While there is diversity inside that group, culture unites a society. The language of the older generation, for example, will vary from the current people. Furthermore, different groups can speak the same language. But other groups use different subsets.

The language uses in several ways. There are three types of linguistic varieties:

- Geographical – only used in specific areas of the community)
- Social – varieties used by societal groups based on occupation, gender, and age)
- Practical – languages used for specific purposes (used based on function and situation).

As a result of these factors, dialects emerge, adding to the language's richness. Do you want to learn a new language? First, learn about culture! Understanding culture can be conducive when studying a foreign language. If you want to learn foreign languages, you must first learn about the cultures of that region. You must be mindful of cultural differences to communicate effectively. Suppose you want to improve your language skills in a second language. Then it would help if you addressed both the culture and the language at the same time.

Language And Culture Relationship. The more you think about a language's cultural context, the faster you will learn it. If you aim to learn a foreign language, keep in mind that cultural awareness will be an essential part of your learning process. You must understand socio-cultural factors. And learn how to approach people in that foreign language to get language skills. To summarize a long story, language and culture are inextricably related.

It has been seen that language is much more than the external expression and communication of internal thoughts formulated independently of their verbalization. In demonstrating the inadequacy and inappropriateness of such a view of language, attention has already been drawn to the ways in which one's native language is intimately and in all sorts of details related to the rest of one's life in a community and to smaller groups within that community. This is true of all peoples and all languages; it is a universal fact about language.

Anthropologists speak of the relations between language and culture. It is indeed more in accordance with reality to consider language as a part of culture. Culture is here being used, as it is throughout this article, in the anthropological sense, to refer to all aspects of human life insofar as they are determined or conditioned by membership in a society. The fact that people eat or drink is not in itself cultural; it is a biological necessity for the preservation of life. That they eat particular foods and refrain from eating other substances, though they may be perfectly edible and nourishing, and that they eat and drink at particular times of day and in certain places are matters of culture, something "acquired by man as a member of society," according to the classic definition of culture by the English anthropologist Sir Edward Burnett Tylor. As thus defined and envisaged, culture covers a very wide area of human life and behaviour, and language is manifestly a part, probably the most important part, of it.

Although the faculty of language acquisition and language use is innate and inherited, and there is legitimate debate over the extent of this innateness, every individual's language is "acquired by man as a member of society," along with and at the same time as other aspects of that society's culture in which people are brought up. Society and language are mutually indispensable. Language can have developed only in a social setting, however this may have been structured, and human society in any form even remotely resembling what is known today or is recorded in history could be maintained only among people utilizing and understanding a language in common use.

Transmission of language and culture. Language is transmitted culturally; that is, it is learned. To a lesser extent it is taught, when parents, for example, deliberately encourage their children to talk and to respond to talk, correct their mistakes, and enlarge their vocabulary. But it must be emphasized that children very largely acquire their first language by "grammar construction" from exposure to a random collection of utterances that they encounter. What is classed as language teaching in school either relates to second-language acquisition or, insofar as it concerns the pupils' first language, is in the main directed at reading and writing, the study of literature, formal grammar, and alleged standards of correctness, which may not be those of all the pupils' regional or social dialects. All of what goes under the title of language teaching at school presupposes and relies on the prior knowledge of a first language in its basic vocabulary and essential structure, acquired before school age.

If language is transmitted as part of culture, it is no less true that culture as a whole is transmitted very largely through language, insofar as it is explicitly taught. The fact that humankind has a history in the sense that animals do not is entirely the result of language. So far as researchers can tell, animals learn through spontaneous imitation or through imitation taught by other animals. This does not exclude the performance of quite complex and substantial pieces of cooperative physical work, such as a beaver's dam or an ant's nest, nor does it preclude the intricate social organization of some species, such as bees. But it does mean that changes in organization and work will be the gradual result of mutation cumulatively reinforced by survival value; those groups whose behaviour altered in any way that increased their security from predators or from famine would survive in greater numbers than others. This would be an extremely slow process, comparable to the evolution of the different species themselves.

There is no reason to believe that animal behaviour has materially altered during the period available for the study of human history—say, the last 5,000 years or so—except, of course, when human intervention by domestication or other forms of interference has itself brought about such alterations. Nor do members of the same species differ markedly in behaviour over widely scattered areas, again apart from differences resulting from human interference. Bird songs are reported to differ somewhat from place to place within species, but there is little other evidence for areal divergence. In contrast to this unity of animal behaviour, human cultures are as divergent as are human languages over the world, and they can and do change all the time, sometimes with great rapidity, as among the industrialized count. The processes of linguistic change and its consequences will be treated below. Here, cultural change in general and its relation to language will be considered. By far the greatest part of learned behaviour, which is what culture involves, is transmitted by vocal instruction, not by imitation. Some imitation is clearly involved, especially in infancy, in the learning process, but proportionately this is hardly significant.

Through the use of language, any skills, techniques, products, modes of social control, and so on can be explained, and the end results of anyone's inventiveness can be made available to anyone else with the intellectual ability to grasp what is being said. Spoken language alone would thus vastly extend the amount of usable information in any human community and speed up the acquisition of new skills and the adaptation of techniques to changed circumstances or new environments. With the invention and diffusion of writing, this process widened immediately, and the relative permanence of writing made the diffusion of information still easier. Printing and the increase in literacy only further intensified this process. Modern techniques for broadcast or almost instantaneous transmission of communication all over the globe, together with the tools for rapidly translating between the languages of the world, have made it possible for usable knowledge of all sorts to be made accessible to people

almost anywhere in the world. This accounts for the great rapidity of scientific, technological, political, and social change in the contemporary world. All of this, whether ultimately for the good or ill of humankind, must be attributed to the dominant role of language in the transmission of culture.

Language and social differentiation and assimilation. The part played by variations within a language in differentiating social and occupational groups in a society has already been referred to above. In language transmission this tends to be self-perpetuating unless deliberately interfered with. Children are in general brought up within the social group to which their parents and immediate family circle belong, and they learn the dialect and communication styles of that group along with the rest of the subculture and behavioral traits and attitudes that are characteristic of it. This is a largely unconscious and involuntary process of acculturation, but the importance of the linguistic manifestations of social status and of social hierarchies is not lost on aspirants for personal advancement in stratified societies. The deliberate cultivation of an appropriate dialect, in its lexical, grammatical, and phonological features, has been the self-imposed task of many persons wishing “to better themselves” and the butt of unkind ridicule on the part of persons already feeling themselves secure in their social status or unwilling to attempt any change in it. Much of the comedy in George Bernard Shaw’s *Pygmalion* (first performed in 1913, with subsequent film adaptations) turns on Eliza Doolittle’s need to unlearn her native Cockney if she is to rise in the social scale. Culturally and sub culturally determined taboos play a part in all this, and persons desirous of moving up or down in the social scale have to learn what words to use and what words to avoid if they are to be accepted and to “belong” in their new position.

The same considerations apply to changing one’s language as to changing one’s dialect. Language changing is harder for the individual and is generally a rarer occurrence, but it is likely to be widespread in any mass immigration movement. In the 19th and early 20th centuries, the eagerness with which immigrants and the children of immigrants from continental Europe living in the United States learned and insisted on speaking English is an illustration of their realization that English was the linguistic badge of full membership in their new homeland at the time when the country was proud to consider itself the melting pot in which people of diverse linguistic and cultural origins would become citizens of a unified community. A reverse movement, typically by third-generation immigrants, manifests a concern to be in contact again with the ancestral language.

The same sort of self-perpetuation, in the absence of deliberate rejection, operates in the special languages of sports and games and of trades and professions (these are in the main concerned with special vocabularies). Game learners, apprentices, and professional students learn the locutions together with the rest of the game or the job. The specific words and phrases occur in the teaching process and are observed in use, and novices are only too eager to

display an easy competence with such phraseology as a mark of their full membership of the group. ries of the 21st century.

Languages and variations within languages play both a unifying and a diversifying role in human society as a whole. Language is a part of culture, but culture is a complex totality containing many different features, and the boundaries between cultural features are not clear-cut, nor do they all coincide. Physical barriers such as oceans, high mountains, and wide rivers constitute impediments to human intercourse and to culture contacts, though modern technology in the fields of travel and communications makes such geographical factors of less and less account. More potent for much of the 20th century were political restrictions on the movement of people and of ideas, such as divided western Europe from formerly communist eastern Europe; the frontiers between these two political blocs represented much more of a cultural dividing line than any other European frontiers.

The distribution of the various components of cultures differs, and the distribution of languages may differ from that of nonlinguistic cultural features. This results from the varying ease and rapidity with which changes may be acquired or enforced and from the historical circumstances responsible for these changes. From the end of World War II until 1990, for example, the division between East and West Germany represented a major political and cultural split in an area of relative linguistic unity. It is significant that differences of vocabulary and usage were noticeable on each side of that division, overlying earlier differences attributed to regional dialects.

The control of language for cultural ends. Language, no less than other aspects of human behaviour, is subject to purposive interference. When people with different languages need to communicate, various expedients are open to them, the most obvious being second-language learning and teaching. This takes time, effort, and organization, and, when more than two languages are involved, the time and effort are that much greater. Other expedients may also be applied. Ad hoc pidgins for the restricted purposes of trade and administration are mentioned above. Tacit or deliberate agreements have been reached whereby one language is chosen for international purposes when users of several different languages are involved. In the Roman Empire, broadly, the western half used Latin as a lingua franca, and the eastern half used Greek. In western Europe during the Middle Ages, Latin continued as the international language of educated people, and Latin was the second language taught in schools. Later the cultural, diplomatic, and military reputation of France made French the language of European diplomacy. This use of French as the language of international relations persisted until the 20th century. At important conferences among representatives of different nations, it is usually agreed which languages shall be officially recognized for registering the decisions reached, and the provisions of treaties are interpreted in the light of texts in a limited number of languages, those of the major participants.

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THE IMPACT OF SENTENCE SYNTAX ON TEACHING COMMUNICATION

Abstract: In this article solve problem of the impact of sentence syntax on teaching communication

Key words: language, phrase, research, frequently, morphology, chapters, order.

Introduction. The roles of syntax and morphology within the have a look at and use of English can not be completely mentioned without falling returned to linguistics. The time period, linguistics, in line with Lyon in Agbedo (2015: 14), is the medical have a look at of language. Language in itself is visible as a gadget of guidelines and concepts of human conversation. This definition appears to be complex due to the fact many linguists have a tendency to have their unique perceptions of what language is. However, language is normally visible as a 'human machine of verbal exchange that makes use of arbitrary signals, which include voice sounds, gestures, or written symbols.' It is consequently proper to say that language is an umbrella time period that homes all degrees of linguistic analysis: Phonology, Morphology, Syntax and Semantics. Linguistics in widespread could be incomplete if Morphology and Syntax are excluded from language.

English language is amongst many herbal languages within the global that makes use of morphology and syntax to coordinate coherence and readability in each speech and writing. That is, while there are morphological

and syntactic misrepresentations in both speech or writing, there are bounds for incoherence in such piece of talk. It is likewise found that after a reader struggles to make out which means from a bad assemblage of phrase strings in a passage, then he's going to start to admire the contributions of syntax in language. The imaginary splendor that underlies a phrase that has beneath Neath long gone phrase formation technique consistent with the utility of a hard and fast of rule; is brazenly visible because the big paintings of morphology. Scholars in linguistics can in no way be thankful sufficient to early students who had made this exquisite contribution. It is consequently worth to mention that morphology and syntax play a main function withinside the development, look at and use of language.

The person roles of morphology and syntax withinside the observe and use of English had been significantly mentioned in bankruptcy and three, respectively. However, it's going to now no longer be out of vicinity to convey the jobs performed via way of means of morphology and syntax collectively on this bankruptcy for higher comprehension. Comparatively, morphology and syntax play the subsequent roles in English: Morphology research the inner shape of phrases and the way phrases are absolutely shaped in a language. Syntax on the alternative hand, research the inner shape of sentences and the way phrases are blended to shape terms, clauses and sentences. From the foregoing, it's far proper to claim that morphology and syntax are complementary withinside the experience that, morphology builds phrases that syntax makes use of in formation of longer grammatical constructions. Undoubtedly, syntax can't correctly function with out the morphological enhances. For example, the phrases "boys", "snake", "became", "killed" and "through" are morphological capability however, the assemblage of the phrases withinside the proper order is syntactic capability. "the snake turned into killed with the aid of using the boys." In English, phrases maximum be each morphologically and syntactically accurate earlier than they're grammatical and acceptable. The illustrations above are ideal examples.

Both morphology and syntax play critical roles on analyzing comprehension. The works morphology and syntax are extra express in writing than speech. This is due to the fact, the orthographic representations are plausible. A passage that incorporates morphological mistakes and bad syntax are extra frequently than now no longer, illegible. Readers can't make which means out of it without problems due to those errors. It is consequently profitable to realize that morphology and syntax are important prerequisite to studying and analyzing comprehension.

Morphology and syntax play critical roles in language mastering. This is a truth this is indispensable as a ways as language studying is concerned. A infant starts off evolved studying via way of means of for my part saying loose morphemes, then phrases, terms to a complete blown sentence. This is act is in stages. And every level enhances the alternative on the way to absolutely entire

the circle of language studying. For instance, a infant might also additionally begin with the morpheme “mum”, then “I”... after a few time, he may also add “hungry”. When those phrases are placed withinside the proper order, it'll read ‘I am hungry.’ Now the position of morphology and syntax is glaring.

Morphology, via phrase formation process, builds tens of thousands and thousands of phrases and terms in English lexicon. Syntax on the alternative hand, presents the guidelines that have to be carried out to those phrases and word as a way to generate well-fashioned sentences. The English dictionary affords an perception on those phrases and their usages.

Syntax and morphology offer bedrock for the look at of language with out which language look at is going into extinction. It is proper to mention that different ranges of linguistics evaluation including phonology, semantics and pragmatics are critical in language observe, however it's far similarly authentic, that, syntax and morphology are of significance in language, specifically in English. The roles of morphology and syntax have highlighted in nearly all of the chapters. That is to mention, syntax and morphology are paramount in Linguistics.

A pupil who studied English at a better Institution and he/she became now no longer brought to syntax and morphology, then, a extra a part of language look at changed into omitted. Syntax and morphology can't be separated from language. As it changed into mentioned withinside the preceding chapters, morphology builds phrases and terms right into a language lexicon whilst syntax offers the regulations for the belief of well-fashioned strings. This is in no small measure, a huge contribution to language (English). Syntax and morphology play paramount position in studying comprehension of English excerpt. Their roles in making sure clean and ideal verbal exchange can not be over emphasized. Also, the function of syntax and morphology in writing of Literature-in- English is really well worth appreciating. With most of these in mind, you can say that syntax and morphological are inseparable as some distance as language look at is concerned. But may also or might not be real due to the fact syntax and morphology are impartial degrees of linguistic evaluation. While morphology research phrase structures; syntax research sentence structures. Both syntax and morphology are, however, vital in take a look at and use of the English language.

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DIDAKTIK TA'LIM VOSITALARI TALIM JARAYONI SAMARADORLIGINI OSHIRISH OMILI SIFATIDA

Annotasiya: mazkur maqolada ta'lim muassasalari o'quv-tarbiya jarayonining samaradorligini ta'minlash, bilim oluvchilarning kreativ tafakkurini rivojlantirishga ijobiy ta'sir ko'rsatuvchi zamonaviy didaktik-texnik vositalardan foydalanishning pedagogik shart-sharoitlari mazmuni yoritilgan.

Kalit so'zlar: ta'lim, jarayon, vosita, o'quv mashg'uloti, tafakkur, faoliyat, texnologiya, samaradorlik, natija.

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DIDACTIC EDUCATIONAL TOOLS AS A FACTOR OF INCREASING THE EFFICIENCY OF THE EDUCATIONAL PROCESS

Annotation: This article describes the content of the pedagogical conditions for the use of modern didactic and technical means that have a positive impact on the effectiveness of the educational process in educational institutions, the development of creative thinking of students.

Keywords: education, process, tool, training, thinking, activity, technology, efficiency, result.

Bugungi kunga kelib uzluksiz ta'lim tizimida va jamiyatda pedagoglik kasbi eng nufuzli, sharaflı kasbga aylanib bormoqda. Bu esa o'z navbatida pedagogik jarayonga tajribali va istedodli pedagoglarni jalb qilishni taqozo etadi. Ushbu dolzarb muammoni hal etishda, yani davlat talim standartlari talablari darajasidagi kadrlarni tayyorlash ishlari pedagoglar tomonidan faqatgina zamonaviy oqitish texnologiya va o'uv-didaktik hamda vizual vositalarni qo'llab didaktik jarayonni tashkil etish va obyektiv boshqarish orqali ijobiy amalga oshirilishi mumkin.

Mashg'ulotlarni didaktik vositalardan foydalanib o'tkazish o'qituvchi tomonidan tashkil qilinadi. Shuning uchun didaktik vositalardan umumiy o'rta maktablarda darslarida, profesional ta'limi va oliy ta'lim muassasalarida esa ma'ruza, amaliy mashg'ulotlarni tayyorlash va o'tkazish nazarda tutilgan. Buning uchun dastlab o'quv dasturi, mavzu mazmuni yaxshilab o'rganilib, elektron o'quv darsligi yoki qo'llanmasi, virtual ko'rgazmalar, didaktik

materiallar tayyorlanadi. Bunda asosan nazariy ma'lumotlarni bayon etish, talabalarda nazariy-texnik tafakkurni rivojlantirish, kurs mazmuniga kiziqishni uyg'otish, mutaxassislikka tayyorlanish motivlarini rivojlantirish nazarda tutiladi.

1. Didaktik vosita yordamida o'quv mashg'ulotini tayyorlash.

Didaktik vositalar majmuini o'quv mashg'ulotlarida tadbiq etganda, ayniqsa, audiovizual vositalarni qo'llash quyidagi tartibda amalga oshirilishi tavsiya etiladi:

a) Didaktik vositalarni o'quv mashg'ulotiga tayyorlash:

b) didaktik vosita ma'lumotlarini idrok etishga o'quvchilarni tayyorlash:

g) didaktik vositalar mazmunidagi materiallarni namoyish etish uchun o'qituvchining qisqa izohi.

d) didaktik vositalardagi ma'lumotlarni o'quvchi xotirasida mustahkamlashni tashkil etish;

j) didaktik vositalar majmun mazmunidagi ma'lumotlarni to'ldirish uchun uyga topshiriqlar berish va h.k.

Shuningdek, texnika vositasi, audio, video vositalarini darsga tayyorlaganda, ularni bir necha marta sinab ko'rishi, mutaxassis bilan maslahatlashib apparaturani sinovdan o'tkazishi lozim. Shunga ishonch hosil qilgandan so'ng didaktik vositani namoyish etishga kirishish mumkin.

b) didaktik vosita ma'lumotlarini idrok etishga o'quvchilarni tayyorlash uchun, avvalo, didaktik vosita namoyish qilinishdan oldin, unda aks ettirilgan ma'lumotning o'quv fani, o'quv dasturi, o'quv mavzusi tizimida tutgan o'rnini o'quvchilar diqqatiga havola etish uchun ular haqida izoh berish talab etiladi.

Shunday qilib, o'qituvchi o'quvchilarni didaktik vositalar majmui mazmunini idrok etishda tayyorlar ekan har doim va hamma vaqt:

- didaktik vosita mazmunidagi ma'lumotlar bilan o'quv mavzusi ma'lumotlarining uzviy birligi;

- didaktik vositaning ma'lumotlarini xato o'zlashtirilishini oldini olishni;

- didaktik vosita yordamida o'quvchilar bilimni chuqurlashtirish, ko'nikma va malakalarni kengaytirish kabi masalalarni yoddan chiqarmaslik lozim.

- didaktik vosita yordamida o'quv ma'lumotlarini bayon etish.

Zamonaviy virtual ko'rgazmalar dasturiy maxsulotlar bo'lib, ularni yaratishda kamida ikki kishi qatnashadi: mazmun qismi muallifi va dasturchi.

Virtual ko'rgazmani yaratishdagi muammolardan yana biri, muallif ijodini kompyuter dasturi ko'rinishiga keltirishda muallif va dasturchini o'zaro hamkorligidir. Qiyinchilik shundan iboratki muallif kompyuter dasturlari imkoniyati to'g'risida yaxshi tasavvurga ega bo'lmaydi, dasturchi esa yaratilayotgan darslik predmeti bo'yicha mutaxassis emas.

Virtual ko'rgazmalar bir-biridan tubdan farq qiladigan uch shakldagi dasturga ajratildi:

Интерактив namoyishlar. Ko`p hollarda namoyishli dasturlar kompyuterli laboratoriya bo`la olmaydi, chunki etarli interaktiv elementlarga ega bo`lmaydi, lekin funktsiyalarini tajriba o`tkazish buyurtmasi bo`yicha bajarishi mumkin. Ko`p hollarda bunday dasturlar o`quv materialini qabul qilish uchun qo`shimcha vosita sifatida elektron darslik qismi bo`lishi mumkin.

Oddiy modellar: Eng ko`p uchraydigan turi. Oddiy model odatda tajriba ishi modeli bo`ladi. Ba`zi belgilariga ko`ra birlashtirilgan oddiy modellar to`laqonli virtual kompyuter laboratoriyasi bo`ladigan tajriba ishlari to`plami bo`ladi.

Bunday turdagi laboratoriyani keng tarqalganligi, ularni yaratish osonligida, chunki bitta yoki ikkita matematik ifoda bilan yoziladigan bitta oddiy jarayon ko`rib chiqiladi, turlicha laboratoriya ishlari esa bir-biriga bog`liq bo`lmagan holda turli dasturchilar tomonidan bajarilishi mumkin. Bunday yondashuvni universal tizim yaratish shart bo`lmaganda, uncha katta bo`lmagan tajriba ishlari kursi yaratish uchun tavsiya qilinadi.

Universal laboratoriya: Agar uning imkoniyatlaridan bitta tajribada turlicha hodisalarni tajribadan o`tkazishda foydalanish imkoniyati bo`lsa, kompyuterli laboratoriyalar haqiqatda universal hisoblanadi. Universal laboratoriya-larni yaratish tajribali dasturchilar guruhi tomonidan, ko`p hollarda ilmiy yoik ishlab chiqarish bilan bog`liq modellashtirish tizimini tajriba sifatida qo`llab amalga oshiriladi.

Pedagogik texnologiyaning xislati shundaki, unda qo`yilgan maqsadlarga erishish kafolatini beruvchi o`quv jarayoni yaratiladi va amalga oshiriladi. O`qitish texnologiyasi quyidagi asosiy elementlarni o`z ichiga oladi:

- o`quv maqsadlarini o`ta aniq darajada ishlab chiqarish, ularni o`lchash va baholash mezonlarini tanlab olish;

- qo`yilgan o`quv maqsadlariga erishishga yo`naltirilgan o`quv jarayonini ishlab chiqish va aniq ifoda etish;

- o`quv maqsadlarini, butun o`quv jarayonini, o`qitish natijalariga kafolatli erishishga yo`naltirish;

- o`qitish natijalarini, operativ zudlik bilan baholash va o`qitish jarayonida tuzatishlar kiritish;

- o`qitish natijalarini, operativ zudlik bilan baholash va o`qitish jarayonida tuzatishlar kiritish; o`qitish natijalarini yakuniy baholash.

Shunday qilib, nazariy va amaliy mashg`ulotlar jarayonida didaktik vositalar majmuidan foydalanish, birinchidan, talabalarining o`quv didaktik va texnik tafakkurini shakllantirishga, zamonaviy texnika vositalari bilan ishlash ko`nikmalarini hosil qilishga yordam bersa; ikkinchidan o`rganadigan fanlar mazmunini yangi davr talablaridagi ma`lumotlar bilan to`ldirishni, manbalar bilan mustaqil ishlash ko`nikma va malakalarini shakllanishiga amaliy yordam ko`rsatadi; uchinchidan, didaktik vositalar majmuini mashg`ulotlarga keng qo`llashga o`qituvchi-professorlarni yo`naltiradi; to`rtinchidan, talaba-o`quvchilarning xotirasini, ijodiy qobiliyatlarini, jismoniy barkamolligini

rivojla-nishini ta'minlaydi; beshinchidan, o'quv-tarbiya jarayonini jadallashtirish, mukammallashtirishning pedagogik asoslarini kuchaytiradi va o'qishning insonparvarlashtirish tamoyilini ro'yobga chiqarish orqali bo'lajak mutaxassislarni ma'naviy-axloqiy salohiyati va kasbiy mahoratni oshirishga imkon yaratadi.

Shuning uchun ham, o'qitishning didaktik vositalarini nazariy va amaliy mashg'ulotlar jarayoniga tadbiq etish kadrlar tayyorlash milliy dasturi nazarda tutgan asosiy vazifa hisoblanadi.

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TOURISM DEVELOPMENT PROSPECTS: AYDAR-ARNASOY LAKE SYSTEM

Annotation. Tourism entered the world economy in the 21st century as a socio-economic field with a great positive impact. According to the information of the World Tourism Organization, 10 percent of the world's production and service turnover is accounted for by tourism. The development of international tourism in the next 20 years is noteworthy due to the strong export of goods and services in the world market. That is, the export of tourist services increased by 8%, making up 30-35% of the total trade of services worldwide.

Since 2017, practical work on the organization of "tourist zone" areas on the shores of the Aydar-Arnasoy lake system has begun. Taking into account the arrival and departure of tourists to the Aydar-Arnasoy lake system and its surrounding ecotourism area is considered one of the important stages in the development of tourism.

Key words: Tourism, tourist zone, Aydar-Arnasoy lake system, natural laboratory, Landscape aesthetic, ecotourist routes.

Today, tourism is one of the sectors that bring significant income to the national economy in most countries. As tourism and tourist services are increasingly developing, several non-traditional types of it - ecotourism, agrotourism, archeological, ethnographic, extreme conditions tourism and others - have been recognized in recent years. In particular, one of the most promising types of tourism - ecotourism - is rapidly developing.

A number of positive measures for the development of tourism are being implemented in our country. In this regard, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev's Decree of December 2, 2016 "On measures to ensure the rapid development of the tourism sector of the Republic of Uzbekistan", Decision PD-4095 of the President of the Republic of Uzbekistan dated January 5, 2019 "On measures for the rapid development of the tourism network" is also implemented in this field. determined the necessary prospective tasks.

Since 2017, practical work on the organization of "tourist zone" areas on the shores of the Aydar-Arnasoy lake system has begun. Taking into account the arrival and departure of tourists to the Aydar-Arnasoy lake system and its surrounding ecotourism area is considered one of the important stages in the development of tourism.

The Aydar-Arnasoy bog is considered to be a "natural laboratory" area that is intensively developing due to the mutual influence of mountain, hill, desert regions and a large water basin. The development of natural geographical processes in the Aydar-Arnasoy basin is closely influenced by anthropogenic factors as well as natural factors. Studying, analyzing and forecasting the future development of the Aydar-Arnasoy basin, which is a product of various influences and factors, and its changes are of great scientific and practical importance.

The location of Aydar-Arnasoy lakes system in harmony with plain, low mountain, moderately high mountain and high altitude regions shows that it is favorable from the "Landscape aesthetic" point of view. Aydar-Arnasoy is a tourist zone that can attract foreign tourists with its lake system and its beaches, charming nature.

For this reason, in the development of tourism, it is necessary to create recreational bases of international importance and meet ecological requirements, against spontaneous exploitation.

The Aydar-Arnasoy lake system (AAKT) has the potential to develop several types of tourism. These include:

- Establishing various types of water sports and organizing competitions in AALS;
- formation of gastrotourism consisting of fish and fish dishes on the coast of AALS;
- holding international car races over dunes in the sandy deserts of the north-eastern coasts of the AALS;
- It is necessary to organize camel milk treatment for tourists and camels, which are common in the deserts around the AALS.
- It is planned to develop ecotourism taking into account the natural environment in and around AALS.

Another aspect that attracts tourists to the Aydar-Arnasoy lake system is fishing. 22 species of fish live in the Aydar-Arnasoy lake system. Of these, 13 species are local. In the 60s of the last century, various fish species were brought and bred from the northern water bodies of the former union in order to develop fisheries in Uzbekistan, to clean canals and ditches from various weeds, and to reduce the number of malaria-carrying flies. For example, white carp, gambusia, carp, etc. 7 types of fish have entered the Aydar-Arnasoy lake system through the Syrdarya river. In total, 14 species of fish are of great hunting importance. These include carp, roach, white bream, lesh, pikeperch, bream, red bream, sole, eel, and others. Due to its decline, the Turkestan sardine fish is included in the Red Book of Uzbekistan.

In order to ensure the rational use of the biological resources of the Aydar-Arnasoy lake system, fishery is one of the seven treasures, that is, the development of fisheries in our region, the scientific-experimental station for the development of fisheries under the Ministry of Agriculture and Aquaculture of

the Republic of Uzbekistan, the Fisheries Industry and cooperation with several other scientific institutes is being established.

It is planned to create the following conditions to attract tourists to the lake area.

Hotels. To consider and implement ideas for the establishment of floating boats and flotel hotels in the Aydar-Arnasoy lake system to provide a high level of service to tourists.

It is important to consider and implement ideas for the establishment of floating boats and flotel hotels in AAKT to provide a high level of service to tourists. Tourists who come to the lake will have a unique exotic experience if they rest in the floating boat or flotel hotels. Here we will provide information about hotels and flotel hotels. A boatel is a small hotel on the water. A ship with equipped amenities. Flotel is a floating hotel ship. A huge hotel on the water will be specially equipped.

In addition to convenient numbers, facilities are provided for a good rest, use of a temporary office, operational means of communication: telephone, photocopier, fax and other services are provided.

-Ecotourist routes. Viewing the nature of the Aydar-Arnasoy lake system and its surrounding ecotourism area and creating conditions for tourists to relax twice a year (in spring and autumn). Tourists will be able to observe the interplay of lake and desert scenery and the richness of bird life, the movement of birds flying to warmer regions through the Aydar-Arnasoy lake system, and allow hunting of birds.

- Sanatoriums. Introducing camel milk treatment for tourists from camels, which are common in the deserts around the Aydar-Arnasoy lake system.

Development of tourism in the area of Aydar-Arnasoy lake system, wide promotion of all attractions in our country and abroad, serves not only domestic tourism, but also the expansion of the flow of tourists from abroad.

Arab and other tourists come to relax twice a year (in spring and autumn) to see the nature of the Aydar-Arnasoy lake system and the surrounding ecotourism area. Because the combination of lake and desert landscapes and the richness of the bird world, watching the movement of birds flying to warmer regions through the Aydar-Arnasoy lake system and the opportunity to hunt birds with permission invite them to AALS.

Therefore, one of the priorities for sustainable development in our country is aimed at maintaining a healthy ecological situation in our region. Wetlands have a special place as an important part of the system chain in ensuring the stability and integrity of ecological systems.

Based on the above, it can be said that we are all equally responsible for preserving the ecological stability of the lake for future generations.

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USE OF COMPUTER TECHNOLOGIES IN LABORATORY EXERCISES

Abstract: In the process of performing laboratory exercises from the mechanics department of physics, the CASSY device connected to a computer is used to determine the amount of centrifugal force. The results obtained in the experiment are directly calculated with the help of computers.

Key words: CASSY device, sensor, computer, centrifugal force, angle, curvilinear motion, linear velocity, angular velocity.

Introduction: It is known that in order to cover the subject of centripetal force, it is first necessary to give students concepts such as linear velocity, angular velocity, centripetal acceleration and tangential acceleration. Students need to pay close attention to building these concepts because they are difficult concepts to master. At the same time, the instantaneous speed known to the students in advance is of particular importance when studying curved motion. In this topic, the main problem of mechanics is solved for the case of the body moving in a circle.

Main part: When an object moves in a circle, a centripetal acceleration is created. Let's apply Newton's laws to the rotational motion of an object.

An object moving uniformly along a circle has an acceleration. Such acceleration is called centripetal acceleration. $a = \frac{v^2}{R}$ (1) if we put this formula into Newton's second law $F = ma$ (2) we get $F = m \frac{v^2}{R}$ (3) and this formula represents the centripetal force or the formula can be expressed as follows: $v = \omega \cdot R$ (4) from the fact that $F = m \frac{(\omega R)^2}{R} = m\omega^2 \cdot R$ (5)

The centripetal force acting on an object is directly proportional to the mass and the square of the linear velocity of the object, and inversely proportional to the radius of rotation.

When we spin a ball tied to a string, we act on it through the string. We pull the ball to the center with the force of the thread. The larger the mass of the ball, the more force we need to pull it. The square of the ball's linear velocity increases, the more force is required to pull it. But the longer the thread, that is, the larger the radius of rotation, the less force is required to pull the ball [5-6].

Newton's third law can also be applied to rotational motion. According to Newton's third law, centripetal force is equal in magnitude, but there is also a

force opposite to it in direction, and this force is called centrifugal force. Centrifugal force, like centripetal force, is expressed as:

$$F = m \frac{(\omega R)^2}{R} = m\omega^2 \cdot R \quad (6)$$

Centrifugal force is directed outwards from the center of rotation along a radius.

A force that restricts the free movement of a material point (body) and forces it to move along a curve.

For example, if a stone (material point) attached to a rope is rotated in a horizontal plane, the centripetal force acts on the stone from the side of the rope, forcing it to move in a circle. Centrifugal force acts on the rope from the side of the stone, and it can tighten the rope and even break it.

Centrifugal force can be performed using information technology, that is, with the help of a computer. For this we use CASSY Lab 2 help menu. Laboratory work is performed on the Pocket-CASSY device.

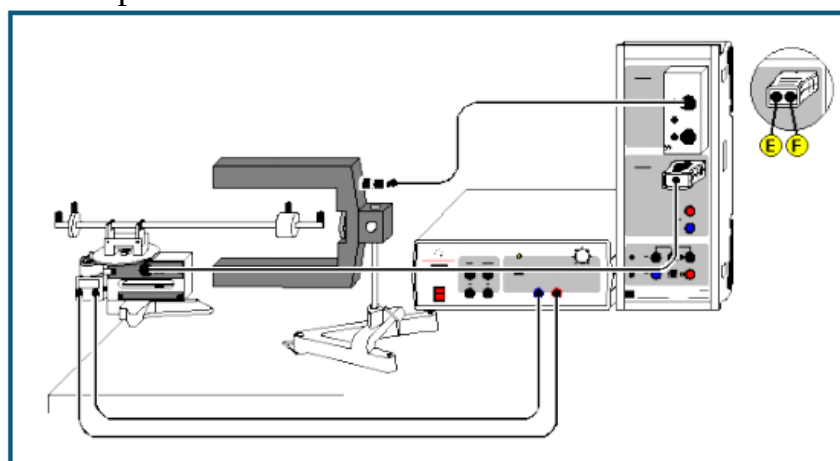


Figure 1. Centrifugal power device.

The centrifugal force device F experimentally studies the dependence of the centrifugal force on the body m mass located at the point r . Centrifugal force acting on a body rotating at an angular velocity ω at a distance r from the center of rotation is determined as follows.

$$F = m\omega^2 \cdot R \quad (7)$$

The centrifugal force device is fixed to the table with clamps. The centrifugal force device is placed in such a way that the rotating rod can easily pass between the lever with the U-shaped sensor. But it is necessary that the body of mass m does not block the light passing through the U-shaped gap. The centrifugal force device is connected to input B, the light sensor is connected to input A of the timer housing Sensor-CASSY with a 6-pin cable. The centrifugal force is connected to the power supply by two cables. In a centrifugal force device, the centrifugal force F acting on a load of mass m attached to the rod is transmitted through the rod and to the tensioner mounted on the rotating shaft.

The force applied to the tensioner is measured electrically. At the accuracy level intended for the experiment, the deformation of the spring is elastic, and the coefficient of deformation F is proportional to the force.

The composition of the device

1. CASSY-sensor 524 010 or 524
2. CASSY Lab2 013 524 220
3. Timer adapter or S-Timer 524 034 or 524
4. Centrifugal power device-S 074 524 068
5. Supply source 521 49
6. Horn-shaped light sensor 337 46
7. Multi-core cable, 6-core 501 16
8. Clamp with handle 301 06
9. Sterjen base-base, U-shaped, 20 cm 300 02
10. Sterjen column, 10 cm 300 40
11. Pair of cables, 50 cm, red and blue 501 45
12. Computer with Windows XP/Vista/7/8 OS installed

Even if the existing centrifugal force device (347 21) is upgraded with a centrifugal force coupling (524 0681), the way of processing measurements and results does not change and does not differ with the S-centrifugal force device. Before using the Centrifugal Power Unit (347 21) with the Centrifugal Power Coupling (524 0681), the zero position and force multiplier must be set according to the Centrifugal Power Coupling manual..

When the rotary handle is at rest, the power on the screen is set to 0. To do this, press the Settings Force FB1 button $\rightarrow 0 \leftarrow$ on the centrifugal force device (with the right mouse button).

Install compensating loads on the short arm of the device so that the measured force F is the same as when applied without load but with safety screws.

The supply voltage of the system should be provided in such a way that the measured force value should not exceed 15N. Apply the voltage to 1.5v, start the experiment with a low angular velocity ω and count the number of revolutions. By increasing the voltage to 3v, the measurement is continued at a higher angular velocity.

When carrying out a series of measurements, measurements are carried out in the case of changing the mass m ($r = \text{const}$) and changing r ($m = \text{const}$).

To do this, select Measurement $\rightarrow$ Append New Measurement Series and start with small angular velocities.

The working formula of the laboratory exercise is derived from the following formula $F = m \frac{v^2}{R}$ (8). First, v in the formula is found

$$v = \frac{s}{t} = \frac{2\pi r}{T} = \frac{2\pi r}{\frac{t}{N}} = \frac{2\pi r N}{t} \quad (9) \text{ by plugging the found value into (8),}$$

$$F = \frac{4\pi^2 R N^2 m}{t^2} \quad (10) \text{ is generated.}$$

In the resulting formula, R is the distance from the center to the load, N is the number of rotations, m is the mass of the load, and t is the time taken to rotate N times.

The results obtained on the computer are calculated using the formula (10), and it is determined that the values of the centrifugal force F and ω^2 are in a linear relationship. The obtained results are used in all rotating devices, especially in wind electric motors.

Conclusion: Centrifugal force is split with Pocket-CASSY on a computer with the ability to obtain the final result quickly and with high accuracy. This program can be used by students of higher educational institutions, colleges and academic lyceums for automatic processing of physics laboratory works.

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DEVELOPING STUDENTS' AUTONOMOUS LEARNING

Abstract. The modern humanitarian educational paradigm provides for the upbringing and education of an independent, developed and free human personality, in demand and competitive in the labor market. Students must be free to discover and apply their potential, be able to take responsibility for the successes and failures of their chosen type of activity, and be ready to receive new knowledge all their subsequent life, test the acquired knowledge and put into practice the acquired skills and abilities. To achieve this goal, learning autonomy became an integral component of the learning process. Therefore, the article aims to investigate the concept of autonomous learning and the ways of forming autonomous learning among students. The result of the article depicts that it is important to implement autonomous learning among students as it presents the ability for students to make responsible decisions in a situation of free choice regarding all stages of mastering a foreign language in accordance with personal needs, interests, experience.

Keywords: foreign language, learning process, autonomous learning, teaching process, students, Brainstorming, Debate.

The principle of autonomous learning assumes that the teacher must teach students to consciously perform various tasks, understanding why they are performed, how their performance will affect the learning outcome [10, 167]. The application of this principle will help to more effectively use the student's experience in learning a foreign language and aim the student at its further study.

The concept of "autonomous learning" is used in linguodidactics and scholars gave their definitions on this concern. A. Holec defined autonomous learning as: "The ability to take responsibility for one's own learning activities in relation to all aspects of this work: setting goals, determining content and sequence, choosing the methods and techniques used, managing the mastery process, evaluation of the result". In addition, this scientist focuses on the fact that autonomy is not an innate ability and its formation takes place through formal training, that is, voluntarily and regularly. Kholek believes: "The autonomy formed in the educational process allows a person to act autonomously in social terms. » [2, 75-87].

In defining the concept of "autonomous learning", D. Trim focuses on autonomy in the learning process coming from the learner: "Autonomous

learning involves the desire and ability to act independently, as well as manage one's own work and one's own learning for one's own needs" [8, 318-322]. Trim emphasizes that it is important to instill in a person an awareness of his essence, an understanding of the environment and teach a person to think and learn.

In contrast to the opinions described above, the Irish scientist D. Little considers autonomous learning not only as responsibility for one's own learning process, but also as the ability to step back, make decisions independently and evaluate the results of one's own work. D. Little believes: "learning autonomy of the learner does not mean the removal of responsibility from the teacher for the learning process." [4, 175].

Based on the above-given definitions it can be mentioned that it is reasonable to begin the formation of autonomous learning skills under the supervision of a teacher in our country this is due to the fact that our students prefer to be controlled and get clear instructions in their learning process.

However, the roles of learner and teacher are changing in autonomous learning. As a result, the process of formation of autonomous learning skills among students E.A. Nasonova suggests dividing it into four stages: 1) the preparation stage, 2) the training stage, 3) the practice stage, and 4) the self-assessment stage [8, 318-322].

At the first stage, the task of the teacher is to form a positive attitude towards the study of the subject, to arouse the interest of the student as much as possible, to introduce learning strategies that allow for autonomous learning activities to master a foreign language, and to eliminate possible difficulties, as well as developing their listening skill as listening is one of the key language skills for learners as it provides input for the learners [11].

At the second stage, the teacher can help students choose their own (individual) style of learning a foreign language, combining certain learning strategies into independent work, taking into account his preferences.

At the third stage, we can talk about relatively complete autonomy, that is, the student is capable of autonomous learning activities without the participation of a teacher.

At the fourth stage, the student can independently evaluate the results achieved and make corrections if necessary. Thus, the main work on the formation of autonomous learning skills in students is carried out by the teacher at the first two stages.

To organize autonomous learning activities of students in teaching foreign languages, it is necessary to introduce various forms of autonomous work, which are classified according to the type of activity carried out into reproducing and creative, and according to the place of organization - into classroom and extracurricular work [5, 20].

Autonomous work can be performed both individually and in a group, and the solution of the tasks set in a group is very important, as it teaches the student to work in a team, contributes to his socialization both during study and after

graduation. It is extremely important to work out the forms and methods of monitoring the performance of autonomous work. Control can take place in oral and written forms, using modern computer technologies.

Depending on the content and wording of tasks, as well as the degree of participation of the teacher in it, the autonomous work of students is of a different nature. Tasks can be divided into four groups:

- 1) teaching, when the teacher shows the way and nature of the task;
- 2) training, when the path shown by the teacher is repeated by the student according to the model;
- 3) search, when the task is entirely assigned to the students;
- 4) creative, including independent search, selection, evaluation and projection of information, its transformation in order to write an abstract, a report for a conference, an essay or a presentation.

V.V. Borshcheva and Ya.G. Grigoryan offer the following tips for foreign language teachers [1, 43-48]:

- offer students all the ways to study the material;
- introduce Internet resources;
- apply innovative technologies in the process of learning a foreign language;
- to form learning strategies for students;
- assist in the formation of self-study groups;
- use portfolio technology;
- keep a learning diary;
- make a weekly plan;
- use station learning;
- collectively discuss the results of independent work.

There are some types of exercises that contribute to the formation of autonomous learning skills among students.

"Brainstorming" is a communicative exercise during which students develop a semantic field on a specific topic. This exercise is based on the techniques of semantic associations. This type of exercise enables students with different levels of language proficiency to contribute to the development of an idea, to increase the general information field by collective work, and to activate vocabulary. Semantic field, this exercise presents the main definitions of the topic under discussion in a schematically ordered and logically connected way. The main key word is placed in the center of the semantic complex, by association with which emerging thoughts are recorded. These ideas contribute to the memorization of words and expressions, the establishment of cause-and-effect relationships, which can serve as a plan for constructing independent oral statements and creating written topics [6].

The next exercise in the group form of autonomous learning is to compose a story according to the given vocabulary. Students receive a card with several statements on the topic under study and are invited to write a short story, making

the most of the lexical material. Then a group of students present their story in front of an audience.

Another group form of organizing autonomous learning is holding debates [7, 129-131]. This game technology allows developing students' communication skills, the ability to competently conduct a debate, defend their position based on knowledge and logical reasoning. Debates develop students' critical thinking, including the ability to compare and contrast, independently find and analyze information from various sources. At the preparation stage, students need to collect and analyze information, think critically, and draw independent conclusions.

Solving problematic tasks in a group mode is one of the means of activating classroom autonomous learning activities. A problem situation is a set of circumstances required to create a problem and encourage students to solve problem problems. The problem situation includes the following elements: the problem, the process of solving, the subject carrying out this process, the need and ability of the student to solve the problem problem [9]. This exercise contributes to an increase in motivation, requires mental stress and encourages speech activity and independence of students in the process of discussing problems. A significant role in the process of solving problematic tasks is played by the involuntary assimilation of language material, as well as training and the formation of skills for autonomous activity in a group [3, 13].

The implementation of the above-given types of exercises for the formation of autonomous learning skills contributes to a more effective mastery of the material, increases the motivation for learning, stimulates cognitive and professional interests, and develops creative activity and initiative.

Conclusion. The relevance of this research is determined by the increased requirements for autonomous learning skills among students due to changes in socio-economic conditions in our country; trends in education related to the need to develop autonomous learning skills among students in order to increase their mobility and competitiveness in the labor market. There is also insufficient development of the theoretical and methodological foundations and technological apparatus of the process of forming the skills of autonomous learning. As a result, the article presented the concept of autonomous learning, its importance and formation of autonomous learning among students. In addition to this, there are presented some activities which are regarded as valuable in the formation of autonomous learning among students.

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DIAGNOSTIC CHARACTERISTICS AND TACTICS OF TREATMENT OF ADENOIDS IN CHILDREN

Resume: Adenoid vegetations (otherwise, adenoids) are an overgrowth of lymphoid tissue, which is the basis of the nasopharyngeal tonsil. They are involved in the protective processes of the body, in particular, they are a shield that prevents the spread of infections in the body in children.

Adenoids are an obstacle to the spread of infection, when an infection enters the body, they "take the hit" and increase in volume. The return to the previous state is quite slow (from 1 to 3 weeks). During this period, the child may get sick again, so the adenoids in often sick children remain overgrown, edematous.

Keywords: children's age, adenoid, frequently ill, clinical and morphological characteristics.

Relevance. In the structure of morbidity of the CBD group, the pathology of JIOP organs occupies a dominant position and is detected from 25-30% to 50% of cases (grade II-III adenoids, hypertrophy of the palatine tonsils, chronic tonsillitis, sinusitis, tonsillar disease, etc.).

Diseases of the Pirogov -Waldeyer lymphoid pharyngeal ring are the most common type of chronic pathology in CBD. It is this part of the lymphoepithelial tissue associated with the mucous membranes of the respiratory tract that is subjected to intense antigenic load and all the parameters of local immunity are formed here [9].

These children are a typical example of a secondary immunodeficiency condition, the correction of which is a necessary component of the treatment and management regimens of these patients [1,7]. Considering that the lymphadenoid pharyngeal ring is the most important secondary organ of the immune system responsible for the formation of factors of nonspecific resistance and antigen-specific immune response in situ, chronic infection-dependent processes in this tissue naturally affect the state of the immune system as a whole [3].

In this regard, the morphofunctional analysis of this tissue in inflammatory diseases of the upper respiratory tract in BCD using modern immunohistochemical methods is highly informative [6]. The prospects of such an approach are also confirmed by the data that changes in the local immunity system in BCD are transient and correctable [5,8].

With hyperplasia of the lymphoid pharyngeal ring tissue (in particular, adenoid vegetations) and concomitant inflammation, the primary viral infection, which is dominant in BPD, finds favorable conditions for persistence and immunosuppressive effects on the effector mechanisms of local immunity [2].

The destructive effect of viral infection on the functional state of lymphoid tissue serves, in turn, as a "trigger" mechanism for triggering infection-dependent immunopathological conditions, as well as autoimmune reactions. At the same time, lesions of the nasopharyngeal tonsil in the form of adenoid vegetations and adenoiditis are most common [4]. These lesions account for more than 50% of all cases of pathology of ENT organs in CBD.

The system of local immunity in CBD has been studied by many authors. As a rule, these studies concerned the quantitative assessment of certain parameters of saliva immunity (slgA and other classes of serum immunoglobulins, the level of lysozyme, properdin, bactericidal activity of saliva), as well as the cellular composition of flushes from the oral and nasopharyngeal region, including immunophenotypic characteristics [7].

The general pathomorphology of the lymphoid pharyngeal ring has also been sufficiently studied. There are also data in the literature on some immunohistochemical characteristics, such as the distribution of CD45-RO, CD45-RA, CD20+, CD3+ cells, as well as isotype-specific Ig-producing cells. However, we have not found systematic immunohistochemical studies of cellular inflammatory infiltrate, pathophysiological consequences of these events and the relationship of these parameters with clinical and anamnestic data in the literature available to us [1].

The immunohistochemical study of the zone of the so-called lymphoepithelial symbiosis, or reticulation of the epithelium of adenoid vegetations, i.e. those zones of lymphadenoid tissue where there is close contact between lymphoid cellular elements and the epithelium, deserves special attention.

Currently, this zone is considered as an immunoregulatory zone, which determines not only the induction of an immune response by cellular or humoral type in situ, but also as a zone determining the phenomenon of the so-called "homing" of lymphocytes. Antigen-presenting cells that "trigger" the immune response are localized mainly in the zone of lymphoepithelial symbiosis [6].

The study of the relationship between immunohistochemical parameters and clinical and anamnestic data is also relevant from the point of view that such information allows us to purposefully develop therapeutic, diagnostic and prognostic criteria for the management of CBD. Studies of this kind have not been conducted in our country.

Thus, a comprehensive clinical and immunohistochemical study of the features of local immunity in BCD has great scientific and practical significance in terms of clarifying the specific mechanisms of pathogenesis, diagnosis and,

consequently, etiologic and pathogenetic therapy of the secondary immunodeficiency condition, so characteristic of the BCD group.

The purpose of the study. To study the features of local immunity in BCD by immunohistochemical parameters in the surgical material of adenoid vegetations and palatine tonsils, as well as to assess the clinical significance of the results obtained.

Materials and methods of research. We selected a total of 60 frequently ill children with adenoid disease.

The results of the study. The state of local immunity in frequently ill children with adenoid vegetations and chronic tonsillitis, studied by methods of modern immunohistochemistry, is distinguished by its functional failure, which causes the chronization of the inflammatory process in the lymphoid pharyngeal ring.

Inflammatory infiltrate in chronic adenoiditis and tonsillitis was characterized by the intensive presence of immunocompetent cells of hematogenic origin CD3+, CD4+, CD8+, CD20+, as well as resident cells of the macrophage-monocyte series - CD68+ and CD35+, which actively participated in the development of exudative-proliferative inflammation in situ. T-lymphocytes (CD3+, CD4+, CD8+ cells), B-lymphocytes (CD20+ cells) and macrophages (CD68+ cells) had the ability to form zones of lymphoepithelial symbiosis in frequently ill children.

The main immunomorphological changes in the lymphoid pharyngeal ring in chronic adenoiditis and tonsillitis were reduced to hyperplasia of CD20-positive lymphoid follicles (intense DAB-positive reaction to proliferative AT Ki67), pronounced expression of anti-apoptotic protein bcl-2 on mononuclear cells in the interfollicular spaces and active participation of CD3+, CD4+, CD8+, CD20+ phenotype cells, as well as IgG-, IgA- and IgM-producing cells in the inflammatory process.

All Ig-producing cells (IgG, IgA, IgM) are represented in the tissue of adenoids and tonsils in BCD, with the main localization of IgG-producing cells being lymphoid follicles, interfollicular zones and the surface of the epithelium, IgA-producing cells being subepithelial spaces and the surface of the epithelium, and IgM-producing cells being lymphoid follicles and the surface epithelium, however, these components of local immunity do not provide full protection of the mucous membranes from infectious agents.

The study of the strength of the connection between the complex IHC parameters of the surgical material of the lymphoid pharyngeal ring and the clinical and anamnestic data in BCD showed the presence of reliable connections in most cases involving IgG-, IgA-, IgM-producing cells.

In patients with a combination of chronic tonsillitis and chronic adenoiditis, the number of IgA+ and IgM+ cells significantly increased, which indicates the mobilization of local immunity reserves in conditions of chronic inflammation.

An increase in the degree of hyperplasia of adenoid vegetations from II to II-III is accompanied by a significant increase in the presence of IgM-producing cells in the tissue of the surgical material and a simultaneous decrease in the number of IgA+ cells. In the same cases, a moderate presence of CD68+ phenotype cells in the tissue is determined by cell density.

In patients with a disease duration of 2 to 5 years, the number of IgG+ cells in the lymphoid pharyngeal ring tissue significantly increases, and in patients with a disease duration of more than 5 years, the number of cases with the absence of IgM-producing cells significantly increases.

The results of the conducted studies allow us to recommend methods of immunohistochemistry in the comprehensive assessment of the immune status of frequently ill children.

Conclusion. Based on the data obtained, the state of the lymphadenoid pharyngeal ring in BPD, responsible for local immunity of the oral cavity and pharynx, is characterized. This characteristic is based on data from immunohistochemical studies, which is more informative compared to the known data on the state of local immunity by humoral and cellular factors of saliva or flushes from the oral or nasopharyngeal region.

The data obtained are extremely important for the development of diagnostic and differential diagnostic criteria for diseases of the JIOP organs in BCD. The data obtained make it possible to reasonably recommend the inclusion of immunohistochemical methods for the study of surgical and biopsy material of the lymphoid pharyngeal ring in a comprehensive assessment of the immune status of BPD.

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FORMATION AND USE OF LABOR RESOURCES

Annotation: The article describes feedback on the growth of Labor resources of Uzbekistan and its structural changes, ways to make good use of them.

Key words: labor resources; economically active population; use; efficiency of Labor expenditure; working-age population; employers.

Labor resources are said to be a set of able-bodied people who participate in social production with their mental and physical labor. From this definition it follows that the resources of Labor encompass to themselves both those who are engaged in labor in the economy and those who can work, even if they are not engaged in labor. According to the decided statistical practice, labor resources will consist of working-age citizens of working age and people of working age and middle age working in the economy of the country. Often the younger ones are called working teenagers, the older ones are working pensioners. Currently, the lower limit of "working age" is 16 years, the upper limit is 59 years for men and 54 years for women. "Preferential pensioners" who work in their previous professions or in other jobs continue to work, which is why they remain in the structure of labor resources. And working pensioners are excluded from the composition of labor resources. A certain proportion of people of working age are those who have not worked or who have stopped working because they are in poor health. In this regard, we are talking about disabled people of groups I and II, the state provides them with pensions. These men are not included in labor resources. However, some of the disabled of Group I and II (if favorable conditions are created in production) can work. Therefore, under the age of retirement age established by the state, who can work at working age, citizens enter labor resources (except for those who do not work from the disabled of Group I and II).

In developed countries, the concept of "economically active population" is decided. They include the working population and the unemployed who are looking for work. The concept of a "civilly economically active population" is also prevalent, which does not include military personnel. Thus, labor resources, in their content, are wider than the concept of "economically active population". In addition to the economically active population, labor resources again include both students of working age, as well as Housewives of this age and all the rest of the country, that is, residents who, for some reason, are not employed in the

country's economy, even if they are not unemployed. The formation of labor resources is understood as the constant renewal of labor resources. It seems that "reproduction" would have been more accurate than "formation", but it is not correct to abandon both the terms that have become commonplace and those that are becoming more stable. To determine how labor resources are formed, first it is necessary to consider labor resources according to three large age groups-working people, people older than working age; Second, factors affecting the population of each group, its Change; Third, labor resources and general and specific aspects of the population in natural and mechanical change in change.

Usability refers to two directions that define labor resources, one of the resources of the economy. This is, firstly, the distribution of labor resources, and secondly, the efficiency of using their labor in the national economy and economy. The division of labor resources is understood as the parts of resources that work and do not work in the national economy. The working population, in turn, is considered by the distribution of certain sectors, by occupational groups, including mental and physical labor, by the mode of Labor, by the socio-economic sphere. One of the international aspects of employment is their distribution "by types of economic activity" as follows:

- hired employees (head of the enterprise or employment contract with some individual citizens);

- employers (includes employees who work independently and constantly hire one or more individuals to work);

- individuals working at their own expense (citizens who do not hire hired employees on a permanent basis);

- members of production cooperatives (includes members of their families in business, this business is headed by one of the relatives who works in the same household).

There are other types of division of labor resources. These are the distribution by gender, age, level of education, health. We must again clarify the definition of "efficiency of Labor expenditure". Efficiency in any type of activity is ultimately measured by the time spent on the production of a unit of products or services. The difference between regions in the efficiency of Labor expenditure is that in different regions the level of technology, the level of Organization of Labor will differ. For a variety of reasons, including reasons with ethnic and historical characteristics, staff qualifications may differ from each other.

The importance of analyzing the supply of labor resources of the enterprise.

It is of great importance for the adequate supply of enterprises with the necessary labor resources, their rational use, a high level of labor productivity, an increase in the volume of products and an increase in production efficiency. In particular, the volume and timely execution of all work, the efficiency of the use of equipment, machines, mechanisms and, as a result of this, the volume of

production of products, its cost and a number of other economic indicators depend on the availability of labor resources of enterprises and their effective use.

The main tasks of the analysis are:

- to study and evaluate the availability of labor resources in the enterprise and its structural units, as well as in categories and professions;
- to identify and study indicators of personnel indiscretion;
- to identify reserves of labor resources, to use them more fully and efficiently.

It is necessary to analyze the qualitative composition of labor resources by qualification. The priority increase in the number of labor resources in relation to the images of constant population growth also seriously affected the trends in their employment in the national economy, creating the need to create new jobs and keep them reasonably and efficiently occupied by sectors and regions of the economy. To ensure the efficient use of labor resources, it is advisable to carry out the following:

- to continue to establish economic resources based on the privatization and nationalization of property, including private enterprises that use labor resources by factor;
- to develop small businesses and private entrepreneurship, to further strengthen support for the creation of new jobs in them;
- increase in high - tech and profitable jobs mainly due to structural transformation of our economy, liquidation of enterprises that are working at a loss, achievements of scientific and technological development and the introduction of intensive technologies;
- processing, storage and sale of agricultural products and the provision of agroservice services and the creation of workplaces for personal labor activity;
- direct investments in order to develop non – traditional forms of employment, to expand and re - repair existing enterprises for persons temporarily absent from work in the agrarian sector, and to create new jobs;
- to direct the development of workplaces suitable for women with many children, working-age pensioners, disabled people, adolescents and others by promoting the development of work;
- to increase the economic interest of enterprises in the creation of new jobs, reduce social insurance contributions for budget payments and temporary and partial employment of employees, facilitate the process of their recruitment, partially cover their expenses associated with the organization of unconventional forms of employment at the expense of the Employment Assistance Fund.

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QISHLOQ XO‘JALIK MAHSULOTLARINI TASHISH MARSHRUTLARINI OPTIMALLASHTIRISH

Annotasiya. Ush bu maqolada Xududdagi yuk oqimlarini avtomobil transporti vositalari va tarmog‘idan samarali foydalangan xolda o‘zlashtirish masalani yechimini aniqlash hisoblanadi.

Kalit so‘zlar: Yuk, punkt, yuk qabul qiluvchi, ko‘taruvchanlik, optimallashtirish, marshrut, masofa, ratsional tarqatish.

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OPTIMIZATION OF AGRICULTURAL PRODUCTS TRANSPORTATION ROUTES

Abstract. The purpose of this article is to determine the solution to the problem of utilization of cargo flows in the territory with the effective use of vehicles and the network.

Keywords: Cargo, cargo receiver, carrying capacity, optimization, route, distance, rational distribution.

O‘zbekiston Respublikasi Prezidenti Sh.Mirziyoyev “Tanqidiy tahlil, qat’iy tartib-intizom va shaxsiy javobgarlik har-bir rahbar faoliyatining kundalik qoidasi bo‘lishi kerak” asarida [1] ta’kidlaganidek, “Makroiqtisodiy barqarorlikni yanada mustahkamlash va iqtisodiy o‘shishning yuqori sur’atlarini saqlab qolish, jumladan, Davlat buyudjeti barcha darajada mutanosib, milliy valyuta va ichki bozordagi narx darajasi barqaror bo‘lishini ta’minlash eng muhim ustivor vazifamizdir”.

Ijtimoiy sohani rivojlantirishning ustivor yo‘nalishlari rejasida avtotransport xizmatlari bilan ta’minlash sohasini yanada takomillashtirish, hududlarni kompleks ijtimoiy-ihtisodiy rivojlantirishga erishish hamda mamlakat shahar va qishloqlarida aholi bandligi muammolarini hal etishda avtotransport xizmatlari ko‘rsatishning rolini kuchaytirish, yo‘lovchilar tashish xavfsizligini oshirish va atmosferaga zararli tashlanmalarni qisqartirishni nazarda tutadi. Shu maqsadda 2017-2021 yillarda shaharlar va qishloqlarda avtotransport xizmatlarini yanada rivojlantirish Dasturi tasdiqlandi.

Iqtisodiyotning o'sishi, tashish hajmlarini oshishi, iste'molchilarning yuk va yo'lovchi oqimlarini tashib etkazishga bo'lgan ehtiyojlarini kafolatli qondirish, logistik kanallar faoliyati iqtisodiy samaradorligi ta'minlash bugungi kunda mamlakatimiz transport sektoriga dolzarb vazifalarni qo'yimoqda.

Transport tizimi va kommunikatsiyalarini rivojlantirish masalalariga mamlakatimiz hamda xorijiy davlatlarning ko'pgina ko'zga ko'ringan olimlari o'z e'tiborlarini qaratdilar. Jumladan, transport sohasi samaradorligi oshirish muammolari bilan G'.P.Nesterov, G.N.Kovshov, V.N.Livshik, Ya.V.Xomyak, I.T.Kozlov, B.S.Kozin, S.V.Kiropivin, Yu.D.Kuznetsov, B.A.Xo'jayev, G.M.Kosimov, K.Uldjibayev, Sh.A.Bo'tayev, A.A.Zenkin, A.B.Kanlan, E.A.Pozamantir, S.Alikarayev, B.Sh.Omonov va boshqa ko'p olimlar shug'ullanganlar.

E.P.Nesterov, V.N.Livishits, G.N.Kovshov kabi olimlar o'z ilmiy tadqiqotlarila transport tarmog'ini rivojlantirish masalalarini tahlil etganlar. B.A.Xujayev, G.M.Kosimov, K.Uldjaboyev, Sh.A.Bo'tayev, B.Sh. Omonov va shu yo'nalishdagi boshqa olimlar tadqiqotlarida esa tashish jaranini optimallashtirish va samarali boshqarish masalalariga katta e'tibor qaratganlar. G.A.Samatov tadqiqotlarida esa passajirlar va halqaro yuklar tashishni optimallashtirish masalalari ko'rilgan. B.A.Xo'jayev ilmiy tadqiqotlarida paxta homashyosini tashishda transport vositalari tanlovi tahlillari keltirilgan. A.Qo'ziyev ilmiy ishlarida esa xududdagi yuk oqimlarini er usti avtomobil va temir yo'l transporti vositalarini va tarmog'idan samarali foydalangan holda o'zlashtirish hamda ularni kelajakdagi yuk oqimlarini o'sishiga (dinamikasiga) mos ravishda rivojlantirish masalalari ko'rilgan. Ayni paytda olimlarning ilmiy tadqiqotlarida iqtisodiy regiondagi maxalliy yo'l tarmoqlarida yuk oqimlarini amalga oshirishga oid transport tarmog'i va vositalarini optimallashtirish masalalari ko'rilmagan.

Tashish marshrutlari bo'yicha transport vositalarining taqsimlanishi va mayatnikli marshrutlarda tashishni rejalashtirishni optimallashtirish masalalarining ayrim model va metodlari B.D.Prudovekiy va G.N.Trofimovlar tomonidan ishlab chiqilgan masalaning matematik modeli quyidagicha aniqlanadi.

Berilgan.

n - yuk qabul qiluvchi (klent)lar soni

K_j -j - lineyasi bo'yicha tashish xajmi

m - tashishda foydalanilayotgan avtomobil turlari soni:

Mayda partiyali tashishni marshrutlashtirish-bu yuk va yo'lovchilarni ketma-ket ratsional tarqatish yoki yig'ish marshrutlarini tuzish demakdir. Matematik mohiyatiga ko'ra bu masala bir necha manzillarni o'zaro bog'laydigan sxemani aniqlashdan iborat bo'lib, bunda boshlang'ich va oxirgi punktlar yagona bo'lishi hamda qolgan manzillardan faqat bir marta o'tilishi lozim.

Yuk jo‘natish punkti V dan oluvchi punktlarga $j = \{1, 2, \dots, n\}$ yuk tashilishi lozim. Har bir oluvchiga tashiladigan yuk miqdori S_j berilgan. Yuk tashishni bajarishda l sondagi avtomobillar $l = 1, 2, \dots, k, \dots, l_o$ ishtirok etishi mumkin. Xar bir K avtomobil uchun yuk ko‘taruvchanlik R_k ma‘lum $K \in \{1, 2, \dots, l\}$. Avtomobillarning tartib raqamlari $l = \{1, 2, \dots, l\}$ shunday belgilanshi quyidagicha bo‘lishi shart.

$$q_1 \leq q_2 \leq \dots \leq q_l$$

Xar bir avtomobil uchun tuzilgan R_k marshrut ma‘lum $\{B, J_1^k, J_2^k, \dots, J_5^k, B\}$

manzillar ketma-ketligidir, bunda $B, J \in R_k = \{B, J_1^k, J_2^k, \dots, J_5^k, B\}$ Xar bir K avtomobil uchun shunday R_k aniqlash kerakki, bunda manzillar olidagan yuk miqdorining yig‘indisi avtomobil yuk ko‘taruvchanligidan oshmasligi kerak, ya‘ni

$$\sum Q_j \leq q_k, K \in \{1, 2, \dots, l\} j \in R_k$$

Bunda barcha marshrutlar to‘plami $\{R_k\}$ uchun quyidagi shartlar bajarilishi lozim:

-birorta ham oluvchi manzil ikkita marshrutga masalan (R_k va R_r) marshrutlarga kirmasligi, boshqacha aytganda R_k va R_r marshrutlarga tegishli bo‘lgan oluvchi punktlar kesishmasi bo‘m-bo‘sh bo‘lishi kerak, ya‘ni

$$r = k \rightarrow R_k \cap R_r = \emptyset, r, k \in \{1, 2, \dots, l\}$$

Hamma oluvchilarga yuk olib berilishi lozim, ya‘ni

$$R_k = \{1, 2, \dots, l\}$$

U

$$K = \{1 \rightarrow l\}$$

tuzilgan marshrutlar sistemasi eng kam yuriladigan yo‘l uzunligi ta‘minlashi kerak

bu yerda:

$$R_k^1 = \{(R, J_1^k), (j_1, j_2), \dots, (j_5^k, B)\} \quad \begin{array}{ll} \text{-avtomobil marshrutidagi juft} \\ \text{punkt} & \text{to‘plami,} \end{array}$$

$R^1 = \{R_1^1, R_2^1, \dots, R_k^1, \dots, R_l^1\}$ - xamma marshrutlardagi juft punktlar to‘plamidir.

d_{ji} - punktlararo eng qisqa masofalar matritsiyasining elementlari.

Masalaning qo‘yilishi va modeli yig‘ish marshruti uchun ham yuqoridagilardan aytarli farq qilmaydi.

Shuni aytish kerakki, hozirgi paytga qadar mayda partiyali yuk tashishni marshrutlashtirishning universiyal metodlari ishlab chiqilmagan.

Manzillar soni aytarli ko‘p bo‘lmagan xollarda ($n \leq 5$) masalani hamma variantlarini solishtirib chiqish vositasida echish mumkin. Ammo ko‘p sonli

punktlar uchun bunday tarzda masalani echish mumkin bo'lmay qoladi, chunki bunda solishtirib chiqilishi lozim bo'lgan variantlar soni nihoyata ko'pdir. Yo'l sxemasi murakkab bo'lganda marshrutlarning bir qancha varianti orasidan eng qisqasini topib olish ba'zan mumkin bo'lmay qoladi. Masalan, 5 punktni 12 xil marshrut 6 punktni 60 xil marshrut va 10 punktni 18/400 xil marshrut bo'yicha aylanib chiqish mumkin.

Ammo variantlarni tekshirmasdan qisqaroq yo'llar bilan optimal marshrutlar sistemasini topishning bir qancha metodlari mavjud. Bu metodlar optimal variantlarga yaqin echimlarni topishga imkon beradi. Amalda punktlar soni ko'p bo'ladi. Demak, hamma marshrutlarni bir-biri bilan taqqoslab chiqish maqsadga muvofiqligini topish uchun maxsus matematik metodlar zarur.

Yuk tashish xajmining oshib borishi turli transport vositalarining yo'l tarmoqlari kengayishi va zichlanishi, ulardagi material oqimlar jadalligining oshishi, shaxarlar kattalashuvi va shu kabi omillar xududning mahsulot va tovarlar jo'natuvchi manzillari bilan iste'molchi tashkilotlar ob'ektlari o'zaro boylaydigan eng qisqa uzunlikdaga kam harajatli yo'l sxemalarini aniqlash masalasini kun tartibiga qo'yimoqda. Chunki eng qisqa yo'l tarmog'i bo'ylab etkazib beriladigan materiallar oqim xarajatdorligi kam hisoblanadi va u ishlab chiqarilayotgan mahsulotning raqobatbardoshligini oshiradi.

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TECHNOLOGY OF USE OF DIDACTIC HOMES IN SCHOOL EDUCATIONAL ORGANIZATIONS

Abstract: In this case, the importance of innovative pedagogical technologies has great didactic value. Preschool education is considered the initial part of continuous education. It ensures the formation of a healthy and developed personality of the child, awakens the desire to sleep and prepares for systematic sleep. Preschool education up to the age of 6-7 is carried out in state and non-state preschool institutions and in the family.

Key words: innovative, technology, healthy child, didactic, pedagogical.

Introduction: The purpose of preschool education is to prepare children for sleep at school, to make the child a healthy, developed, independent person, to reveal his abilities, to nurture his desire for sleep and systematic education. Interaction of science with other sciences. Pedagogical process is a complex process that consists of two directions. They are means of learning and training. As we know, many sciences study these processes.

For example, "Pedagogy", "Didactics", "Theory of education", "Methodology of educational work", "Pedagogical skills", etc. Also, the disciplines of "General psychology", "Youth psychology", "Pedagogical psychology" and "Work psychology" study these processes and their psychological characteristics. We will try to describe it in the form of a table. The discipline "Pedagogical technologies in the development of preschool education" works in conjunction with the above-mentioned disciplines.

In the course of training, the subject "Pedagogical technologies in the development of preschool education" acquires a didactic value in terms of knowledge, important concepts, their differences, interrelationships, structural parts, ways and methods of forming and developing the child's personality and consciousness. In the process of learning this science, traditional and non-traditional methods are implemented together. For example: in the course of the lecture, future specialists will use methods such as interviews, role-plays and problem situations, and creative assignments, and in practical training, they will gain knowledge about the selection of new innovative technologies and their practical use.

In order to solve the tasks set for the subject "Pedagogical technologies in the development of preschool education", not only the teacher, but also students need to perform the functions of U3. Studying modern technologies, analyzing experiences, finding ways to use them in educational practice, and creatively using selected technologies in their activities are among the important tasks of

future specialists. 4. Types of approaches to the pedagogical process. In order to deeply understand the essence and importance of the new pedagogical technology, a comprehensive approach to the pedagogical process is necessary, because the pedagogical process consists of the educational process and is a very complex, multifaceted process.

By "complex" we mean the approach to this concept from the "historical", "systemic", "psychological" point of view. Now we will try to see each of them separately. A. Historical approach to education. As we know, the essence of education and its processes has not changed from ancient times to the present day. The essence of education is to prepare the growing young generation for life based on this environment and society's requirements, and it occupies an important role in society's life. At the beginning of the 20th century, enlightener Abdulla Awlani said that "Education is a matter of life - or death, or salvation - or disaster, or happiness - or disaster for us."

Therefore, the place of education in the society, its past and present significance acquires a great pedagogical significance. In the process of preschool education, education and information provision to children is carried out in a strong mutual relationship. The concepts of "education", "upbringing" and "information" complement each other, and one is considered to be provided by the second, and the second by the third. As a result of this, the development of the individual is ensured, which we tried to describe with the help of a drawing in the song.

A devali tree grows from a seed in the soil, and if it is watered and cared for at the right time, it will grow and bear fruit. U rug Soil (land) Tree (education) (education) (information) We all know that society is always developing. For this, it is necessary to give new knowledge to future specialists, to acquire skills to engage in creative activities in accordance with changing work and life conditions.

Thus, education prepares the young generation for life and service, it inculcates the historical experience gained by the ancestors in a filled and more perfected form in order to form and further develop the opportunities of the existing society. While preserving the essence of education, professors and teachers need to change and update advanced methods, tools and forms in their work activities, because the new era always demands new things.

Studying the microstructure of the innovation process

- They rely on the idea of the vitality of innovation. In this process, activities that ensure the creation and implementation of news are carried out in a number of stages. In the scientific literature, the following stages of the innovative process are distinguished:

1. The stage of emergence of a new idea or new concept; specialists conditionally call it the level of innovation that comes from the results of fundamental or scientific practical investigations (which appear suddenly)...

2. Creation of innovation in the time of discovery, object, material or spiritual product.

3. Additions to the created innovation and enrichment; this phase culminates in achieving robust performance from innovation. After that, the independent existence of c f ng news began, and the process of introducing news went to the next stage.

4. Diffusion of innovation, its widespread application to new fields.

5. Application of the innovation in a specific area, in which the innovation does not gain global significance. This stage ends with the emergence of innovation or its greater effectiveness.

6. The stage where the range of use of the innovation is reduced and its effectiveness is expanded. The above-mentioned innovation processes include these stages, and it is not necessary to observe their sequence and interdependence. Innovation in the educational process, creation and distribution of innovation is considered as a complex and goal-oriented process, its purpose is to meet the needs and needs of the individual with new methods and tools!! consists of landing. This leads to certain qualitative changes in the systems that ensure the efficiency, regularity and viability of innovations.Relevance of the topic. As can be seen from the evidence presented above, the implementation of information technology in the preschool education system, including multimedia technology as an innovative technology, preparing children for general secondary education with computer literacy, teaching them to use computers in an elementary way, and preparing them for school education are among the most pressing issues today. indicates that one.

The scientific essence of the article. The scientific essence of the article is to create methodological support for the use of multimedia technology in preschool educational organizations, to develop computer programs for computer educational and developmental games, and to form the primary computer literacy of students on this basis. Taking into account the urgency of using multimedia tools in the educational process, based on the decision of the Cabinet of Ministers No. 110 of June 7, 2006, the "Center for the Development of Multimedia General Education Programs" was established under the Ministry of Public Education. Several multimedia discs have been prepared at the center so far. Thus, although sufficient attention is being paid to the development of many multimedia tools abroad and in our country for use in preschool education, the scientific basis of their use in the educational process of preschool education groups of preschool education organizations has not been researched and the methodology has not been fully developed.

Conclusions

1. The use of electronic textbooks and presentations in the educational process of preschool educational organizations gives effective results in the use of multimedia technology. Among these, the expediency of using Internet tools during training was shown.

2. Multimedia tools psychologically form the psychological aspects of children, such as activeness, stabilization of attention, simultaneous operation of both hemispheres of the child's brain, increased interest and passion for the material being studied. Pedagogical psychological aspects of the use of computer educational and developmental games were based on a new technological approach.

3. Ways to improve the effectiveness of classes organized on the basis of multimedia technology in pre-school educational organizations were explained.

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AMALIY-KASBIY JISMONIY TAYYORGARLIKNING PEDAGOGIK XUSUSIYATLARI

Annotatsiya: Ta'lim muassasalarida jismoniy tarbiya tizimini modernizatsiya qilish va yoshlar uchun jismoniy tayyorgarligini yaxshilashning asosiy yo'nalishlari, talabalar uchun jismoniy tarbiya va sport bilan shug'ullanish tizimini takomillashtirish bo'yicha chora-tadbirlar, shuningdek ta'lim tizimida majburiy jismoniy tarbiya mashg'ulotlarining samaradorligini oshirish bo'yicha tavsiyalar berish bilan amalga oshirish kerak. Ayniqsa, amaliy-kasbiy jismoniy tayyorgarlikni shakllantirishga alohida e'tibor berish kerak.

Kalit so'zlar: jismoniy tarbiya, kasbiy tayyorgarlik, jismoniy tayyorgarlik, sport, jismoniy tayyorgarlikning pedagogik xususiyatlari.

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PEDAGOGICAL FEATURES OF PRACTICAL-PROFESSIONAL PHYSICAL TRAINING

Abstract: the main directions of modernization of the system of physical education and improving the physical fitness of young people in educational institutions, measures to improve the system of physical culture and sports for students, as well as recommendations for improving the effectiveness of compulsory physical training in the education system. Special attention should be paid to the formation of practical and professional physical training.

Keywords: physical culture, professional training, physical training, sport, pedagogical characteristics of physical training.

Hech kimga sir emas nosog'lom turmush tarzi va etarlicha bo'lmagan jismoniy faollik natijasi aholi o'rtasida, yoshlar o'rtasida noxush holatlarni keltirib chiqaradi, ya'ni - yurak qon-tomir kasalliklari, havfli o'smalar, nafas

olish a'zolarining surunkali kasalliklari va qandli diabet kabi yuqumli bo'lmagan kasalliklar butun dunyoda nogironlik va o'limlarning asosiy sabablaridir. Ular asosan yuqori qon bosimi, tamaki va alkogol mahsulotlarini iste'mol qilish, qondagi xolesterinning yuqori darajasi, ortiqcha tana vazni, meva va sabzavotlarni yetarlicha iste'mol qilmaslik va sust jismoniy faollik kabi xavfli omillar tufayli yuzaga keladi.

Amaliy-kasbiy- jismoniy tayyorgarlik (AKJT) – jismoniy tarbiyaning maxsus yo'nalishi bo'lib, bo'lajak kasbiy soha xususiyatlari va talablariga muvofiq amalga oshiriladi. “Amaliylik” maxsus atamasi jismoniy madaniyatning qat'iy utilitar profillashgan qismi sifatida shaxs va jamiyat asosiy faoliyatining kasbiy mehnatga nisbatan munosabatini belgilaydi. AKJT ning asosiy qo'llanish sohasi – mehnatning xususiy tashqi sharoitlari bilan bog'liqlikda bu faoliyatga nisbatan organizmning funksional barqarorligini qaror toptirish, amaliy harakatlanishlar ko'nikma va malakalarini shakllantirish, insonning psixik va jismoniy imkoniyatlarini bo'lajak kasbiy faoliyat talablariga muvofiq optimal darajasini maqsadli rivojlantirish va saqlashdir.

“Jismoniy madaniyat, jismoniy tarbiya va sport nafaqat jismoniy, balki ma'naviy kamolotga etishishda ham muhim omildir. U irodani toblaydi, aniq maqsad sari intilish, qiyinchiliklarni bardosh va chidam bilan engishga o'rgatadi. Inson qalbida g'alabaga ishonch, g'urur va iftixor tuyg'ularini tarbiyalaydi” [1, 67].

“O'zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 3 fevraldagi “2019-2023 yillar davrida O'zbekiston Respublikasida jismoniy tarbiya va ommaviy sportni rivojlantirish kontseptsiyasini tasdiqlash to'g'risida”gi №118 son qarorida aholining barcha qatlamlarini, ayniqsa, yoshlarni jismoniy tarbiya va ommaviy sport bilan keng qamrab olishni ta'minlaydigan innovatsion shakllar va mexanizmlarni ishlab chiqish va joriy etishni tashkil etish ustuvor vazifa etib belgilangan” [2, 385].

Insonning mehnat faoliyati, tashqi muhit va bajariladigan harakatlarga doir axborotlarni doimiy qabul qilish va tahliliga asoslanadi. Ma'lumotlarni qabul qilish esa, muayyan analizatorlarni (ko'rish, eshitish, harakat va boshq) yuklatish va psixik jarayonlardan diqqat, xotira, operativ fikr yuritish, emosional-asab zo'riqishi bilan bog'liq. AKJT belgilaydigan boshqa ob'yektiv omillar qatorida ishchi xodimlarning harakatlanish xarakteri misol bo'la oladi. Mehnat jarayonida harakat faoliyati strukturasining tahlili asosiy omil bo'la oladi. Ushbu faoliyatning barcha tomonlariga harakatlarning takrorlanishi xarakterlidir. Muayyan kasbiy sohadagi ishchi xodimning o'ziga xos harakatlanishlar, organizmga ko'rsatiladigan xususiy psixofizik ta'sirlarni belgilaydi.

Kasbiy sohaning inson jismoniy tayyorgarligiga ko'rsata oladigan spesifik talablari faoliyatining tashqi sharoitlari taqozoligida ham kelib chiqadi. Bu fikr ma'nosida – mehnat jarayoni bilan bog'liq uning ba'zi tomonlarini amalga

oshirishni murakkablashtiradigan omillar ta'siri sababli shu vaziyatlarga muvofiq amaliy ko'nikma va malakalarni egallash e'tiborga loyiqdir.

Ilmiy kuzatuv xulosalariga ko'ra *mehnat jarayoni bilan bog'liq salbiy ta'sir etuvchi omillarning ba'zi texnologik harakatlanishlar va organizm holatining o'zgarishi quyidagilardan iborat*:

1. *Aqliy zo'riqish* - diqqatning susayishi, harakat reaksiya vaqtining oshishi, aqliy va jismoniy ishchanlikning pasayishi;

2. *Jismoniy zo'riqish* - muskullar kuchlanishni dozirovkalash aniqligini buzilishi, harakatlanayotgan ob'ektga nisbatan vaqt intervalini seza olmaslik, jismoniy ishchanlikning pasayishi;

3. *Gipodinamiya, gipokineziya* - harakatlanishlardagi aniqlik va shiddatning pasayishi aqliy va jismoniy ishchanlikning pasayishi;

4. *Balandlik sharoiti* - makonda gavda holatini doimiy nazorat qilish bilan bog'liq sezilarli asabiy-jismoniy zo'riqish, harakatlanish analizatorlari funksiyasining pasayishi, tebranish, chayqalish YUQT chastotasining oshishi, salbiy emosiyalarning kelib chiqishi;

5. *Muskullarning statik zo'riqish* - reaksiya vaqtining oshishi, proprioseptiv pulsasiyaning kuchayishi oqibatida harakatlardagi aniqlik (muvofiqlik) ning buzilishi;

6. *Salbiy emosional yuklama* - muvozanat funksiyasining buzilish harakatlar muvofiqligi va aniqligining pasayishi, kuchlanishlar me'yoring buzilishi;

7. *Yuqori temperatura* - termoregulyator apparati ishining buzilishi insonning yurak-tomir, nafas olish va asab tizimining zo'riqishi.

Inson uchun ba'zi tashqi omillar ta'siri ekstremal xarakterda bo'ladi. Shunga o'xshash sharoitlarda kasbiy faoliyat-anchagina emosional zo'riqishlar bilan bog'liq stress hodisalari, organizmning me'yordan ortiq funksional zaxiralarning safarbarligida kechadi. Har tomonlama jismoniy qobiliyatlarni tarbiyalash va harakat ko'nikma va malakalarini sistematik zaxiralarni boyitib borish orqali jamiyat a'zosining barcha faoliyat, shu jumladan kasbiy sohasi omilkorligini garovli ta'minlaydi.

XULOSA

AKJT vositalari sifatida amaliy-kasbiy gimnastika mashqlari keng qo'llaniladi (predmetli va predmetsiz bajariladigan mashqlar, gimnastik devor, kursi, norvon, kanat, qo'shpoya va boshq). Ommaviy sport turlaridan engil atletika, sport o'yinlari, turizm va barcha trenajyorlarda bajariladigan mashqlar.

U yoki bu kasb sohasida muhim ahamiyatga ega bo'lgan organizmning tizim va organlari imkoniyatlari, jismoniy sifatlar, qobiliyatlar aynan bo'lajak kasbiy faoliyat xususiyatlariga adekvat ravishda qo'llaniladigan amaliy-maxsus tayyorgarlikning vosita va metodlari orqali amalga oshiriladi.

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METHODOLOGICAL BASIS OF DEVELOPMENT OF PROFESSIONAL-PEDAGOGICAL COMPETENCE IN STUDENTS BY MAKING PENCIL DRAWINGS AND DRAFTS

Abstract. This article analyzes the methods of developing professional-pedagogical competence of students by performing pencil drawings and drafts. Looking at the object, they clearly see its structural features. By nature, painting itself is exhibitionism. During the process of painting from nature, feelings and differences arise when observing the form. That is why nature is used in the educational process.

Key words: professional-pedagogical competence, principle of exhibitionism, pen drawing, flat objects, exhibitions, drafts.

Introduction

The task of pedagogy is to teach students, young people to concentrate on one place, to approach work independently. That's why the pedagogue should seriously consider each kind of post. Guides are also used to observe nature. Cardboard and other materials are used for this. The exhibition should also be comprehensible to students and young people from a methodological point of view. For example, when students are working with geometric objects, it is very appropriate to show them and draw diagrams, to use demonstrations. In this case, students and young people will learn how to draw nature with quick thinking.

The principle of visibility is very important in the educational system. The classics of pedagogy gave valuable ideas about the demonstration of education.

The demonstration principle of education cannot be interpreted in isolation from other didactic principles. It is strongly related to other principles of didactics, especially to the principles of awareness and activity in education, solid and thorough mastery. The instructional principle of education is characterized by the fact that it is a principle aimed at ensuring students' perception of the educational material directly through concrete images. "This demonstration is such an education that it is not based on abstract ideas and words, but on concrete images directly perceived by children. Whether children learned these images during the transition process under the guidance of their

teachers, or as a result of independent observation, it is all the same"!

The principle of demonstrability is to arm students with persuasive knowledge by referring to the objects themselves, which are the source of perception. Drawing from nature itself is a visual teaching method. The process of painting according to nature begins with being able to see, feel and observe the object. Visibility is directly related to the observation of nature and the correct interpretation of its analysis. This affects the better understanding of the object and phenomena, while also improving the quality of the correct representation of the image on the paper level.

Material and methods

Perception can be different depending on the character of the object being observed or the characteristics of the educational material: direct perception through direct observation of things, events and events in life or educational materials, recalling and imagining the images of previously perceived and perceived objects and educational materials. Perception through the presentation of exhibition materials, which represent the image of objects, events and events or educational materials. The visual aids used in education provide students with a clear and concrete visual perception and mobilize as many senses as possible to the observed object, the faster, more convenient and easier learning materials are. This ensures thorough mastering of educational materials.

Through the exhibition materials, students get acquainted with objects, events and events of objective existence, their characteristics, signs and means of communication with each other. As a result of perception of abstract phenomena through concrete images with pen drawings, students' logical thinking activities develop. It is especially important to work on materials such as schemes, tables, diagrams, which are aimed at identifying, understanding and mastering the characteristics of an educational material by independent thinking, comparing, analyzing, summarizing, drawing conclusions.

The above-mentioned organization of visualization ensures conscious, independent and active learning of the educational material. In order for visualization to give effective results, other aspects of it should be taken into account.

First, the visual aids used should be suitable for the level, age and general characteristics of the students of each class.

Secondly, the visual aids used should help reveal the content of the topic, which corresponds to the characteristics of the subject of the lesson. Excessive use of instructional material in lessons is not recommended. When the visual aids increase, the increase in impressions makes it difficult to process in the mind, and it damages the quality of students' knowledge.

It allows to fully understand the role of emotional image in human cognitive activity, to understand the transition from concrete thinking to abstract thinking, to emotional image. It can be both an independent process and a tool for the formation of abstract thoughts in the development of students. The term

visuality of education cannot express the wealth of emotional knowledge and its importance in the development of a child. Instructional educational tools are one of the aspects of organizing the emotional knowledge of the student. They are just a moment of complex dialectical conflicting connection between emotional and mental knowledge in the student's cognitive activity.

Result and discussion

All this will closely help students and young people to learn how to see nature and draw it. Ya. A. Komensky emphasized that "the principle of demonstrability is the golden rule of didactics." Because the fact that a guided weapon does not stay in its place, it is necessary to prove it with words. If we focus on the following groups of visual aids used in the subjects of fine arts and their educational goals:

a)/ Exhibitions related to nature painting lessons/flat objects, notebooks, books, flags/ dimensional objects, fruit and vegetable products, geometric figures, school and educational tools, household and household items, human, bird and animal species and others;

b) visual aids made on the basis of the constructive construction of objects and objects and on the basis of perspectival and color rules;

c) tables and schemes. Line or color exhibitions made from the methodical side to explain the rules and laws of perspective;

g) reproductions of paintings.

Pupil sculpture; it is necessary to use information about well-known artists who created graphic, colorful works.

d) teacher's drawings.

In-kind objects placed by the teacher on the classroom board can be shown by drawing sketches on the classroom board or paper by composition perspective. It can also be drawn on different colored papers. Therefore, it is appropriate for students to be able to see nature, to be able to analyze the details of nature, to be able to work with nature on the basis of figurative laws, and to be able to apply such things as painting from general to detail and back to general in practice.

Conclusion

Some of the same students have diseases such as not being able to hear well, not being able to see far away. Usually, it is better for such students to be in front of the teacher and sit at the front desks.

The eye does not perceive light waves of different lengths in the same way. Yellow eye and air are more prone to color perception. Sometimes there are cases of not perceiving chromatic colors at all. To such a person, all objects appear to be painted in black. Often, the condition of not perceiving certain colors red and green can be met, this is called daltonism. It is necessary for the teacher to pay special attention to such students when choosing a profession, because those with color blindness cannot become drivers, drivers, pilots, or artists.

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BIOCHEMICAL MECHANISM OF GALACTOSE AND FRUCTOSE METABOLISM

Annotation: This article provides information on disorders of metabolism of some biological compounds - galactose-fructose metabolism.

Keywords: carbohydrate, galactose, fructose, glucose, hypoglycemia, fructose 1,6-diphosphatase.

Disorders of carbohydrate metabolism. The metabolism of the carbohydrates galactose, fructose, and glucose is intricately linked through interactions between different enzymatic pathways, and disorders that affect these pathways may have symptoms ranging from mild to severe or even life-threatening. Clinical features include various combinations of hypoglycemia (low blood sugar), liver enlargement, and muscle pain. Most of these disorders can be treated, or at least controlled, with specific dietary interventions.

Galactose and fructose disorders. Galactosemia usually is caused by a defective component of the second major step in the metabolism of the sugar galactose. When galactose is ingested, as in milk, galactose-1-phosphate accumulates. Therefore, the clinical manifestations of galactosemia begin when milk feeding is started. If the feeding is not stopped, infants with the disorder will develop lethargy, jaundice, progressive liver dysfunction, kidney disease, and weight loss. They are also susceptible to severe bacterial infections, especially by *Escherichia coli*. Cataracts develop if the diet remains galactose-rich. Intellectual disability occurs in most infants with galactosemia if the disorder is left untreated or if treatment is delayed. Therapy is by exclusion of galactose from the diet and results in the reversal of most symptoms. Most children have normal intelligence, although they may have learning difficulties and a degree of intellectual disability despite early therapy.

Hereditary fructose intolerance (HFI) is caused by a deficiency of the liver enzyme fructose-1-phosphate aldolase. Symptoms of HFI appear after the ingestion of fructose and thus present later in life than do those of galactosemia. Fructose is present in fruits, table sugar (sucrose), and infant formulas containing sucrose. Symptoms may include failure to gain weight satisfactorily, vomiting, hypoglycemia, liver dysfunction, and kidney defects. Older children with HFI tend to avoid sweet foods and may have teeth notable for the absence of caries. Children with the disorder do very well if they avoid dietary fructose and sucrose.

Fructose 1,6-diphosphatase deficiency is associated with an impaired ability to form glucose from other substrates (a process called gluconeogenesis). Symptoms include severe hypoglycemia, intolerance to fasting, and enlargement of the liver. Rapid treatment of hypoglycemic episodes with intravenous fluids containing glucose and the avoidance of fasting are the mainstays of therapy. Some patients require continuous overnight drip feeds or a bedtime dose of cornstarch in order to control their tendency to develop hypoglycemia.

Glycogen storage disorders. The brain, red blood cells, and inner portion of the adrenal gland (adrenal medulla) depend on a constant supply of glucose for their metabolic functions. This supply begins in the small intestine, where transport proteins mediate the uptake of glucose into cells lining the gut. Glucose subsequently passes into the bloodstream and then the liver, where it is stored as glycogen. In times of starvation or fasting or when the body requires a sudden energy supply, glycogen is broken down into glucose, which is then released into the blood. Muscle tissue also has its own glycogen stores, which may be degraded during exercise. If enzymes responsible for glycogen degradation are blocked so that glycogen remains in the liver or muscle, a number of conditions known as glycogen storage disorders (GSD) can arise. Depending upon which enzyme is affected, these conditions may affect the liver, muscles, or both. In GSD type I (von Gierke disease), the last step in glucose release from the liver is defective, leading to hypoglycemia. Therapy consists of supplying continuous glucose to the digestive tract (e.g., by continuous drip feedings) during infancy and early childhood. As the child grows, an improvement in symptoms tends to occur. Adequate glucose is supplied by frequent feedings of carbohydrates and slow-release glucose (uncooked cornstarch) before bedtime. Liver transplantation may also be curative, but this drastic measure is reserved for the small percentage of patients who do not respond to the usual treatment or who develop liver cancer. For the muscular forms of the disease, avoidance of strenuous exercise is the usual therapy. Defects in earlier steps in glycogen breakdown in the liver cause GSD types III, IV, VI, and IX, which usually lead to milder versions of type I disease. Pompe disease (GSD type II) is discussed in the section Lysosomal storage disorders.

In addition to glycogen degradation, glucose may be manufactured from amino acids and pyruvate in the process of gluconeogenesis. Key enzymes in the gluconeogenic pathway include carboxylase, phosphoenolpyruvate carboxykinase, and fructose-1,6-diphosphatase. Persons with defects in these enzymes develop conditions including fasting hypoglycemia, lactic acidemia, and liver enlargement. Thus, gluconeogenesis disorders may be difficult to distinguish from glycogen storage disorders at first presentation.

Congenital disorders of glycosylation. Congenital disorders of glycosylation (CDG; formerly known as carbohydrate-deficient glycoprotein syndrome) are recently described diseases that affect the brain and many other

organs. The primary biochemical defects of CDG are in the N-glycosylation pathway that occurs in the cytoplasm and endoplasmic reticulum, cellular organelles involved in the synthesis of proteins and lipids. A defect in a mannose-processing enzyme, phosphomannomutase 2, causes the most common form of CDG (type I). Other enzymatic defects have been identified, but the biochemical bases of some CDG subtypes have not yet been determined. The classic form of CDG (type Ia) is characterized by low muscle tone in infancy, severe developmental delay, and brain abnormalities. Children with type Ia also have inverted nipples and an unusual distribution of fat, especially in the suprapubic region and buttocks. Other features include hypoglycemia, seizures, stroke-like episodes, retinal damage, impaired heart contractility, vomiting, liver disease, diarrhea, and a bleeding tendency. No effective therapy exists for CDG, except for the rare type Ib disease (phosphomannose isomerase deficiency), in which oral administration of mannose may reverse symptoms in some cases.

Disorders of lipid metabolism. Lipids are large, water-insoluble molecules that have a variety of biological functions, including storing energy and serving as components of cellular membranes and lipoproteins. Cells that line the small intestine absorb dietary lipids and process them into lipoprotein particles that enter the circulation via the lymphatic system for eventual uptake by the liver. Triglycerides, cholesterol, and fat-soluble vitamins are transported through the blood by these lipoprotein particles.

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ON LINEAR SUBSTITUTION OF VARIABLES AND ON SIMPLIFICATION OF EXPRESSIONS IN THE SPACE OF GENERALIZED FUNCTIONS

Annotation. The rigorous mathematical theory of generalized functions contains the definition of a set of basic functions, the definition of continuous functional, rules for performing limit transitions, delta-like sequences, etc. Special literature is devoted to these questions, in which one can find formulations and proofs of the corresponding theorems (see, for example, the book by V.S.Vladimirov "Generalized functions in mathematical physics", I.M.Gelfand and G.E.Shilov "Generalized functions and actions on them", M.S.Agranovich "Generalized functions and Sobolev spaces", M.A.Shubin "Lectures on the equations of mathematical physics" and many others). In this article, we will look at techniques for substitution a variable in an argument of generalized function, multiplying by a local-integrable function, and simplifying expressions. The theory of generalized functions has been chosen as a mathematical apparatus. The technique of generalized functions provides a convenient apparatus for solving a number of classical problems of an applied nature. The proposed article will be useful for students of physics and mathematics, engineering and physics specialties of higher educational institutions, as well as master students, teachers of relevant universities,

studying and interested in the practical application of the theory of the generalized.

Key words: basic functions, locally integrable functions, generalized functions, regular generalized function, δ – function, linear substitution of variables.

Introduction

The importance of generalized functions in mathematics itself and its applications needs no proof. The emergence of generalized functions is associated with the names of many mathematicians and physicists. The simplest generalized function - δ – the function was used by D.Maxwell (1873), O.Heaviside (1898), P.Dirac (1926). The foundations of the mathematical theory of generalized functions were laid by S.L.Sobolev (1939) and L.Schwartz (1950). The most important results in the theory of generalized functions were obtained by K.Friedrichs (1940). Further developments in the theory of generalized functions can be found in the works of I.M.Gelfand and G.E.Shilova (1959), N.N.Bogolyubov and O.S.Parasyuk (1955-1960), V.S.Vladimirov, L.Hormander, A.Zemanian, G.Bremerman (1968-1971) and others.

In modern mathematical analysis, the main mathematical tools are Sobolev spaces and the theory of generalized Schwarz functions.

Let us present some definitions and statements regarding generalized functions, which will be used in what follows [1, 3, 6].

1. Let's introduce the important space of D . basic functions. We refer to the set $D = D(\mathbb{R})$ of all possible functions $\varphi(x)$, defined on the whole number line $\mathbb{R}$ and having the following properties:

1) each function $\varphi(x) \in C^\infty(\mathbb{R})$ – has derivatives of all orders on the whole number line;

2) for each function $\varphi(x)$ there is an interval outside of which it is equal to zero.

We denote the set of all points of x by X_φ , in which $\varphi(x) \neq 0$, and the closure of the set X_φ by $\overline{X_\varphi}$ – , i.e. $\overline{X_\varphi}$ – is the union of the set X_φ and all of its limit points.

The set $\overline{X_\varphi}$ is called *the carrier of the function $\varphi(x)$* and is denoted as

$$\text{supp } \varphi(x) = \overline{X_\varphi} = \overline{\{x : \varphi(x) \neq 0\}}.$$

The set of basic functions, the carriers of which are contained in the given area G will be denoted by $D(G)$. In this way, $D(G) \subset D(\mathbb{R}^n) = D$.

2. Convergence in D is defined as follows. The sequence of basic functions $\varphi_1, \varphi_2, \dots, \{\varphi_n(x)\}$ from D converges to the function $\varphi(x)$ from D , if:

1) there is an interval $(-a, a)$, such, that $\forall n \in N$:

$\text{supp} \varphi_n(x) \in (-a, a)$;

2) $\forall k = 0, 1, 2, \dots$ sequence of derivatives $\{\varphi_n^{(k)}(x)\}$ evenly in G converges to $\varphi^{(k)}(x)$.

The designation: $\varphi_n(x) \rightarrow \varphi(x)$ at $n \rightarrow \infty$ in space D .

The function $\varphi: R^n \rightarrow R$ is called *basic* if $\varphi(x)$ is infinitely differentiable and $\text{supp} \varphi$ is a bounded subset of G .

Let us now make it clearer that the above construction in a certain sense extends $R_{1,loc}$ – the class of locally integrable functions on the number line. This class consists of functions f that have the property

$$\forall a, b \in R (a < b) \Rightarrow f \in R_1[a, b].$$

The inclusion $R_1(R) \subset R_{1,loc}$ takes place.

3. The generalized function $f \in D'$ corresponds to each function $f \in R_{1,loc}$ defined by the equality

$(f, \varphi) = \int f(x) \varphi(x) dx$, $\varphi \in D$. (0.1) The space D' is wider than $R_{1,loc}$, there are generalized functions that are not functionals of the form (0.1). Thus, the enclosure $R_{1,loc} \subset D'$ is carried out.

4. Let's define δ – function. Any measure can be identified with a linear continuous functional on the space of continuous functions, and note that such a functional for the function $\delta(x)$ acts by the formula

$(\delta(x), f(x)) = f(0)$, (0.2) where $f(x)$ is any function continuous on the interval, for example, $f(x) \in C_{[-1,1]}$. Consequently, the function $\delta(x)$ is, by definition, a functional on $C_{[-1,1]}$, contrasting the function $f(x)$ with its value at point 0.

δ – function is a mathematical expression of the density of a unit mass concentrated at the point $x = 0$. If such a mass is concentrated at the point $x = a$, we come to δ – the function $\delta(a) = \delta(x - a)$, that is defined by the equality

$$(\delta(x - a), \varphi(x)) \equiv (\delta(x), \varphi(x + a)) = \varphi(x + a)|_{x=0} = \varphi(a).$$

The question arises: does locally integrable function $f \in L_{1,loc}(m.e. R_{1,loc})$ correspond to any linearly continuous functional g , i.e. is it true

$g(\varphi) = (g, \varphi) = \int f(x) \varphi(x) dx$? The answer is negative. There is no function $f \in L_{1,loc}$ corresponding to the functional $(\delta, \varphi) = \varphi(0)$ in order to take place

$$\int f(x) \varphi(x) dx = \varphi(0). \text{ Consequently, } (\delta, \varphi) \notin L_{1,loc}.$$

The following statements are true.

Theorem 4.1. δ – function can be represented as a limit in the space of D' sequence of regular generalized functions:

$$\forall \varphi(x) \in D: \lim_{a \rightarrow 0} (\delta_a(x), \varphi(x)) = \lim_{a \rightarrow 0} \int_{-\infty}^{+\infty} \delta_a(x) \varphi(x) dx = (\delta, \varphi) = \varphi(0)$$

,

$$\lim_{a \rightarrow +0} \delta_a(x) = \begin{cases} 0, & x \neq 0, \\ +\infty, & x = 0. \end{cases}$$

Theorem 4.2. Any singular generalized function can be represented as the limit in the space of D' sequence of regular generalized functions.

In other words, the space of generalized functions is the completion of the space of classical locally integrable functions, i.e. is obtained by adding all limit elements to the space $R_{1,loc}$ in the sense of weak convergence (in the sense of generalized functions).

5. For ordinary functions $f: R \rightarrow R$ by their very definition, we can talk about the value $f(x)$ of the function f at the point x . For the element f of the space $R_{1,loc}$, this is no longer the case (f – this is a class of functions that differ from each other on a set of Lebesgue measure zero). Having chosen a function – a representative of the class, we can talk about its values in points. This understanding is also lost for generalized functions. We note, however, that with the embedding $R_{1,loc} \subset D'$ considered above, on the generalized function (f, φ) , it is possible to recover the value f at its points of continuity.

The space of generalized functions

Let's introduce the concept of a functional underlying the definition of generalized functions.

1. Any reflection $f: D(G) \rightarrow R$ of the space of basic functions to the set of real numbers is called a *functional*.

Definition 1. We will say that a *functional* is given on the space D if a rule is specified according to which a certain number $f(\varphi)$ is associated with each function $\varphi(x) \in D$.

The functional will also be denoted as (f, φ) .

A functional f is called *linear* if for any real numbers a and b and any basic functions $\varphi_1(x), \varphi_2(x)$ from the space D there is carried out the equality

$$(f, a\varphi_1 + b\varphi_2) = a(f, \varphi_1) + b(f, \varphi_2).$$

2. We now introduce the concept of a continuous functional defined on the space D of basic functions.

Definition 2. The functional f defined on the space D is called *continuous* if for any sequence of basic functions $\{\varphi_n(x)\}$, converging to some function $\varphi(x) \in D(G)$, the numerical sequence (f, φ_n) converges to the number (f, φ) .

We now formulate the central definition of this work.

Definition 3. A *generalized function* is a linear continuous functional on the space of basic functions.

The value of the functional f on an element $\varphi(x)$ of the space D , as it was said, will be denoted by (f, φ) .

The collection of all generalized functions on G forms a linear space and is denoted by $D'(G)$.

3. In the vector space D' of the generalized functions over the base space D , we give the definition of the concept of convergence.

Definition 4. The sequence $\{f_n(x)\} \in D'$ of generalized functions is called *converging* to the generalized function $f \in D'$ if for any function $\varphi(x)$ from the space D of basic functions the numerical sequence (f_n, φ) converges to the number (f, φ) :

$$\lim_{n \rightarrow \infty} (f_n, \varphi) = (f, \varphi), \forall \varphi \in D.$$

4. Let D be the space of basic functions and let $f(x)$ — be a locally integrable function. For each function $f \in R_{1,loc}$, the equality

$(f, \varphi) = \int_{-\infty}^{+\infty} f(x)\varphi(x)dx$ ($\varphi \in D$) defines the generalized function f over D . Such generalized function is called *regular*.

Let's consider the Heaviside function used in mathematical physics

$$\theta(x) = \begin{cases} 0, & x < 0, \\ 1, & x \geq 0. \end{cases}$$

It is locally integrable ($\theta(x) \in R_{1,loc}$), therefore, it generates a regular generalized function:

$$\forall \varphi(x) \in D: (\theta, \varphi) = \int_{-\infty}^{+\infty} \theta(x)\varphi(x)dx = \int_0^{+\infty} \varphi(x)dx.$$

The generalized function that is not regular is called *singular*.

The important example of a singular generalized function is the one $\delta(x)$ we know. It is defined as follows (this was already in (0.2)):

$$\forall \varphi(x) \in D: (\delta, \varphi) = \int_{-\infty}^{+\infty} \delta(x)\varphi(x)dx = \varphi(0).$$

$\delta(x)$ — is a singular generalized function.

The linear substitution of variables in generalized functions and simplification of expressions in the space of generalized functions

Here we give the definition of the operation of linear substitution of variable of generalized functions, which is known to us for ordinary functions: we will observe how an operation known to us for ordinary functions can be reformulated as an action of a regular generalized function on an arbitrary basic function, and then (already for all generalized functions, including singular ones), we will take the resulting identity as a definition.

1. Multiplication by an infinitely differentiable function. Let $f \in R_{1,loc}(R^1)$ and $a(x)$ — infinitely differentiable function on the whole line R^1 : $a(x) \in C^\infty(R^1)$. Then $a(x)f(x)$ — locally integrable function and

$\forall \varphi(x) \in D$ function $a(x)\varphi(x) \in D$. Therefore, for a regular generalized function $a(x)f(x)$, we obtain the equality

$$(af, \varphi) = \int_{-\infty}^{+\infty} a(x)f(x)\varphi(x)dx = \int_{-\infty}^{+\infty} f(x)[a(x)\varphi(x)]dx = (f, a\varphi). \quad (1)$$

So, for any regular generalized function $f \in D'(\mathbb{R}^1)$ and for any function $a(x) \in C^\infty(\mathbb{R}^1)$, the following equality is true:

$$(af, \varphi) = (f, a\varphi), \varphi(x) \in D.$$

For singular generalized functions, equality (1) is taken as the definition of the product of the generalized function by an infinitely differentiable function. Thus, we come to the following definition.

Definition. The product of the generalized function f by an infinitely differentiable function $a(x)$ is a generalized function af acting according to the rule

$$\forall \varphi(x) \in D: (af, \varphi) = (f, a\varphi).$$

Example 1. To find $a(x)\delta(x)$.

Decision.

$$\begin{aligned} (a(x)\delta(x), \varphi(x)) &= (\delta(x), a(x)\varphi(x)) = a(0)\varphi(0) = \\ &= a(0)(\delta, \varphi) = (a(0)\delta, \varphi), \end{aligned}$$

e.i. multiplying δ – function by an infinitely differentiable function $a(x)$ is equivalent to multiplying δ – function by a number $a(0)$:

$$a(x)\delta(x) = a(0)\delta(x).$$

Example 2. To find $\cos x \delta(x)$.

Decision.

$$\begin{aligned} (\cos x \delta(x), \varphi(x)) &= (\delta(x), \cos x \varphi(x)) = (\cos x \varphi(x))(0) = \\ &= \cos 0 \varphi(0) = 1 \cdot \varphi(0) = \varphi(0) = (\delta, \varphi). \end{aligned}$$

Therefore, multiplying δ – function by a function $\cos x$ is equivalent to multiplying δ – function by a number $\cos 0$:

$$\cos x \delta(x) = \delta(x).$$

2. Linear substitution of variables in generalized functions. Let $f \in R_{1,loc}(\mathbb{R}^1)$ – locally integrable in $\mathbb{R}^1$ функция and $x = ay + b$, a, b – arbitrary numbers, ($a \neq 0$) – linear transformation of the space $\mathbb{R}^1$ onto itself. Then for any function $\varphi(x) \in D$ we have

$$(f(ay + b), \varphi(y)) = \int_{-\infty}^{\infty} f(ay + b)\varphi(y)dy. \quad (2)$$

Let's do the substitution of the variable in the integral $x = ay + b$.

Then $dy = \frac{1}{a}dx$, $y = \frac{x-b}{a}$ and we come to the equalities

$$\int_{-\infty}^{\infty} f(ay+b)\varphi(y)dy = \frac{1}{|a|} \int_{-\infty}^{\infty} f(x)\varphi(a^{-1}(x-b))dx =$$

(3)

$$= \frac{1}{|a|} \int_{-\infty}^{\infty} f(y)\varphi(a^{-1}(y-b))dy = \frac{1}{|a|} (f, \varphi(a^{-1}(y-b))).$$

From (2) and (3) it follows that for any regular generalized function $f(y)$ and any numbers a ($a \neq 0$) and b there is the equality

$$(f(ay+b), \varphi(y)) = \frac{1}{|a|} (f, \varphi(a^{-1}(y-b))).$$

We will take this equality as the definition of a linear substitution of variables for singular generalized functions. Thus, we introduce the following definition.

Definition. The generalized function $f(ay+b)$ – this is a functional acting according to the rule

$$\forall f(x) \in D', \forall \varphi(x) \in D: (f(ay+b), \varphi(y)) = \left(f(y), \frac{\varphi(a^{-1}(y-b))}{|a|} \right)$$

.In particular,

$$(f(ay), \varphi(y)) = \frac{1}{a} \left(f, \varphi\left(\frac{y}{a}\right) \right) \quad (4) \text{ and}$$

$$(f(y+b), \varphi(y)) = (f, \varphi(y-b)). \quad (5)$$

Using this definition for the generalized function δ by formula (4), we obtain

$$(\delta(ay), \varphi(y)) = \frac{1}{|a|} \left(\delta(y), \varphi\left(\frac{y}{a}\right) \right) = \frac{1}{|a|} \varphi(0) = \frac{1}{|a|} (\delta(y), \varphi(y)), \quad (6)$$

in other words, stretching the argument of the function $\delta(y)$ with a factor a is equivalent to multiplying $\delta(y)$ by the number $\frac{1}{|a|}$:

$$\delta(ay) = \frac{1}{|a|} \delta(y). \quad (7)$$

Example 1. $\delta(-y) = \delta(y)$.

This follows from the calculation of the parity δ - the function and equality (7) at $a = -1$:

$$(\delta(-y), \varphi(y)) = (\delta(y), \varphi(-y)) = \varphi(0) = (\delta, \varphi),$$

$$\delta(-y) = \delta(y).$$

Example 2. Shifted δ – function:

$$(\delta(x - x_0), \varphi(x)) = (\delta(y), \varphi(y + x_0)) = \varphi(x_0).$$

3. Simplification of expressions in the space of generalized functions.

Ratio

$$a(x)\delta(x - x_0) = a(x_0)\delta(x - x_0) \quad (8)$$

is a short form of the limit ratio. Let us prove this ratio. By definition, convergence in the space of generalized functions D' (see Definition 4. Space of generalized functions) the ratio

$w_\varepsilon(x) \rightarrow \delta(x)$, $\varepsilon \rightarrow +0$ in D' is equivalent to equality

$$\lim_{\varepsilon \rightarrow +0} \int_{-\infty}^{+\infty} w_\varepsilon(x) \varphi(x) dx = \varphi(0), \quad \forall \varphi \in D, \quad (9) \text{ where}$$

$$w_\varepsilon(x) = \begin{cases} C_\varepsilon e^{-\frac{\varepsilon^2}{\varepsilon^2 - x^2}}, & |x| < \varepsilon, \\ 0, & |x| \geq \varepsilon, \end{cases} \text{ where the constant } C_\varepsilon \text{ is chosen from}$$

the condition

$$\int_{-\infty}^{+\infty} w_\varepsilon(x) dx = \int_{-\varepsilon}^{+\varepsilon} w_\varepsilon(x) dx = 1. \text{ From (9) we have}$$

$$\int_{-\infty}^{+\infty} a(x) w_\varepsilon(x - x_0) \varphi(x) dx = \left| \text{замена: } x - x_0 = y \right| =$$

$$= \int_{-\infty}^{+\infty} a(y + x_0) w_\varepsilon(y) \varphi(y + x_0) dy \xrightarrow{\varepsilon \rightarrow +0} a(x_0) \varphi(x_0), \quad \forall \varphi \in D.$$

On the other hand

$$a(x_0) \varphi(x_0) = a(x_0) \lim_{\varepsilon \rightarrow +0} \int_{-\infty}^{+\infty} w_\varepsilon(x - x_0) \varphi(x) dx.$$

Thus,

$$\lim_{\varepsilon \rightarrow +0} \int_{-\infty}^{+\infty} (a(x) w_\varepsilon(x - x_0)) \varphi(x) dx = a(x_0) \lim_{\varepsilon \rightarrow +0} \int_{-\infty}^{+\infty} w_\varepsilon(x - x_0) \varphi(x) dx.$$

But this is exactly the ratio, which is briefly written in the form (8).

Example 1. Let's simplify the expression $(1 + e^x)\delta(x)$.

Decision. Let $\varphi(x) \in D$, then

$$\begin{aligned} ((1 + e^x)\delta(x), \varphi(x)) &= (\delta(x), (1 + e^x)\varphi(x)) = (1 + e^x)\varphi(x) \Big|_{x=0} = \\ &= 2\varphi(0) = (2\delta(x), \varphi(x)). \end{aligned}$$

Hence it follows that

$$(1 + e^x)\delta(x) = 2\delta(x).$$

Example 2. Let's simplify the expression $x\delta(x+1)$.

Decision. Let $\varphi(x) \in D$, then

$$(x\delta(x+1), \varphi(x)) = (\delta(x+1), x\varphi(x)) = x\varphi(x) \Big|_{x=-1} = -\varphi(-1) = -(\delta(x+1), \varphi(x)).$$

Hence it follows that

$$x\delta(x+1) = -\delta(x+1).$$

Example 3. To simplify the expression $(x^2 + 3)\delta(x+3)$.

Decision. Let's use the equality (8):

$$(x^2 + 3)\delta(x+3) = (x_0^2 + 3)\delta(x - x_0) \Big|_{x_0=-3} = 12\delta(x+3).$$

Example 4. To simplify the expression $\delta(3x-12)$.

Decision. Let's use the formula (7):

$$\delta(3x-12) = \delta(3(x-4)) = \frac{1}{3}\delta(x-4).$$

Example 5. Is the equality true

$$\delta(2x - 6y + 1) = \delta(x - 3y + \frac{1}{2})?$$

Decision. We will assume that the function $\delta(2x - 6y + 1)$ is obtained as a result of substitution of the variable $z = x - 3y + \frac{1}{2}$ in the argument of the generalized function $\delta(2x)$. Since according to the formula (7) $\delta(2x) = \frac{1}{2}\delta(x)$, then we have

$$\delta(2x - 6y + 1) = \delta(2(x - 3y + \frac{1}{2})) = \frac{1}{2}\delta(x - 3y + \frac{1}{2}).$$

Thus,

$$\delta(2x - 6y + 1) \neq \delta(x - 3y + \frac{1}{2}).$$

Conclusion

The solution of many theoretical and practical problems is closely related to both the methodological approach and the mathematical apparatus used.

The theory of generalized functions is a powerful mathematical apparatus that makes it possible to solve a wide class of problems that, generally speaking, cannot be solved by the method of classical mathematical analysis. This apparatus makes it possible to rigorously substantiate the methods used and the results obtained and make it possible to construct a general theory.

The technique that formed the basis of this work allows us to formulate the correct understanding of concepts such as basic and generalized functions, substitution of variables in generalized functions. A large number of examples are given related to generalized functions that are built from a delta function using substitutions in the argument and multiplication by a locally integrable function. The given examples give an idea of the significance of the elements of the theory of generalized functions for their decidability. The theoretical material of the article is of a reference nature and helps teachers and students in preparing for practical classes, as well as in mastering the methods of the theory of generalized functions during their independent work on the course.

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DIVERSITY OF APPROACHES TO THE QUESTION OF EXISTENCE IN PHILOSOPHY

Abstract: This article discusses the interdependence of approaches to the concept of being in science. The author tried to explain that the philosophy of being is a fundamental issue of science and philosophy.

Key words: science, philosophy, being, fundamental issues, category.

Being is a concept, similar, of the same order with such concepts as “existence”, “reality”. At the same time, being is an integral characteristic of the world, affirming its integrity through its existence. According to the mode of existence, being is divided into two worlds, two modes of existence or two realities: the world of physical states, or the material, natural world, and the world of mental states, the world of consciousness, the inner world of man. Both of these worlds - the world of consciousness and the world of nature - can be characterized by the concept of being, but the ways of their existence are different.

Spirit (from Lat. Spiritus – “breath, breath, smell”). In a broad sense, ideal consciousness as the highest form of mental activity, however, we can say that the essence of this concept is broader.

Representatives of various currents of philosophy distinguish the subjective spirit (subject, personality, individual), the absolutization of which leads to subjective idealism, and the objective spirit (consciousness divorced from man and mystified as an independent force), the recognition of the primacy of which leads to objective idealism.

Ancient philosophers viewed spirit as a theoretical activity (for example, for Aristotle, the highest forms of spirit activity are thinking about thinking, enjoying theory). However, the spirit was also understood as a superintelligent principle, cognizable directly, intuitively (Plotinus). This point of view is outwardly close to religious ideology, according to which the spirit is God, a supernatural entity, only an object of faith. German classical philosophy emphasizes the activity of the spirit, considering it as an activity of self-awareness. Thus is the cosmic spirit in Plato, Logos in Heraclitus G.V.F. Hegel understood spirit as the unity of self-consciousness and consciousness, realized in the mind, as the unity of practical and theoretical activity: the being of the

spirit is its act, although this act is understood only as knowledge. Spirit, according to Hegel, overcomes the natural, sensual and rises to itself in the process of self-knowledge. Materialistic philosophy views spirit as secondary to nature. For the ancient materialists, the spirit is the most intelligent part of the soul, poured over the entire body.

In dialectical materialism, the opposition of matter and consciousness is conditional, It makes sense only for the formulation and solution of the main question of philosophy, and outside it loses its absolute meaning, since consciousness, social ideas, and so on can act in relation to any material process as something that determines it and in this sense primary.

The active transformative activity of society leads to the fact that in the world around us a certain group of material objects (means of production, buildings, products of chemical synthesis, consumer goods, etc.) in their origin and form of organization to some extent depends on the consciousness of a person because they embody human design.

With the development of science and technology, the set of material objects will expand more and more, the properties, forms of organization and even the origin of which will depend on the transforming conscious activity of people.

The philosophical understanding of matter as an objective reality is concretized and supplemented by natural-scientific views on the structure and properties of matter. But it would be wrong to identify matter as a philosophical category with certain views on the structure of matter, since they change depending on the new discoveries of science, while the philosophical definition of matter remains unshakable.

Likewise, it is erroneous to identify matter as a philosophical category with any specific type of it, for example, with matter.

Material objects are supported by consciousness. The work of the spirit results in the construction of material reality.

Ontology is the doctrine of being as a whole, regardless of its specific forms.

The initial category in the philosophical understanding of the world is the category of "being". In this category, a person's belief in the existence of the world around him and the person himself with his consciousness is recorded. Individual things, processes, phenomena arise and disappear, but the world as a whole exists and is preserved. Statement of being is the initial prerequisite for further reasoning about the world.

The concept of being is abstracted from all the specific differences between things, objects and processes, except for one of their features, namely their existence, which gives the world an initial integrity and makes it an object of philosophical reflection. And one of the first questions that arise on the path of philosophical understanding of the world is the question of the variety of ways and forms of being.

According to the mode of existence, being is divided into two worlds, two modes of existence, or two realities: the world of physical states, or the material natural world, and the world of mental states, the world of consciousness, the inner world of man. Time and space are the main forms of the existence of matter.

Conclusion

All bodies have a certain extent - length, width, height. They are located in various ways relative to each other, they constitute parts of a particular system. Space is a form of coordination of existing objects, states of matter. It consists in the fact that objects are located outside each other (near, side, bottom, top, inside, front, etc.) and are in certain quantitative relationships. The order of coexistence of these objects and their states forms the structure of space. Phenomena are characterized by the duration of existence, the sequence of stages of development. Processes occur either simultaneously or one earlier or later than the other, for example, the relationship between day and night, the change of seasons. All this means that bodies exist and move in time. Time is a form of coordination of changing objects and their states. It lies in the fact that each state is a sequential link in the process and is in certain quantitative relationships with other states. The order in which these objects and states change forms the structure of time. Space and time are universal forms of existence, coordination of objects, they are and will be in the endless world. Not only the events of the external world, but all feelings and thoughts occur in space and time. Space has three dimensions: length, width and height, and time is only one - the direction from the past through the present to the future. It is inevitable, unique and irreversible. Space and time exist objectively, outside and independent of consciousness. Their properties and patterns are also objective, not a product of thought. Feeling how time takes us away in its stream, we cannot stop it, delay it, we cannot return a single lived moment. The passage of time is beyond our control. We are as powerless in front of him as a splinter in front of a river stream.

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FUNDAMENTALS OF SHORT-DISTANCE RUNNING TECHNIQUE IN ATHLETICS

Abstract: This article talks about short-distance running (sprinting), analysis of its technique, the athlete's start and exit, running over the distance, and reaching the finish line.

Key words: Athletics, short distance, running, sprinter, technique, physiology, start acceleration, runner.

Sign in. Short-distance running, i.e., sprinting, is one of the oldest types of athletics, which places high demands on the athlete's physical and mental aspects. For this reason, all the record results of the world's strongest sprinters depend on modern new scientific approaches to the training of short-distance runners. This requires a deeper study of the accumulated world experience on the methodology of training athletes. In order to maintain and further improve their position in the international sports fields, coaches and athletes use the results of the latest scientific developments in biomechanics, physiology and other disciplines related to the training system of athletes in practice, based on the generalization of the experience of the world's strongest runners, the advanced training it is necessary to regularly improve the system of styles. The sport of athletics has a great role in strengthening the health of students through physical education, increasing the level of physical fitness, improving their ability to defend the homeland and work. Athletics is one of the main sports in all-round physical development of people. It is important to develop the physical qualities of athletics through walking, running, jumping, throwing and all-around sports in the development of mature and healthy students. Running is a natural way of moving from place to place. This is a common type of physical exercise and is part of many sports (football, basketball, tennis, etc.).

Used literature and methodology.

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Discussion. The technique of starting and running the distance is a decisive factor in the realization of the sprinter's speed-power potential. The result depends on how intelligently, economically and effectively the athlete can use the muscle power and his energy reserves in the distance to gain speed from the start. What is the technique? Usually, the performance of sports exercises. The technique is defined by the external indicators of the movements of some parts of the human body. From the outside, sprinting can be defined as free, light, heavy, loose, strong, intense, low, high, and many other definitions. The analysis of short-distance running kinegrams allows for a detailed analysis of the general picture of movements, and the consistent analysis of the recorded states determines the exact quantitative indicators of movements (angles, speed, displacements of body parts). However, such descriptions are not enough, and the exact calculation of these data does not yet allow them to be used in practice. Evaluating the appearance of an athlete's movements during running or, speaking in the language of mechanics, studying the kinematics of movements cannot always provide detailed information. Movement is the result of contraction of skeletal muscles, the main motor of human movement. When considering the running technique of a sprinter, first of all, it is necessary to understand the internal structure of the movement. At present, many coaches recognize that the technique of sprinting is highly individual and depends on the specific individual characteristics of the athlete, as well as the level of intensity and speed that he achieves, despite certain biomechanical characteristics. This, of course, does not deny the elements of rational technology that are common to everyone, and they are still being improved. Experienced and talented young researchers are constantly studying the international standards of organizing sports training, the work experience of leading coaches and their activities based on the requirements of the time. We know that short-distance running is a type of athletics all over the world is one of the popular sports. The daily growth of sports results requires the improvement of the methodology of effective distribution of training sessions for athletes running short distances. In addition to the world's leading scientists on the training of short-distance runners, experts in our country also conducted research on improving the training methodology. Among them, E.R. Andris, R.Q. Kudratov, N.T. Tokhtaboyev, K.T.

Shakirjonova have paid more attention to the methodology of proper teaching of techniques, tools and methods.

Theory. To analyze the technique of sprinting, the following are conditionally separated from it: - start; - start acceleration; - distance running; - reach the finish line. Start. In short-distance running, according to the rules of the competition, a low start is used, in which the starting legs are used. The placement of the starting footrests is very individual. Depends on the qualification of the athlete and his physical capabilities. In practice, four different types of low start are used (depending on the location of the footrests): normal; removed; zoomed in; Start acceleration. Running from the start lasts from 15 to 30 m, depending on the individual capabilities of the runner. His main task is to get the maximum running speed as quickly as possible. The correct execution of the first steps from the start depends on the push of the runner (with maximum force at an acute angle to the pavement) and the speed of movement. The runner runs the first steps in a bent position, then (steps 6, 7) begins to raise the body. It is very important to raise the body gradually during the start acceleration, only then it is possible to achieve the optimal effect from the start and from the start acceleration. The runner runs the first steps in a bent position, then (steps 6, 7) begins to raise the body. It is very important to raise the body gradually during the start acceleration, only then it is possible to achieve the optimal effect from the start and from the start acceleration. When the trunk is bent straight, the number of stepping legs increases by 90° compared to the straightened pushing leg, and the force of inertia creates a more forward force than upward. The runner takes the first steps by putting the stepping foot back down and pushing the body forward. Long distance running. When running over a distance, bending the body is approximately 10-15° in relation to the vertical. In running, the tilt changes: in the push-up, the shoulders are slightly pulled back, thereby reducing the tilt, and in the flight phase, the tilt increases.

The palms of the feet are placed almost in a line. Reaching the finish line. The maximum speed cannot be maintained until the end of the distance. When there are about 20-15 m left to the finish line, the speed usually decreases by 3-8%. The real essence of reaching the finish line is that it is necessary to try to maintain the maximum speed until the end of the distance and reduce the influence of negative factors. With the onset of fatigue, the strength of the muscles involved in pushing decreases, the length of the running step decreases, which means that the speed decreases. In order to maintain the speed, it is necessary to increase the speed of the running steps, and this can be done at the expense of hand movements, as we mentioned above. the run is completed when the runner touches the finish beam, that is, the imaginary vertical plane passing through the finish line. In order to touch it faster, runners quickly bend their body forward with their arms out in the last step. This method is called "shooting" with the chest.

The result. During the years of our republic's independence, the skills of our workers have grown significantly. G. Hubbieva at the 15th and 16th Asian Games (Dosha, 2006; Guangzhou, 2010) He was among the winners and prize-winners in the 100-200 meter race. L. Perepelova recorded a record 11.04 seconds in the 100-meter run (2000), O. Zhuravlev set a record in the men's 200-meter run in 2008 with a result of 20.74 seconds. These sports results show that our athletes are achieving high skills. From the outside, sprinting can be described as free, light, heavy, loose, strong, intense, low, high, and many other definitions. The analysis of short-distance running kinegrams allows for a detailed analysis of the general picture of the movement, and the consistent analysis of the recorded postures provides an accurate quantitative indicator of the movement (angles, speed, displacements of body parts). However, such descriptions are not enough, and the exact calculation of this benefit does not yet allow for practical implementation. For example, a sprinter has two cinemagraphs of his run. The results are 10.20 and 10.40 seconds, in the first case he won the competition, and in the second case he did not even go to the finals. If somewhere there is a violation of the running technique, it is necessary to search for and analyze the error with the help of high-speed filming. In fact, sprinters typically take 43-48 strides over the distance, so when a bad performance is shown, every

Loses about 0.004 sec from the step. In order to detect a technical error in such a period of time, the recording speed should be at least 1000 frames per second, and it is necessary to use computer equipment for quality processing of the material. When considering the technique of sprinting, first of all, it is necessary to understand the internal structure of the movement. The complex anatomical and physiological structure of the human locomotor system does not allow to accurately model and describe the nature of running at the moment. The difficulty is that the overall nature of movement is influenced by each of the 60 muscles in my leg, as well as by numerous other muscles in my body and arms. In addition, the structure of muscle fibers in humans is different, if we take into account the morphological characteristics (the total dimensions of the body and some of its organs), it is clear how difficult it is to quantitatively describe the main characteristics of the movements of athletes-sprinters. is thrown into z. Therefore, it is appropriate to talk about the interaction of muscle groups and the general laws of muscle contraction in the process of performing maximum fast movement by the athlete, not about the model of ideal movements of a short-distance runner. To achieve high sports results, special and preparatory exercises should be performed throughout the year. It helps in the growth of sports skills. The use of special exercises in the preparatory part of training allows athletes (practitioners) to start the main part with good preparation, in particular, to master the technique of the sport they are specializing in and to have a good sports form, at the same time, to achieve high results in competitions. will help.

1. Running with high hips: 3*20 meters

2. Starting from the position of putting the legs back: 3*20 meters.
3. Running from various sports. Fast execution of 2*20 meters.
4. Running after kicking a hanging ball. To the left, back 3820 meters.
5. Running with big steps. The movement is average and the speed is 4*15 meters.
6. Running with legs crossed in a straight line. Average movement is 4*20 meters
7. Running 40 m in a straight line. The legs are placed on the bottom line and next to it - 2 times
8. The same, but with placing the bottom of the legs in the front parts - 2 times.
9. The same, but pay attention to raising the thigh high - 2 times
10. Running with high hips. First it is done in one place, then 30 m is done.

Summary. In short, short-distance running is one of the ancient sports. Sprint places high demands on the physical and mental qualities of the athlete. All record results of world sprinters are associated with modern approaches to the training of short-distance runners. This requires studying the accumulated world experience on the methodology of training athletes. Free actions are actions that a person can control to achieve a certain goal. Movement should be understood as a system of interrelated actions. Management in the movement system is inextricably linked with knowledge of its structure. Studying the structure of movements and their control allows to use the laws of movement in human movement activity. To achieve high sports results in short-distance running, special and preparatory exercises should be performed throughout the year. It helps in the growth of sports skills. The use of special exercises in the preparatory part of training allows athletes (practitioners) to start the main part with good preparation, in particular, to master the technique of the sport they are specializing in and to have a good sports form, at the same time, to achieve high results in competitions. will help. Athletes who run short distances use different methods of training during training. Among them, the method of training the speed of short-distance runners is the repeated method, variable, rest intervals, the method of breaking the distance into pieces, and monotonous running.

Methods are considered to be effective methods for training fast strength and fast endurance of short-distance runners. Performing various jumping exercises to increase speed and develop the quality of quick strength creates a favorable environment for athletes to improve their sports results. Another method of improving speed quality is a special traction system. In it, it is necessary to perform both forward and backward runs, changing the direction from time to time using the stick. This exercise is recommended for skilled runners who have trained for a long time in running short distances.

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NOORGANIK KIMYO FANINI O'QITISHDA PEDAGOGIK TEKNOLOGIYALAR VA FAN YANGILIKLARIDAN SAMARALI FOYDALANISHNING AHAMIYATI

Annotatsiya: Bo'lg'usi kimyogar-texnologlar "Noorganik kimyo" fanini sohaga oid yangiliklar, shuningdek ilmiy-tadqiqot natijalari bilan nazariy bilimlarni uyg'unlashgan hamda ishlab chiqarishga bog'lagan holda o'rganishlari zarur.

Kalit so'zlar: pedagogik texnologiyalar, innovatsion yondashuv, ilm-fan integratsiyasi.

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THE IMPORTANCE OF EFFECTIVE USE OF PEDAGOGICAL TECHNOLOGIES AND SCIENCE NEWS IN TEACHING INORGANIC CHEMISTRY

Abstract: Future chemists-technologists need to learn the science of "Inorganic Chemistry" by combining theoretical knowledge with industry news and research results and connecting them to production.

Key words: pedagogical technologies, innovative approach, integration of science.

Mamlakatlar va ijtimoiy-iqtisodiy tizimlar o'rtasida dunyodagi texnologiya bozorida davom etayotgan raqobat o'z-o'zidan kim o'zarga, sifatli va qiymatli inson kapitalini yaratish musobaqasiga aylandi. Chunki, oxir-oqibatda har qanday iqtisodiy, ilmiy, texnologik va shu kabi mo'jizalarni va «sakrashlar»ni faqatgina o'qimishli, bilimli, izlanuvchan, tashabbuskor va fidokor kishilarning armiyasi – innovatsion inson kapitali ishtirokida va yordamida amalga oshirish mumkin. Respublikamizda oliy ta'limni tizimli isloh qilishning ustuvor yo'nalishlarini belgilash, zamonaviy bilim va yuksak ma'naviy-axloqiy fazilatlariga ega, mustaqil fikrlaydigan yuqori malakali kadrlar tayyorlash jarayonini sifat jihatidan yangi bosqichga ko'tarish, oliy ta'limni modernizatsiya qilish, ilg'or ta'lim texnologiyalariga asoslangan holda ijtimoiy

soha va iqtisodiyot tarmoqlarini rivojlantirish maqsadida O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi tasdiqlanib, unda o'quv dasturlarida nazariy bilim olishga yo'naltirilgan ta'limdan amaliy ko'nikmalarni shakllantirishga yo'naltirilgan ta'lim tizimiga bosqichma – bosqich o'tish, oliy ta'lim mazmunini sifat jihatidan yangi bosqichga ko'tarish, ijtimoiy soha va iqtisodiyot tarmoqlarining barqaror rivojlanishiga munosib hissa qo'shadigan, mehnat bozorida o'z o'rnini topa oladigan yuqori malakali kadrlar tayyorlash tizimini yo'lga qo'yish, nazarda tutilgan. Yetakchi xorijiy davlatlar tajribasi shundan dalolat bermoqdaki, innovatsion rivojlanish jamiyatning barcha a'zolarida, xususan, turli tashkilot, korxona va firmalar xodimlari, mutaxassislarida innovatsion bilimlarga asoslangan faoliyat bilan shug'ullanish imkoniyatini, vakolatini hamda muayyan amaliy tajribani shakllantirishni taqozo etadi, ya'ni innovatsion rivojlanish "innovatsion inson"ni shakllantirishni talab etadi. ^[1] Demak, talabalarni innovatsion inson shaklida shakllantirib borish lozim. Xo'sh, innovatsion inson iborasi nimani anglatadi? Ushbu ibora mamlakatni har bir fuqarosining ijtimoiy hayotda, iqtisodiy taraqqiyotda, fan, texnika va texnologiyalar rivojlanishida ro'y berayotgan o'zgarishlarning faol tashabbuskori, yaratuvchisi bo'lishini va bu o'zgarishlar uning hayotiy tamoyillarining ajralmas qismi bo'lib qolishini anglatadi. Bu har bir inson innovatsion muhitda o'zining qobiliyati, qiziqishi, salohiyatidan kelib chiqqan holda zimmasiga yuklatilgan vazifalarni samarali bajara olishi talab qilinadi demakdir. Innovatsion muhitning insonlarga qo'yadigan minimal talablarining plankasi juda yuqori bo'lib, ular ichida eng asosiylari uzluksiz ta'lim tizimiga tayyor bo'lish, o'z ustida tinimsiz ishlash, mustaqil ta'lim olish bilan shug'ullanish, doimo yangilikka intilish, tahlil qilish, tanqidiy fikrlash va ilmiy mushohada qilish xislatlarini qaror toptirish, komanda(jamoa)da ishlash xislatini namoyon qilish, raqobatbardoshlik muhitida faol bo'lish ko'nikmasini namoyon etish, ishga ijodiy yondashish, xorijiy tillarni global miqyosda keng muloqot qilish uchun puxta egallash, jahon ham jamiyati xalqaro til sifatida tan olgan tillarda erkin suhbat qurish qobiliyatiga ega bo'lishdan iborat. ^[2] Demak, har tomonlama rivojlangan mukammal, serqirra mutaxassislarni tayyorlash va ularga ta'lim berish jarayoniga ilg'or xorij tajribasini qo'llash orqali o'qitishning yangi, zamonaviy usul va vositalaridan samarali foydalanish har qachongidan ham muhim ahamiyat kasb etmoqda. O'qituvchi bilim olishning yagona manbai bolib emas, balki talabalar mustaqil ishlash jarayonining tashkilotchisi, maslahatchisi, o'quv jarayoning boshqaruvchisi sifatida maydonga chiqishi kerak. Bugungi kun o'qituvchisi doimo o'z darajasi, ilmiy salohiyati va pedagogik mahoratini oshirib, uni san'at darajasiga yetkazib borishi talab etiladi. ^[3] O'z fikrini tushunarli, ko'rgazmali ifodalay bilish, jahon va mamlakatimiz ijtimoiy-iqtisodiy hayotidagi voqealarga o'z munosabatini bildirishi, ta'lim berishda ijodiy yondashuvni rivojlantirib borishi kerak. O'qituvchining ijodiy yondashuvi

esa o'z navbatida talaba tomonidan "Noorganik kimyo" fanini o'rganishga bo'lgan ijobiy yondashuvining zaruriy sharti bo'lib hisoblanadi.

O'qitishning interfaol metodlarini ta'lim tizimiga qo'llanilishi raqobatbardosh mutaxassis kadrlar tayyorlashning muhim omillaridan biri hisoblanadi. Ta'lim jarayoniga yangicha qarash, talabalarga interfaol yondashuv asosida bilim berish-ta'limning eng samarali yo'llaridan biri bo'lib, bugungi kunda asosiy metodik innovatsiyalar ta'lim beruvchi va ta'lim oluvchining o'zaro hamkorligiga asoslangan o'quv mashg'ulotlar samaradorligini oshirishda interfaol metodlarni qo'llashni taqozo etadi. Xulosa qilib aytganda, qisqa vaqt ichida kutilgan, kafolatlangan natijaga erishish, talabalarni faolligiga, mustaqil fikrlashishiga erishish, hamda kichik guruhlarda muqobil fikrlar ichidan maqbulini tanlay olish, muammo va muammo osti muammolarini aniqlay olish, o'zgaralar fikrini tinglay bilish, o'z nuqtai nazarini himoya qila olish ko'nikmalarni shakllantirish kabi xususiyatlarni talabalarda rivojlantirish, auditoriyada talabalarga real vaziyatga yaqinlashgan keyslar va muammoli vaziyatlar yechimiga qaratilgan amaliy ko'nikmasini shakllantirish bo'yicha mashg'ulotlar o'tkazilishi o'quv dasturiga kiritilishi - bo'lg'usi kimyogar texnologlar uchun juda muhimdir. ^[4]

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ISSUES OF THE COURSE AND TREATMENT OF VASOMOTOR ALLERGIC RHINITIS IN PATIENTS WITH ARTERIAL HYPERTENSION

Resume: According to WHO statistics, vasomotor allergic rhinitis accounts for about a quarter of cases of chronic rhinitis.

The vasomotor does not include cases of allergic rhinitis caused by occupational factors, intolerance to salicylates, atrophic variant of pathology and cases of disease not related to allergies, but accompanied by the appearance of immunocompetent cells (eosinophils, mast cells, neutrophil leukocytes) in nasal mucus.

Arterial hypertension (AH) and its complications, along with other pathologies, including BP, are the main causes of morbidity and mortality in developed countries.

Keywords: vasomotor rhinitis, arterial hypertension, treatment, prevention.

Relevance. Allergic rhinitis (inflammation of the nasal mucosa) is one of the most common human diseases. There are many forms of rhinitis that hardly fit into a single classification [4].

Some forms, such as infectious, atrophic, hypertrophic rhinitis, etc., are very well-established, certain clinical concepts, and methods of their treatment easily fit into specific schemes [2].

Methods and algorithms for the treatment of allergic rhinitis (AR) are presented in several international documents, in particular, in the WHO ARIA program (Allergic Rhinitis and its Impact on Asthma), which appeared in 2001.

As a result of such differences in classifications, various terms are used to define the same conditions ("rhinopathy", "vasomotor, allergic rhinosinusopathy", etc.), and in the treatment of such "rhinosinusopathies", any methods are often used, including those whose effectiveness is very doubtful [1].

Predisposing factors for the development of vasomotor rhinitis include the following conditions:

- chronic diseases of ENT organs;
- anomalies of the structure of the nasal cavity;
- curvature of the nasal septum against the background of nasal injuries, fractures, blows;

prolonged and uncontrolled use of certain intranasal medications – drops such as Pharmazoline, Naphthyzine, Oxymetazoline when used for longer than 5 days are addictive and contribute to severe drying of the mucous membranes of the nasal cavity;

smoking, including passive;

constant inhalation of dust or small particles is often found in industrial workers;

violation of the psychoemotional background – people who are in a state of chronic stress often suffer from vasomotor rhinitis;

stay in a room with dry air, especially during the heating period.

The main reason for the development of vasomotor rhinitis in pregnant women is hormonal restructuring of the body. In this case, rhinitis does not need to be treated, uncomfortable symptoms will pass on their own from about 2-3 trimesters. In some women, vasomotor rhinitis passes only after childbirth [5].

Thus, all of the above determines the relevance of the study of the functional state of the endothelium and hemodynamic parameters during HRV with various anti-hypertensive drugs in patients with hypertension and risk factors such as smoking.

The purpose of the study. The aim of this study was to assess the state of endothelial function in patients with vasomotor rhinitis with arterial hypertension and the effect of antihypertensive drugs of various classes on it during an acute pharmacological test.

Materials and methods of research. In the period from 2021 to 2023, we examined 120 patients with BP in combination with hypertension hospitalized for the ENT department of the ASMI clinic. There were 77 men, 43 women, aged 20 to 40 years.

The results of the study. In all patients with nasal breathing difficulties lasting more than 1 year, there are shifts in cerebral vascular autoregulation and changes in the acid-base state, regardless of the etiology of the disease.

At the time of nasal obstruction from 1 year to 5 years - increased reactivity of cerebral vessels (unidirectional shift of constrictor and dilator reactions) and compensated respiratory alkalosis; from 6 to 10 years - decreased reactivity of cerebral vessels and compensated respiratory alkalosis; more than 10 years – gross violation of autoregulation of cerebral arteries (disproportion of reactivity of two vascular basins of the brain) and compensated respiratory alkalosis with compensated metabolic acidosis.

Conservative treatment of patients with nasal obstruction lasting up to 5 years leads to complete normalization of clinical and laboratory parameters and cerebral hemodynamics in the first month after surgery. In patients with nasal obstruction lasting up to 10 years, surgical correction of nasal breathing leads to complete normalization of clinical and laboratory parameters 3 months after surgery, however, the tension of cerebral vascular autoregulation remains.

With nasal obstruction lasting more than 10 years, surgical treatment leads to normalization of clinical and laboratory parameters after 6 months, however, gross violations of cerebral hemodynamics and mechanisms of cerebral vascular autoregulation persist, which leads to the formation of cerebral pathology in the future.

In patients with mild and moderate nasal obstruction (total volumetric air flow - 581.01 and 315.23 cm³ / s; total resistance - 0.32 and 0.41 Pa / cm³ / s, respectively), the reactivity of cerebral vessels increases (unidirectional shift of constrictor and dilator reactions). In patients with severe nasal obstruction (total volumetric air flow -284.34 cm³/s, total resistance - 0.55 Pa/ cm³/s), significant and non-synchronous shifts in the reactivity of the cerebral arteries, compensated respiratory alkalosis (decrease in partial pressure of carbon dioxide dose, 5 mmHg, increase in partial oxygen voltage to 110.93 mm. mercury), compensated metabolic acidosis (reduction of buffer bicarbonate bases to -0.04 ± 0.22 at normal concentration of hydrogen ions -7.403).

Conservative treatment of patients with mild to moderate nasal obstruction leads to the restoration of cerebral vascular reactivity in the carotid and vertebral-basilar basins, as well as the parameters of the acid-base state within 3 months after surgery. With severe nasal obstruction, the parameters of the acid-base state normalize within 6 months after surgery, but changes in cerebral hemodynamics persist.

Restoration of nasal breathing leads to a significant improvement in the quality of life of patients with varying degrees of severity and duration of poly-etiological nasal obstruction not only due to normalization of nasal breathing, but also due to a decrease in the degree of cephalgia (2.5 times) within 3-6 months after surgery.

Conclusion. The therapeutic and diagnostic algorithm developed by us in patients with chronic nasal obstruction will contribute to the timely pharmacological correction of intra-nasal architectonics and the best rehabilitation of this category of patients.

The revealed features of cerebral hemodynamics and clinical and laboratory parameters allow us to use the data obtained in order to form risk groups of patients in terms of the development of cerebral diseases.

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THEORETICAL AND PRACTICAL ISSUES OF LANDSCAPE SCIENCE DEVELOPMENT

Annotation: Following article deals with scientific works, monographs, some textbooks and training manuals that are important for studying the state of natural geography, including landscape science in Uzbekistan. For this purpose, researches conducted by leading scientists were analyzed and relevant conclusions were drawn.

Key words: landscape science, classification of landscapes, natural geographical complex, zoning, district, type of landscapes, landscape class, methodological basis, inductive, deductive, dissertation, monograph.

Introduction. If we look at the history of landscape science, the issues of the origin of its theoretical foundations have always been relevant. Because issues such as the history and development of the science are reflected in its content, views about it are clarified. The origin of the landscape doctrine also spans long periods. From the 90s of the last century to the first decades of the 21st century, the theoretical and practical foundations of landscape science were developed. In particular, the methodological foundations of applied landscape science have been improved.

Literature review. Nowadays, any science should have its own methodology in order to achieve the intended goal. The methodological basis for the science of landscape science in Uzbekistan is the laws of dialectics, the doctrine of landscapes, geoecological laws, international programmatic documents on this matter, laws and programmatic documents on the rational use and protection of natural resources of the Republic of Uzbekistan. The basis is also the results of theoretical and methodological studies of the scientists of our country and abroad who conducted scientific researches in the field of Natural Geography and Landscape Science. In general, most of our country who thought about the Methodology of Geography sciences (A.Rafikov, A.Abdulkasimov, A.S.Soliev, Sh.S.Zokirov, I.Q.Nazarov, H.Vahobov, A.N.Nigmatov, A.Rakhmatullaev, S.B.Abbasov, A.Orazboev, Sh.Sharipov, H.R.Tashov and others) comments of scientists confirm this.

Research Methodology. There are more than ten urgent problems in the landscape science of Uzbekistan, such as the place of this science in the classification of Natural Geography, the branching of the science, and the classification of landscapes. For example, Sh.S.Zokirov (1999, 2015, 2016), one of the scientists who commented on the current problems of landscape science in Uzbekistan, noted that "developing a precise and detailed classification table of the landscapes of our country is one of the biggest issues of landscape science", while I.Q.Nazarov (2013) stated that "opinions and approaches on the classification and naming of landscapes are still different, that is, they are not settled". [3]

The development of landscape science has a direct impact on the development of the economy of Uzbekistan. The reason is that, economic potential, which is the main foundation of sustainable development, first requires effective use of natural resources of our country, especially mineral, climate, land, water, plant and animal resources. Therefore, today in our republic, the rational use of these natural resources has become one of the tasks at the level of state policy.

About thirty percent of the territory of Uzbekistan is mountainous, and more than seventy percent is arid, we could include here desert and mountainous and dry steppe zone. Oases, economic and social systems have been built in these zones. Today, the problem of desertification, which prevails all over the world that is affecting on our country as well. Unplanned, unilateral, geographical and ecological illiteracy in the use of natural resources is showing its negative consequences. Examples of this include increased salinity in irrigated areas, reduced biodiversity in the country's organic world, and frequent occurrences of hurricanes. One of the strategic ways to solve these problems is the effective use of local natural resources. In the implementation of this goal, the approach to the issue from the point of view of landscape theory will be of theoretical and practical importance, as natural resources are not found separately in nature. They are interdependently embodied in a specific area, ultimately, in landscapes. The inanimate and animate components that make up it (relief, rocks, heat, moisture, soil, organic world) are interconnected and have unity due to the exchange of matter and energy. Improper use of one resource embodied in the landscape will have a negative impact on other resources in it. Therefore, when using or evaluating natural resources in the landscape, it is necessary to take into account the idea of resource interdependence.

However, the demand for resources is reflected in economic directions. For example, medicinal plants for medicine, geological mines for industry, construction, pastures for livestock and water, climate-land-water resources for agriculture are the main ones. It should be noted that any resource is a resource (material wealth) for another, if it is a natural condition for one economic network.

In this situation, it is necessary to use the possibilities of landscape science in Uzbekistan. The doctrine of landscape can be a methodological basis for the study of landscapes and effective use of its natural resources. This, in turn, develops scientific directions in landscape science.

In our country, the scientific directions in the science of landscape science were first studied by Sh.S.Zokirov (1999), and later in the study guide dedicated to this science by Sh.S.Zokirov, Kh.R.Toshov (2015, 2016). The importance and tasks of the scientific direction of landscape resource science were described by I.Q. Nazarov, Kh.R. Toshov (2003), I.Q. Nazarov (2013). [1,2] Based on the above sources, we found it necessary to repeat the ideas given about the scientific directions in landscape science. As a result, scientific trends in landscape science are the basis of landscape science of our country. [6]

Analysis and results. In the following years, works were carried out in such areas as Anthropogenic landscape science, Applied landscape science, Geophysics of landscapes, and Geochemistry of landscapes.

One of the prospects for the development of landscape science in Uzbekistan is the direction of paradyamic landscape complexes. Paragenetic landscapes are interrelated regional or typological complexes that have a common origin. Their scale will be typological, regional, global.

Paradyamic landscape complexes are territorial juxtapositions in which exchange of matter and energy takes place. They are mainly connected horizontally. A sharp difference in the nature of the regions is the reason for their connection. For example: water and beach are related to each other.

In 1988, L.Alibekov defended the doctoral thesis on this topic (Взаимодействие горных и равнинных ландшафтов на примере Средней Азии), interpreting the interdependence of the mountains and plains of Central Asia as "geopair". This idea has both theoretical and practical significance. It serves as a methodological basis in scientific research. Usually paragenetic landscapes are connected by several leading factors. These factors require the integrity of the system in terms of matter and energy. This idea is necessary for nature protection, alternative to anthropogenic influence [4].

Q.S. Yarashev noted in his article "Problems of Mapping Paragenetic Landscape Complexes" (2013, p.88) that he divided the Surkhondarya concave into 3 meso-, micro- and elementary paragenetic landscapes.

Conclusion and recommendations. Anthropogenic landscape science, landscape geoecology, landscape resource science are being developed rapidly. A. Abdulkasimov is the founder of this direction in our country. This scientist has published training manuals, monographs and scientific articles on the training of scientific personnel. They describe the scientific ideas of landscape science and its branches [5].

The essence of applied landscape science is the use and application of theoretical principles and methods of landscape science in solving various practical issues of the national economy. The term "cultural landscape", used in

anthropogenic landscape science, later reflected the main goal of relevant scientific works in applied landscape science. Leading scientists have concluded that practical landscape science should develop the scientific basis of creating cultural landscapes [7].

It is considered necessary to accelerate the development prospects of the science of landscape science in Uzbekistan: the direction of paradynamic landscape complexes, structural-genetic direction, functional-dynamic, systematic approach, landscape resource science, geochemistry and geophysics, landscape cadastre, landscape prediction, landscape monitoring. In the end, it creates ample opportunities for the science of geography to fulfill its duty to the society.

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ZAMONAVIY LOGISTIKADA YUKLARNI TASHISH TEXNOLOGIK JARAYONINI LOYIXALASH

Annotatsiya: Iqtisodiy hududdagi yuk oqimlarini avtomobil transport vositalarida optimallashtirish va transport vositalaridan samarali foydalanish masalasini modellashtirishga oid uslubiy yondoshuv va tavsiyalar asoslab berilgan. Tadqiqot natijalaridan yuk tashishni rejalashtirish masalalarini yechishda qo'llaniladi.

Kalit so'zlar: Yuk, oritish-tushirish, tashish tannarxi, tashish sifati, ortuvchi punktlar, plan, punktlararo, yuksiz yurish.

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DESIGN OF THE TECHNOLOGICAL PROCESS OF CARGO TRANSPORTATION IN MODERN LOGISTICS

Abstract: methodological approaches and recommendations for modeling the issue of optimizing cargo flows in the economic region by road transport and the effective use of vehicles are substantiated. The research results are used in solving transportation planning issues.

Keywords: Freight, transshipment-unloading, cost of transportation, quality of transportation, transshipment points, plan, point-to-point, gratuitous travel.

Yuklarni tashish jarayoni- transport jarayoning ko'pchilik ishtirokchilarini qamrab olgan jarayon bo'lib, ishtirokchilarning hammalari tomonidan kelishilgan holda me'yoriy hujjatlar yoki tashishni muxandislik tayyorgarligi asosida amalga oshiriladi.

Mazkur davlat standartiga texnologik jarayon, ishlab chiqarish jarayonining bir qismi bo'lib, mehnat predmetini o'zgartirish bo'yicha maqsadga yo'naltirilgan harakatlardan tashkil topadi. Tashishlarda texnologik jarayon tashish jarayonining tasviri sifatida yni amalga oshirish bo'yicha yo'riqnomalar, qoidalar va cheklovlar, maxsus talablar, grafiklar vahakozolar ko'rinishida taqdim etiladi. Yuk tashishlar texnologik jarayonlari quyidagi elementlarni o'z ichiga oladi.

Yuk tashishlar texnologik jarayonlarini ishlab chiqarish va loyixalash quyiqagi ketma- ketlikda amalga oshiriladi:

- Tashishlar tavsiflari me'yorlarini belgilab olish (xarakat tezligini hisoblash, oritish-tushirish ishlarini bajarish vaqtini hisoblash, harakatlanuvchi tarkibni taqdim etish grafigi va jadalligini hisoblash, sutkalik yoki soatbay tashish hajmi va hokozolar aniqlanadi).

- Tashishlarni amalga oshirish marshuruti va texnologiyasi tanlanadi.

- Texnologik hujjatlar ishlab chiqiladi.

- Tashishni amalga oshirish xavfsizligi va sifatini nazorat qilish usullari aniqlanadi.

- Texnologik loyiha tashish sifati va xavfsizligini ta'minlovchi, me'yorlangan ko'rsatkichlar bajarilishini tasdiqlovchi tavsiflar tahlil qilinadi.

- Avtotransport birlashmasi rahbarlari tomonidan texnologik loyiha tasdiqlanadi.

Texnologik jarayonni takomillashtirish tashkilot ishi samaradorligini oshirishning muhim sharti hisoblanadi.

Tanlangan tashish texnologiyasining samaradorligi quyidagi ko'rsatkichlar orqali aniqlanadi:

- Tashish tannarxi;

- Solishtirma harajatlar;

- Xarakatlanuvchi tarkib ish unumdorligi;

- Tashish sifati.

Grafik tuzilgandan so'ng yuk jo'natuvchining omborxonalariga yuklarni yuklashga tayyorlashga sarflanadigan vaqti t_1 , harakatlanuvchi tarkibdan foydalanish vaqti, t_2 , yuk qabul qiluvchi omborxonalariga yuklarni joylashtirish vaqti t_3 , harakatlanuvchi tarkibga jo'natuvchi tomonidan xizmat ko'rsatish vaqti t_4 va yuk qabul qiluvchi tomonidan harakatlanuvchi tarkibga xizmat ko'rsatish vaqti t_5 larning haqiqiy qiymatlari aniqlanadi.

Quyida 4 ta ATB va yuk jo'natuvchi va yuk qabul qiluvchining yuklash tushirish punktlarining ish grafigi keltirilgan.

Yuk yetkazishning transport texnologik sxemalarning ishlab chiqilishi quyidagilarga imkon beradi:

- modul printspidan foydalanish evaziga tashishlarni operativ rejalashtirish va dispatcher boshqarishni soddalashtirish;

- texnologik operatsiyalar bajarilishining oqimlilik, uzluksizligi va maksimal paralelligini ta'minlash;

- turli tashkilotlar hodimlari tomonidan operatsiyalarning kelishuv asosida amalga oshirilishini;

- yuklarni yetkazishning umumiy vaqtini qisqartirish.

Marshurutlashtirishni transport masalasiga keltirib yechish, yirik partiyali yuk tashishni marshrutlashtirishda bir-biridan farqli yo'nalish mavjud. Yo'nalishda marshrutlashtirish transport masalasiga keltirib yechiladi,

ikkinchisida esa u chiziqli programmashtirishning umumiy masalasiga keltiriladi.

Marshrutlashtirish masalasini bir necha xolda qo'yish mumkin:

- Avtotransport korxonalarining (ATK) joylashishini hisobga olmasdan berilgan rayondagi yuk tashishni marshrutlashtirish, keyin esa topilgan marshrutlarni korxonalarga birkirish (yagona ATK uchun marshrutlar tuzganda masalani bu ko'rinishda qo'yish mumkin);

- Marshrutlarni korxonalarining joylanishini hisobga olib tuzish.

Eng oddiy ko'rinishda qo'yilgan marshrutlashtirish masalasini ko'rib chiqaylik. Aytaylik, $I(i \in \{1:m\})$ yuk jo'natuvchi va $J(j \in \{1:n\})$ qabul qiluvchi manzillar raqamlari to'plami bo'lsin. Manzillardan yuk jo'natish hajmlari a_i va manzillarga yuk qabul qilish hajmlari b_j berilgan. Yuk tushiruvchi va ortuvchi punktlar orasidagi masofalar matritsasi C_{ij} berilgan bo'lsin. Punktlararo yuk tashish plani $\{X_{ij}\}$ berilgan, bunda X_{ij} tashilishi lozim bo'lgan tonnalar yoki bajarilishi kerak bo'lgan qatnovlar soni ko'rinishda ham berilishi mumkin.

Marshrutlashtirish—bu punktlararo harakatlanishning shunday sxemalarini topish demakki, yuksiz yurilgan yo'l uzunligi eng kam bo'lsin va berilgan yuk tashish plani bajarilsin. Bizga yuk bilan yurish plani $\{X_{ij}\}$ berilgan. Demak, shunday yuksiz yurish planini $\{y_{ji}\}$ topish kerakki, bunda $\{X_{ij}\}$ plani bajarilib yuksiz o'tilgan yo'llar yig'indisi eng kam bo'lsin, bu yerda $\{y_{ji}\}$ — j tushirish i ortish punktlari orasidagi yuksiz yurish plani; y_{ji} —esa j va i punktlari orasida bajariladigan yuksiz avtotonnalar yoki qatnovlar soni.

Yuksiz yurishning optimal plani $\{y_{ji}\}_{onm}$ quyidagi shartlarga javob berishi kerak:

i punktga keladigan yuksiz qatnovlar yoki avtotonnalar shu punktdan hamma $j \in J$ punktlariga ketadigan qatnovlar yoki avtotonnalar soniga teng bo'ladi:

$$\sum_{j=1}^n y_{ji} = a_i, (i = 1:m), (1.1)$$

bu yerda $a_i = \sum_{j \in J} x_{ij}$;

j punktidan chiqadigan yuksiz qatnov yoki avtotonnalar shu punktga hamma $i \in I$ punktlaridan keladigan yukli qatnovlar yoki avtotonnalar soniga teng bo'ladi:

$$\sum_{i=1}^m y_{ji} = b_j, (j = 1:n), (1.2)$$

bu yerda $b_j = \sum_{i \in I} x_{ij}$;

yuksiz yurishdagi qatnovlar yoki avtotonnalar soni manfiy bo'la olmaydi

$$y_{ji} \geq 0, (i = 1:m, j = 1:n), (1.3)$$

yuksiz yuriladigan umumiy yo'l uzunligi eng qisqa bo'lishi kerak

$$L_{\sigma} = \sum_{i=1}^m \sum_{j=1}^n c_{ji} y_{ji} \rightarrow MIN, (1.4)$$

bunda y_{ji} —yuksiz qatnovlar soni;

yuksiz yurishda yo'qotilayotgan tonna kmdagi transport ishi hajmini o'rtacha bir tonna 1 t yuk ko'taruvchanlikka to'g'ri keladigan miqdori

$$L_{\sigma} = \sum_{i=1}^m \sum_{j=1}^n \frac{c_{ij} y_{ji}}{q_n \gamma_c} = \frac{1}{q_n c_{ij}} \sum_{i=1}^m \sum_{j=1}^n c_{ij} y_{ji} \rightarrow MIN (1.4*)$$

bunda y_{ji} yuksiz qatnovlarda tashilishi mumkin bo'lgan tonnalar soni.

Bundan tashqari manzillarga olib kiriladigan va punktlardan tashib chiqiladigan yuklar miqdori o'zaro teng, ya'ni

$$\sum_{i=1}^n a_j = \sum_{j=1}^m b_i (1.5)$$

yukli va yuksiz qatnovlar soni yoki bu qatnovlarda tashiladigan tonnalar soni ham o'zaro tengdir:

$$\sum_{i=1}^m \sum_{j=1}^n x_{ij} = \sum_{i=1}^m \sum_{j=1}^n y_{ji} (1.6)$$

Yuqorida bayon etilgan ko'rinishda yuksiz yurish optimal planini aniqlash matematik jihatdan chiziqli programmashtirishning transport masalasining o'zginasidir, 1.1–1.4– ifodalar esa transport masalasining matematik modelidir. Bunda 1.1, 1.2–tengliklar cheklash tenglamalari, 1.4 yoki 1.4* esa optimallik kriteriyasi yoki samaradorlik funktsiyasi deyiladi. SHunday qilib, yuksiz yurishning optimal planini topish transport masalasini optimal yechishga olib kelinadi. Yuqorida modeli berilgan transport masalasini yechish metodikasini soddalashtirilgan misolda ko'rib chiqamiz.

Hamma yuksiz qatnovlardagi avtotonnalar manfiy bo'lmasligi

$$y_{11} \geq 0, y_{12} \geq 0, \dots, y_{55} \geq 0 (1.9)$$

hamda yuksiz yuriladigan barcha yo'llar yig'indisi eng qisqa bo'lishi lozim:

$$y_{11}c_{11} + y_{12}c_{12} + \dots + y_{55}c_{55} \rightarrow MIN (1.10)$$

(1.10) tenglama masalani yechish jarayonida tkm dagi minimum transport ishini olishga erishish lozimligini ko'rsatadi. Bunda har bir ko'paytiruvchi-bu mazkur jo'natuvchi punktdan belgilangan qabul qiluvchi punktgacha bo'lgan masofasi va yuk miqdorini ko'paytmasi.

Transport masalasining xususiyati shundan iboratki, uni matritsa ko'rinishdagi ma'lum jadval shaklida ham yozish mumkin. Masalaning o'zgaruvchilari y_{ji} va ularning koeffitsientlari c_{ji} shu tablitsaning j qatori va i ustuni kesishishidan hosil bo'lgan kataklarda yoziladi, a_i kattaliklar qiymatlari oxirgi ustunda, b_j esa oxirgi qatorda keltiriladi

Transport masalasini yechish ikki bosqichdan iborat bo'ladi:

- 1) boshlang'ich bazis planini tuzish;
- 2) boshlang'ich plani optimallashtirish.

Boshlang'ich bazis plani sifatida cheklash tenglamalari 1.7 va 1.8 ni qanoatlantiradigan va o'zgaruvchilari manfiy bo'lmagan har qanday plani qabul qilishi mumkin. Ammo bazis plani qanchalik yaxshi tuzilgan bo'lsa undan optimal plangacha bo'lgan iteratsiyalar (planni o'zgartirish–yaxshilash tsikllari) soni shuncha kam bo'ladi. Shuning uchun optimalga yaqin boshlang'ich plan tuzish maqsadga muvofiqdir.

Yakuniy xulosa shuni ko'rsatadikiy Hududdagi sanoat mahsulotlarini avtomobil transporti vositalari va tarmoqlaridan samarali foydalangan holda o'zlashtirish masalani yechimini aniqlash hisoblanadi.

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DEVELOPMENT OF ACCOUNTING AND INTERNAL AUDIT IN THE REPUBLIC OF UZBEKISTAN

Annotation: This article examines the history of the emergence of accounting and budgetary accounting in the Republic of Uzbekistan, provides an overview of its current state and characteristic features. Particular attention is paid to how well the country's accounting and budgetary accounting correlates with global trends and practices, and a brief overview of current reforms and their main goals is given

Keywords: accounting and budgetary accounting, national accounting standards (NAS), international financial reporting standards (IFRS), accounting automation, system of national accounts (SNA).

Introduction. Material production is the basis of the life of any society. At certain stages of the development of society, it becomes necessary to find out the objects of labor, the means and products of labor, the costs of their production in order to rationalize human economic activity as much as possible. This is done by observing, measuring and recording all phenomena that occur in the course of economic activity.

Accounting is responsible for analyzing these quantitative characteristics. Accounting allows you to control the continuous flow of phenomena occurring in the process of production and distribution. One of the best definitions of accounting belongs to F. Abduvakhidov, who wrote: "Accounting is an ordered system," he says.

Such an information support mechanism is necessary for making the most rational economic and organizational decisions in any management system, regardless of its size. Naturally, such a system exists in the Republic of Uzbekistan.

Work analysis. The current state of accounting in Uzbekistan is associated with the activities of former President Karimov. Former President Karimov instructed universities to pay special attention to the discipline of "accounting", and also called on entrepreneurs to pay more attention to auditing in order to protect the rights of the entire population. As a result, accounting has undergone significant changes in recent years. The main changes are.

1992 The first law on audit activity is adopted in Uzbekistan.

1993 April 1 transition from gross to net balances.

1996 On August 30, Law 279-1 "On Accounting" came into force, which establishes the basic principles of accounting and reporting in the Republic of Uzbekistan.

1998 In August 1998, the Conceptual Framework for the preparation and submission of declarations was approved.

1999 Decree of the Cabinet of Ministers No. 54 of February 2 introduced three new national accounting standards BHMS and for the first time introduced about 10 auditing standards and approved standards (AMS).

2000-2001 New auditing standards were introduced and old standards were reformed to meet the new requirements. 2002 Joint ventures, foreign companies and audit firms switched to the new standard, UST 21, which was subject to numerous audits. New forms of financial reporting have been introduced.

Metology. Considering the history of the emergence of accounting in the Republic of Uzbekistan, it is possible to build a hierarchy of legal documents that regulate accounting in the country.

1. Law of the Republic of Uzbekistan "On Accounting", which establishes general principles and relations in the field of financial accounting.

2. National accounting standards of the Republic of Uzbekistan: they are established as universal standards for financial accounting in the country

3. guidelines, directives and recommendations that determine the accounting procedure in certain sections of accounting, which embody the main provisions of NAS.

4. accounting policy of the enterprise, chart of accounts and basic documents - these plans are specific to individual enterprises.

In the period up to 2009, 24 national accounting standards (NAS) were adopted in Uzbekistan. We believe that these measures are necessary. In modern conditions, accounting is unthinkable without the relevant national accounting standards. The application of these standards eliminates inaccuracies and inconsistencies in accounting and minimizes the possibility of tax evasion and unfair trading practices.

Basic accounting and reporting principles introduced in 1996 include the following

- Income and expenses are recognized in the accounts and reflected in the financial statements as they are received or incurred, and not on the basis of cash received or paid.

- Economic entities are required to use double-entry accounting.

- Economic entities are considered as continuously operating enterprises. This means that the focus is on economic activity in the near future.

- Assets are valued at cost or purchase price.

- Provided financial statements must be reliable, fair, timely, complete, consistent and interrelated to ensure the most efficient and smooth operation of national financial institutions.

Results and discussion. We believe that this system remains relevant today. It reflects the main world principles of accounting, and also allows governments to pursue a universal economic policy throughout the country.

Accounting automation is a global trend and is necessary to minimize the human factor in reporting, which often leads to errors and inaccurate calculations. Automation is also effective in harmonizing all data submitted to financial authorities and reducing the labor costs of accounting professionals.

In the Republic of Uzbekistan, the Law "On Principles and Guarantees of Freedom of Information" No. 439-II of December 12, 2002 and the Law "On Informatization" No. 560-II of December 11, 2003 created favorable conditions for the automation of accounting procedures. At present, programs such as BEM, UZASBO, UZTO, SOLIK INFO and "1C: Accounting 8 for an Uzbek" are especially popular in the country.

Since 2016, when Sh.M. Mirziyoyev took office as president, a new accounting reform began in the republic. It is based on "using the results of accounting science, statistics and world practice, reflected in the System of National Accounts (SNA) and International Financial Reporting Standards (IFRS), as well as taking into account the characteristics of the national economy."

Internal audit in modern conditions allows companies to solve a number of problems not only in relation to control over the accuracy of accounting and preparation of financial statements, but also in relation to the organization and efficiency of managing the company's organization. As a means of internal control, internal audit helps to implement various control measures, analyze the financial condition of operations, and timely check and develop policy changes and complex management decisions.

Conclusions. In addition, internal control allows you to timely detect production processes that at a certain point in time became uncontrollable, and solve the problem of their negative impact on the key performance indicators of the company [4]. A detailed analysis makes it possible to calculate specific indicators that can be used to assess the probability of bankruptcy and develop specific financial strategies [5]. The work of internal audit is important for organizing the effective functioning of the business structure, minimizing risks, improving management efficiency and ensuring sufficient sustainability of business development in modern conditions.

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A DIFFERENTIATED APPROACH TO THE TREATMENT OF JUVINILE DYSMONORHEA IN ADOLESCENT GIRLS

Resume: Dysmenorrhea in adolescents is a cyclical pelvic pain and a complex of systemic disorders that arise in puberty and are associated with menstruation. It is manifested by acute pain sensations in the lower abdomen, preceding or coinciding in time with the onset of menstruation, various vegetative-vascular, neurovegetative, metabolic-endocrine, psychoemotional disorders.

It is diagnosed by determining the content of sex hormones and magnesium, a diagnostic test with NSAIDs, ultrasound of the pelvic organs. For treatment, prostaglandin synthetase inhibitors, progestins, magnesium preparations, COCs in combination with lifestyle correction and physiotherapy are used.

Key words: juvenile dysmenorrhea, adolescence.

Relevance. Adolescence is a period of transition from childhood to adulthood, characterized by a jump in physical, physiological, endocrine, emotional and mental growth, with a transition from complete dependence to relative independence. It should be noted that reproductive health is laid in childhood and adolescence [3].

One of the main physiological changes occurring in adolescent girls is menarche, which is often associated with the problem of irregular menstruation, abnormal uterine bleeding of the puberty period (AMC) and primary dysmenorrhea (PD). PD is one of the important tasks of pediatric gynecology. According to domestic and foreign authors, the frequency of PD in adolescent girls ranges from 8% to 90%, and in 15% of cases, PD has a severe course, leading to a violation of social and everyday activity, up to loss of working capacity, because of which this pathology is a serious medical and social problem [1].

The main theory of the occurrence of PD is considered to be prostaglandin, and today the first-line drugs of treatment are nonsteroidal anti-inflammatory drugs (NSAIDs), the appointment of which is pathogenetically justified at any age and has a high level of evidence [2,4].

But NSAID therapy does not always lead to a decrease in the frequency of PD, but only has a symptomatic effect in the form of temporary relief of pain, and in severe PD in most cases there is no analgesic effect at all. Often, pain is

not the only manifestation of this disease [1]. Sometimes, in the absence of painful sensations, neurovegetative, psychoemotional and metabolic-endocrine symptoms prevail, reflecting the low adaptive ability of the entire body, which is often due to the presence of a premorbid background. It is important to take into account that the already existing deviations in the state of health can lead to a severe course of PD in adolescent girls.

In the course of numerous studies, it has been shown that endothelial dysfunction occurs in DST, which is also described in PD, leading to various disorders on the part of all organs and systems. DST does not have a specific clinical symptom complex and is widespread in the population [2]. This pathology may not manifest for a long time and proceed in a mild form, but any provoking agent can be the cause of manifestation and even lead to fatal outcomes. These factors can be stress, physical activity, pregnancy, childbirth, infections, injuries, etc.

As a result of studying the scientific literature, we did not find information about the relationship between the expression of the marker of collagen catabolism (free hydroxyproline in blood serum) and the severity of PD in adolescent girls; the relationship between the indicators of endothelial dysfunction (matrix metalloproteinase-2, -9) present in DST and the presence of PD, its severity in adolescent girls; the indicators of the immune system in adolescent girls with PD and DST before and after treatment [3,4].

Thus, the study of PD in adolescent girls in combination with DST will reveal new aspects in the etiology and pathogenesis of this pathology and develop a new pathogenetically justified differential approach to treatment tactics.

The purpose of the study. Improving the effectiveness of early diagnosis and developing a differentiated approach to the treatment of adolescent girls suffering from primary dysmenorrhea, taking into account etiopathogenetic factors.

Materials and methods of research. In order to solve the tasks and achieve the goal of the study, as well as to exclude the influence of factors that are not subject to study on the results of the work, the criteria for selecting patients for the study were established. The criteria for inclusion in the study were: age from 15 to 17 years, 11 months, 29 days, the diagnosis of primary dysmenorrhea, which was established by the results of anamnesis, examination, gynecological examination, non-invasive methods of excluding organic pathology of the organs of the reproductive system and informed consent.

The results of the study. Adolescent girls with primary dysmenorrhea with signs of connective tissue dysplasia are significantly more likely to suffer from combined chronic somatic pathology - mitral valve prolapse, chronic autoimmune thyroiditis, biliary dyskinesia, visual organ pathology and other extragenital diseases (77.1%) and functional disorders of the reproductive system – abnormal uterine bleeding (72%), functional ovarian cysts (56%).

Mothers of adolescent girls with primary dysmenorrhea who have signs of connective tissue dysplasia are significantly more likely to suffer from varicose veins of the lower extremities (56 %).

In adolescent girls with primary dysmenorrhea and connective tissue dysplasia, skin-joint signs (47.5%), visual organ disorders (44%) and small heart abnormalities (38%) were most common.

In patients with primary dysmenorrhea and connective tissue dysplasia syndrome pain significantly more pronounced than in adolescents without a connective tissue dysplasia (rank total pain index $28 \pm 5,3$ and $21,3 \pm 4,5$ and the total number of selected descriptors $12,0 \pm 4,3$ and $9,0 \pm 3,5$ accordingly, $p < 0.05$).

The first episode of primary dysmenorrhea with DST in 88% of cases coincides with menarche.

The relationship between the severity of the course of primary dysmenorrhea, the presence of signs of connective tissue dysplasia and the content of magnesium in the blood serum has not been revealed. In primary dysmenorrhea, the concentration of matrix metalloproteinases 2 and 9 changes, which indicates endothelial dysfunction. 6. A decrease in free hydroxyproline, on average, by 2.8 times, matrix metalloproteinase 2-by 3.4 times, tumor necrosis factor α -by 2.1 times, the content of antibodies to cardiolipin-by 3.5 times and an increase in matrix metalloproteinase 9 by an average of 4.2 times ($p < 0.05$) confirms the high effectiveness of treatment of primary dysmenorrhea with nonsteroidal anti-inflammatory drugs in combination with a vitamin-mineral complex containing calcium and vitamin D.

The proposed algorithm for the treatment of patients with primary dysmenorrhea makes it possible to convert the severe form of primary dysmenorrhea into moderate and mild in each 3rd observation. 8. The presence of connective tissue dysplasia in adolescence is not an indication for the appointment of drugs that affect collagen formation, since they do not increase the effectiveness of treatment.

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PREVENTION AND EARLY DIAGNOSIS OF PRECANCEROUS AND CANCEROUS DISEASES OF THE CERVIX

Resume: Cervical cancer currently continues to occupy the first place among female cancer deaths. In the world, the incidence of cervical cancer is 16.8 per 100,000 thousand women, and the mortality rate is 5 per 100,000 women.

In recent years, there has been a slight decrease in the incidence of cervical cancer in the age group over 60 years, while increasing the incidence in patients younger than 45 years.

Keywords: cervical cancer, diagnosis, prevention.

Relevance. Cervical cancer is one of the most common malignant tumors of the reproductive system of women.

In the 50s of the last century, the mortality rate from cervical cancer was in the first place after stomach cancer, and amounted to 90% of the oncopathology of the female reproductive sphere.

In recent years, the expansion of anti-cancer propaganda, the implementation of various screening programs for the prevention and detection of cervical cancer has reduced the incidence of cervical cancer and several times, however, this pathology still occupies a leading place among women's cancer pathology.

In this regard, early detection of background diseases of the cervix in women of reproductive age, adequate treatment of the detected pathology are effective prevention of precancerous conditions and cervical cancer [4].

Currently, there is no consensus on the etiology and pathogenesis of diseases of this localization. Numerous data presented in the literature indicate that the pathological processes of the ecto - and endocervix are polyetiological [3]. Many authors distinguish three pathogenetic variants of the occurrence of cervical intraepithelial neoplasia. In the first pathogenetic variant, exogenous (infectious, chemical, traumatic) factors are leading in the development of dysplasia. In the second pathogenetic variant, the main factors in the development of dysplasia are endogenous factors, such as a violation of the hormonal, immune status, metabolic disorders in the body. In the third variant, both exogenous and endogenous factors are present [5].

The degree of risk of cervical cancer depends on age -this pathology is most often found in women 40-59 years old, but in recent years there has been a clear tendency to "rejuvenation" [2],

The development of cervical cancer is preceded by background and precancerous diseases, they are the direct background on which, when exposed to endogenous and exogenous factors that initiate, cervical intraepithelial neoplasms and, and then cervical cancer develop first. The main ethnological moment of the development of cervical cancer pathology is the defeat of the human papillomavirus. Its ethnological role is proved not only in the formation of cancer, but also squamous intra-epithelial lesions of various degrees of severity. So, according to V. L. Kozachnsko (2004) in the near future, every case of cervical cancer will be associated with infection with one or another type of human papillomavirus.

To date, with the improvement of the quality of diagnosis and the use of detailed molecular biological studies, it is possible to identify all cases of squamous cell lesions leading to the development of cervical cancer. In the USA, according to the American Cancer Association, the introduction of the hybrid capture method in cervical cancer screening makes it possible to identify all patients with a clinically significant viral load for oncogenic types of human papillomavirus and solve this problem with timely treatment [1].

Another way to prevent cervical cancer is vaccination. In the 90s of the last century, a number of foreign pharmacological companies developed mono - and polyvalent vaccines against papillomavirus infection. Clinical trials have shown that vaccination of girls before the possible onset of sexual activity can lead to immunity to infection with the human papillomavirus and, as a result, the prevention of the development of cervical cancer.

The need to study the causes of the occurrence and spread of malignant neoplasms of the cervix arose not only due to the high prevalence, but also because this pathology affects organs and tissues related to the reproductive system, and radical treatment leads not only to disability, but also to a violation of reproductive function. This has significant social consequences [3].

An analysis of the literature data indicates that there is no consensus on the possible relationship between the duration of taking contraceptive drugs and the risk of developing dysplastic changes in the cervix [3]. When studying the anamnesis of patients with cervical cancer, it was found that the long-term use of estrogen-progestogenic drugs for the purpose of contraception increases the risk of developing cervical cancer [4]. The risk of developing cancer also increases when using COCs with an increased content of progestogens.

According to M. M. Madeleine et al. (2001), the risk of developing cervical cancer in women with HPV infection increases with prolonged (more than 12 years) use of oral contraceptives. Submitted by N. Munos et al. (1999), the use of contraception, regardless of the method, reduces the incidence of papillomavirus infection. Oral contraception positively correlates with ectopia of

the cervix, especially in the presence of a cervical infection. B. Kaplan et al. (1998) report that with cytologically detected cervical dysplasia against the background of prolonged (more than 5 years) use of an intrauterine contraceptive, changes in cervical smears disappear independently after IUD extraction. The relevance of the use of barrier methods is obvious in terms of reducing the incidence of cervical cancer, although there is an opinion that condoms do not protect against infection with papillomaviruses.

Thus, at present, among the factors contributing to the development of cervical cancer, an infectious factor, the environmental situation and socio-economic living conditions play a significant role.

The purpose of the study. Improving the effectiveness of organizational, diagnostic and therapeutic measures aimed at early detection of background, precancerous diseases and cervical cancer.

Materials and methods of research. We selected a total of 88 patients who were diagnosed with cervical cancer and applied for treatment in order to fulfill the task set for us.

The results of the study. In terms of the Fergana valley level relative or standardized incidence of cervical cancer is higher than the average in Uzbekistan (and 17.3 to 18.7 per 100 thousand of the female population and 13.5 and 11.5, respectively), and higher in rural areas than in urban (12.9 and 7.4 per 100 thousand of the female population and 10.7 and 5.8, respectively, $p < 0.05$).

The main regularity of the dynamics of these indicators over the past decade is sustainable rejuvenation of age indicators associated with the transition peak high values of the age group 60-69 years age group 50-59 years.

The assessment of the state of oncological care for the female population of the Andijan region for cervical cancer showed the formality of preventive health care activities, especially cytological research in detecting cervical cancer.

Established, on the basis of a retrospective study, risk factors for cervical cancer and an individual map of the formation of cancer risk groups developed on their basis can serve as an organizational form of prevention of cervical cancer in the conditions of practical healthcare. The detection rate of cervical pathology increased from 11% to 28% ($p < 0.05$) during 2008, a year after its introduction into the health care center.

The territories of zones of increased risk of cervical cancer, determined as a result of the ratio of high levels of morbidity and mortality from this pathology in each district of the Andijan region, can serve as regions of active implementation of the developed algorithm for optimizing organizational forms of cervical cancer prevention.

Optimization of cytological screening of cervical cancer by liquid cytology increases the detection rate of cervical cancer from 0.5% to 1.3% ($p < 0.05$), and cervical dysplasia-from 1.3% to 1.8% ($p < 0.05$).

Cytological screening in combination with individual maps of the formation of cancer risk groups should be carried out:

- in areas of increased cancer risk-once a year;
- in groups of people with an increased cancer risk-2 times a year;
- in the conditions of the general medical network of other territories, with a three-fold annual negative result, in the future-once every 3 years.

The developed algorithm for optimizing organizational forms of cervical cancer prevention, which provides for combining the activities of highly qualified specialists at an "Open reception" of the population and cytological screening using a highly informative method of liquid cytology, provides early detection of precancerous diseases and malignant neoplasms of the cervix in the conditions of practical healthcare.

Conclusion. In conclusion, it should be said that, given the unique opportunities of cytological screening of breast cancer to preserve the health and life of women, the relatively low cost, the society is obliged to provide a basic level of organized screening, taking into account scientifically sound provisions and financial opportunities.

Consideration should be given to including screening in the mandatory health insurance system. It is proved that the financial costs of effective screening are lower than for the treatment of patients with invasive cervical cancer. The basic screening system can be effectively supplemented by individual prevention measures using more frequent examinations and high-risk groups, with the involvement of more expensive, but significantly more sensitive molecular biological methods for determining "high-risk" human papillomaviruses.

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KURSANTLARGA KIMYONI O'QITISHDA TA'LIMNING GRAFIK ORGANAYZERLARINI QO'LLASH

Annotatsiya. Ushbu maqolada kursantlarga oliy harbiy ta'lim muassasalarida kimyofanini o'qitishda ta'limning grafik organayzerlaridan foydalanish uslubiyoti va metodikasi xususida fikrlar bayon etilgan. Ta'lim organayzerlari va interfaol metodlar turlari ko'rib chiqilgan.

Kalit so'zlar: Baliq skeleti, kimyo, metod, ta'limning grafikorganayzerlari.

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USING GRAPHIC ORGANIZERS OF EDUCATION IN TEACHING CHEMISTRY TO STUDENTS

Annotation. This article presents thoughts on the methodology and methods of using graphic training organizers in teaching chemistry to cadets in higher military educational institutions. The types of graphic organizers and interactive methods are considered.

Key words: Fish skeleton, chemistry, method, graphic organizers of education.

Kirish

Metod – so'zi yunoncha "metodos" – bilish yoki tadqiqot yo'li, nazariya, ta'limot, voqelikni amaliy va nazariy egallash, o'zlashtirish, o'rganish, bilish uchun yo'l - yo'riqlar, usullar majmuasi, falsafiy bilimlarni yaratish va asoslash usuli degan ma'nolarni anglatadi. Metod o'z mazmuni jihatidan:

- Amaliy
- Nazariy shaklda bo'lishi mumkin.

Metodlar haqidagi ta'limot fanda **metodologiya** deb ataladi. O'rta Osiyo olimlari Forobiy, Xorazmiy, Beruniy, Ibn Sino kabi buyuk siymolarimiz fan metodlarini rivojlantirganlar. Metodlarning inson hayoti va faoliyati uchun ahamiyati beqiyosdir. Metodning kelib chiqish tarixi kishilarning amaliy faoliyatiga borib taqaladi. Biror ishni bajarish metodini egallagan kishi shu ishni boshqalarga nisbatan oson, tez va mukammal bajara oladi. Metodni egallamagan inson esa bu ishni bajarish uchun ko'p vaqt va kuch sarflaydi. [6] Insonning amaliy faoliyatiga oid metodlar ham voqelikka xos bo'lgan qonuniyatlarni

anglab yetish, bilib olishga borib taqaladi. [2] Metodlar haqidagi ta'limot fanda metodologiya deb ataladi. Fanlarning rivojlanib borishi natijasida amaliy (empirik) va nazariy metodlari vujudga keldi. Fan metodlarining asosiy mazmunini amaliyotda sinalgan ilmiy nazariyalar tashkil etadi. Har qanday ilmiy nazariya mohiyati jihatidan metodik funksiyaga egadir. Metod o'z navbatida, yangi ilmiy nazariyalar va qonuniyatlarning ochilishiga vosita bo'ladi.

Yaqin davr Yevropa faylasuf olimlari ham metodologiya taraqqiyotiga salmoqli hissa qo'shishdi. *F. Bekon, G. Galiley, R. Dekart, G. Leybnits* singari faylasuflar metodlar haqida maxsus asarlar ham yozishgan.

Hozirgi zamonda har qanday yo'nalishda ko'plab umumiy, xususiy va ilmiy metodlar qo'llaniladi. Ana shunday ta'limda keng qo'llanilayotgan va samarali metodlardan biri interfaol metodlar yoki aynan ta'lim organayzerlaridir.

Materiallar va metodlar

Ta'lim jarayonida eng maqbul, ta'sirchan va samarali ta'lim metodi va vositalarini tanlash va qo'llash muhim vazifa sanaladi. Harbiy ta'lim muassasalarida kursantlarga berilayotgan bilimlar kun kelib uning tirik qolishi, davlat tinchligi va himoyasiga ta'sir ko'rsatishi mumkinligi esa yuqorida keltirilgan vazifa ahamiyatini ikki karra oshiradi. Oliy harbiy ta'lim tizimi kursantlariga ta'lim berish jarayonida ta'lim organayzerlaridan foydalanishning imoniyatlari va qulayliklarini ko'rib chiqaylik.

Ta'limning grafik organayzerlari – deb ma'lumotni tushunish, idrok etish va eslab qolishga yordam berishga mo'ljallangan asosiy tarkib ma'lumotlarning vizual ko'rinishiga aytiladi.

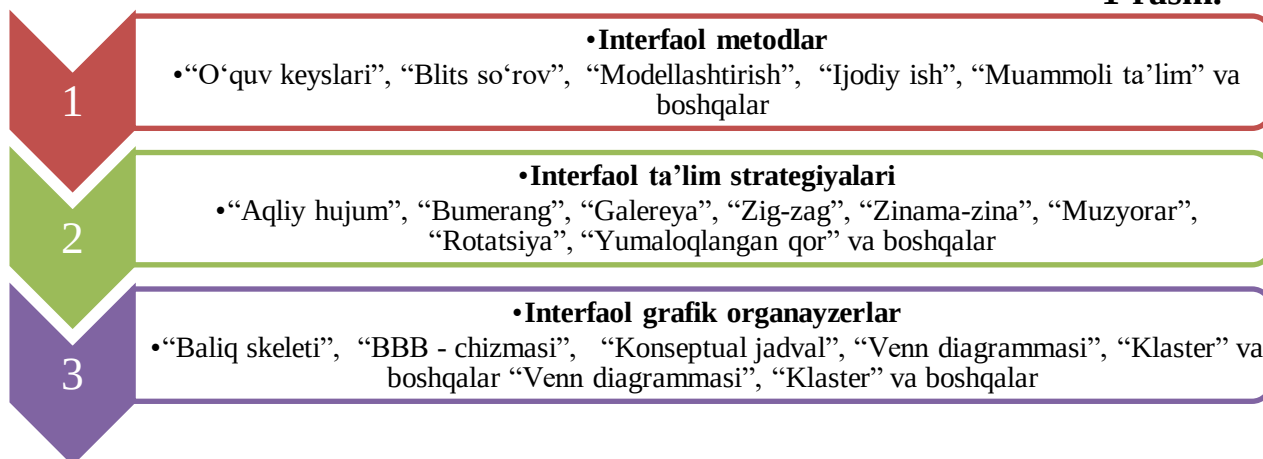
Bugungi kunda insonning tadqiq etilgan 7 ta xotira turi orasida “*sensor xotira*” eng faol va tezkorligi (juda qisqa vaqt 1-2 soniya) bilan alohida e'tirof etiladi.(1) Sensor xotira tahminan 11 million bit/sekund tezlikda insonning hissiy tizimlari ma'lumotlar oqimini shakllantiradi va qayta ishlaydi. Ushbu jarayonda rasmlar, garfik belgilar, ma'lumotlar va axborotlarning ixcham infografik ko'rinishda bo'lishi yanada samarali hisoblanadi, chunki vizual xotira rasm va grafikli axborotni taxminan 0,1 - 0,5 s. muddatda saqlab qolishga qodir. Ta'limning grafik organayzerlarida aynan ma'lumotlar - rasmlar, garfik belgilar, axborotlarning ixcham infografik ko'rinishida berishilishi sababli ham kursantlarda yangi bilimlarni yaxshi eslab qolish, mohiyatni oson tushunib yetish imkonini beradi.

Ta'limning grafik organayzerlari interfaol metodlarning ajralmas bir qismi hisoblanadi. *O.U.Avlayev, S.N.Jo'rayeva va S.R.Mirzayevalar* “*Ta'lim metodlari*” nomli o'quv-uslubiy qo'llanmasida ta'limning interfaol metodlarini xususiyatlariga ko'ra uch qismga bo'lgan(2)(1-rasm).

Ta'limda grafik organayzerlar xususida olimlar tomonidan turli ta'rif va fikrlar ilgari surilgan xususan *O.U.Avlayev, S.N.Jo'rayeva va S.R.Mirzayevalar* (№2, 60) – *interfaol grafik organayzerlar mashg'ulotlarda asosiy fikrlar grafik*

shakllarda yozma ko‘rinishda ifodalanishiga asoslanadi - deb fikr bildirgan bo‘lsa, William Mary tomonidan “Training and technical assistance center” nashrida - grafik organayzerlar ma’lumotlarni tushunishga qiynalayotgan ta’lim oluvchilarga yordam berish uchun mo‘ljallangan asosiy tarkib ma’lumotlarning ko‘rinishidir (№3,2) deyiladi.

1-rasm.



Grafik organayzerlar o‘quv vazifalari doirasidagi faktlar, atamalar, g‘oyalar, bilimlar va tushunchalar o‘rtasidagi ketma-ketlikni ta’milaydi. Ulardan oliy harbiy ta’lim muassasalari ta’lim jarayonini tashkil etishda kursantlarda:

- fikrlash qobiliyatini oshirish;
- aqliy hujumni rag‘batlantirish;
- mustaqil ishlashni tashkillashtirish;
- yangi g‘oyalarni yaratish;
- qismlarni umumiylikga ulash;
- sabablar va oqibatlarni tahlil qilish;
- mavzu doiradidagi bilimlarni chuqur o‘zlashtirish va mohiyatan

tushunish kabi maqsadlarda qo‘llash mumkin. Grafik organayzerlar kursantlarda o‘z-o‘zini tahlil qilish, bilimlarni tasvirlashning optimal usulini topish, eslab qolish, rejalashtirish, taqdim qilish va isbotlash ko‘nikmalarini shakllantirishda ham ijobiy natija beradi.

Asosiy qism

Kimyo fani fundamental, muarakkab va o‘ziga xos fan sifatida alohida yondashuv va yuqori ta’lim berish mahoratini talab etuvch fandır. Ushbu fanni o‘qitish jarayonida an‘naviy yondashuvlardan qochish, optimal pedagogik texnologiyalar va o‘ziga xos yondashvlarga murojaat qilish zarurati juda yuqori. Afsuski ta’lim jarayonida mashg‘ulot turi da axborot mohiyatida tog‘ri kelmaydigan texnologiyalarni qo‘llash yoki ta’lim organayzerlaridan noto‘g‘ri foydalanish holatlari uchrab turadi. Buning natijasida pedagog mashg‘ulotning o‘z oldiga qo‘ygan maqsadlariga erisholmaydi, vaqt taqsimotida ma’lum vaqtni noto‘g‘ri qo‘llanilganligi sababli amaliy natija bermaydigan texnologiyaga sarf

Grafik organayzerlarni notog'ri qo'llash muammosi. Oliy harbiy ta'lim muassasalari mashg'ulotlar rejalarida kimyo fanidan taqdim qilingan mavzulari doirasida grafik ta'lim organayzerlarini to'g'ri va oqilona qo'llash mumkin bo'yicha mukammal pedagogik manbaa yaratilmagan bo'lib, ta'lim organayzerlarini ochiq, muammoli, mahorat mashg'ulotlarida noto'g'ri tanlash va mavzu va berilayotgan axborot shakliga zid ravishda qo'llash holatlari uchra-turadi. Xususan **“Baliq skeleti”** nomli ta'lim organayzerining bosh maqsadi baliq bosh chanog'ida asosiy muammo uning qiltiqlarida esa ana shu muammoning samalari hal etilishiga, yoki keskinlashuviga olib boruvchi sabablar aks etitirishi lozimligiga qaramay undan klaster qovurg'a sifatida foydalanish kuzatiladi (2-rasm)

Anorganik birimalarning turlari

Birikmalar

Oksidlar	Asoslar	Kislotalar	Tuzlar
Na ₂ O, BaO, CaO, CO ₂ , SO ₂ , SO ₃ , P ₂ O ₅ , Na ₂ O ₂ , Al ₂ O ₃ , SiO ₂ , CO, NO, NO ₂ , Na ₂ O, H ₂ O ₂	HNO ₃ , H ₂ CO ₃ , H ₂ SiO ₃ , H ₂ SO ₄ , H ₂ SO ₃ , H ₂ S, HBr, HI, HCl, HBr, HNO ₃ , H ₃ PO ₄	HNO ₃ , H ₂ CO ₃ , H ₂ SiO ₃ , H ₂ SO ₄ , H ₂ SO ₃ , H ₂ S, HBr, HI, HCl, HBr, HNO ₃ , H ₃ PO ₄	Ba(OH) ₂ , Ca(OH) ₂ , Fe(OH) ₂ , Cr(OH) ₃ , NaOH, Ca(OH) ₂ , Fe(OH) ₂ , Cr(OH) ₃ , Zn(OH) ₂ , Al(OH) ₃ , Cr(OH) ₃

Grafik diagramma 1952 yilda (boshqa manbalarga ko'ra - 1943 yilda) Yaponiya sanoatida mavjud mantiqiy tahlil va jarayon sifatini yaxshilash usullariga qo'shimcha sifatida taklif qilgan va Ishikava nomi bilan atalgan.

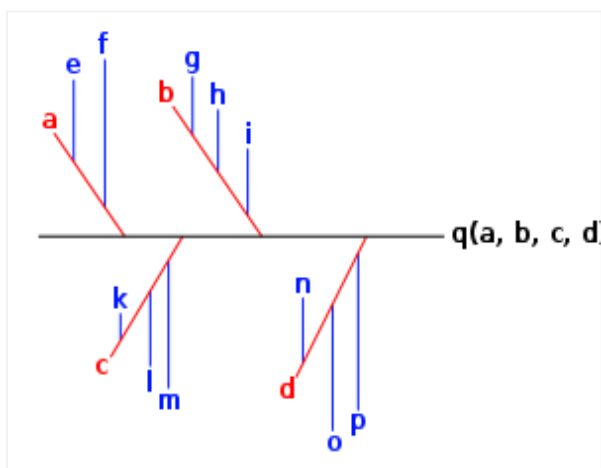


Kaoru Isikava

Kaoru Isikava - kimyogar, statistik, Tokio universiteti professori, sifat doiralari kontseptsiyasini va sabab-oqibat diagrammasini ishlab chiqdi (*fishbone* inglizcha *baliq suyagi*) [4] Ishikava diagrammasi o'rganilayotgan vaziyat yoki muammodagi omillar va oqibatlar o'rtasidagi eng muhim sabab-ta'sir munosabatlarini o'rganish va aniqlashning grafik usulidir.

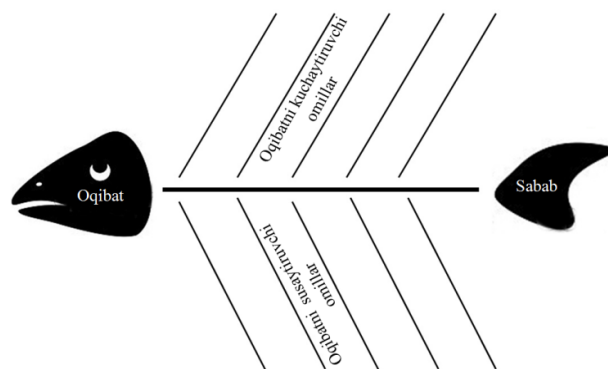
O'rganilayotgan muammo sohasini ko'rib chiqishda diagrammaning ko'rinishi haqiqatan ham baliq skeletiga o'xshaydi shu sabadan keyinchalik uning soddaroq shakli *fishbone* – *baliq skeleti* nomini olgan. Diagrammada muammo asosiy o'q bilan ko'rsatilgan. (3-4 rasmlar) Unda simptomlarni emas, balki haqiqiy sabablarni aniqlash maqsadi belgilangan.

3-rasm



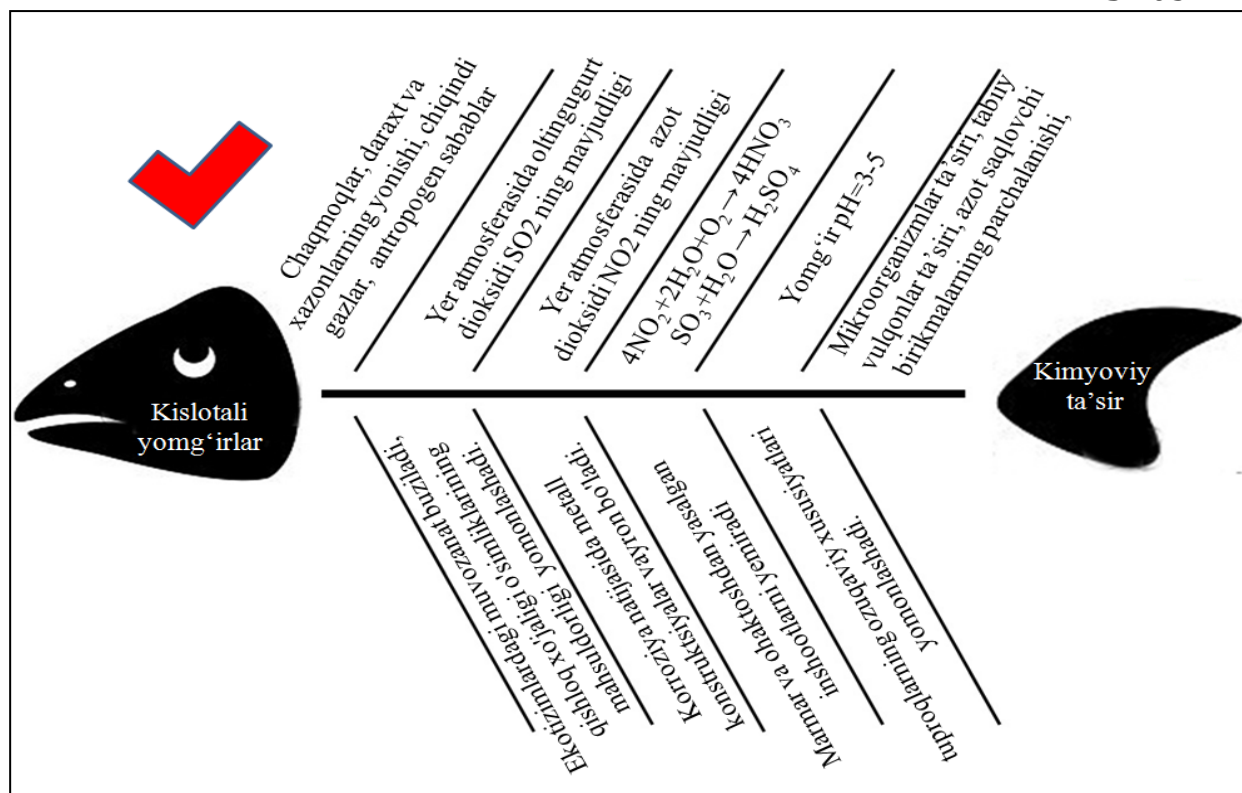
3-rasm. Kaoru Isikava grafik diagrammasining asl ko'rinishi

4-rasm



4-rasm. Kaoru Isikava grafik diagrammasining “Baliq skeleti” nomi bilan pedagogikaga kirib kelgan soddalashtirilgan shakli

Kaoru Isikava diagrammasining mualliflik prinsiplaridan butunlay chiqib ketmaslik va uning o'ziga xosligigga putur yetkazmaslik maqsadida ta'limda undan ta'lim organayzeri sifatida foydalanilganda ma'lum bir muammo, uni keltirib chiqargan sabablar, oqibalar va taqdim etilayotgan muammoni hal etish usullari tahlil qilinishi lozim (5-rasm).



5-rasm. Kimyoviy ta'sir natijasida kislotali yomg'irlar muammosini ketirib chiqaruvchi va kuchaytiruvchi sabablar va ularning oqibatlari tahlili (na'muna)

Xulosa

Pedagogik metodlarning va ta'lim organayzerlarining o'z o'rnida kursantlarning yoshiga, yo'nalishiga va harbiy bo'linmalariga, berilayotgan axborot turi va mazmuniga asoslangan holda to'g'ri tanlanishi va to'g'ri qo'llanilishi ta'lim sifatini sezilarli darajada oshiradi. Bunda kursantlarda fanga qiziqish uyg'onadi, fan doirasidagi o'z bilimlariga ishonch shakllanadi, mavzularni tez va oson o'zlashtirib, ma'lumotlar mohiyatini tushunib yetish orqali, tahlil qilish sabab va oqibatlarni anglash bilan bir qatorda eslab qoplash ko'nikmasi ham shakllanadi.

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DEVELOPMENT OF MILITARY COMPETENCE IN CADETS BASED ON CHEMICAL KNOWLEDGE

Abstract. This article describes the necessity and importance of the formation of military competence based on chemical knowledge, analyzes scientific research and literature on the development of competencies and military competence, military professional competence and the possibility of using chemical knowledge in its development.

Key words: chemistry, military competence, competence.

Introduction

Improving the content of higher military education in the world, teaching chemistry to the military field, developing a methodological system for improving the integrative mechanisms of ensuring military-professional relevance in chemical education, revealing the importance of chemistry in military competence, the current period of development special attention is paid to the application of the achievements of this science to the most advanced aspects of weapon technology, as well as to the wide introduction of chemistry to the military sphere by teaching it in connection with general and specialized sciences and special military training. In particular, the development of ways to use interactive software tools in the teaching of chemistry, the development of integrative methodological support of teaching, practical work on the training of highly qualified military specialists by improving the content of chemistry in higher military educational institutions, chemistry and military education are ensuring rapid integration of the education industry.

The world recognizes the need to develop the process of military education based on the requirements of the times, including the need to bring the content of chemistry closer to the basis of general professional and specialized military technical sciences in training military specialists in higher military educational institutions through interdisciplinary communication. In the process of modernization of the Armed Forces, special attention is paid to the issue of modernizing the processes of teaching natural sciences, including chemistry, in the development of professional, military competence, information, communication and technical skills of future specialists in developed foreign countries such as European countries, the USA and Russia. In higher military educational institutions, the development of ways to solve theoretical and practical issues of military competence of cadets in the military context, to

develop professional, logical and divergent thinking abilities, on the basis of chemical knowledge, is of urgent importance.

One of the main requirements of our country's defense policy is to train highly qualified military personnel for the Armed Forces of Uzbekistan, educate them in the spirit of loyalty and love for the Motherland, and instill in them the feelings of determination, courage, and a responsible approach to duty. Modernization of the military education system and content in the education of future officers at the level of demand, the introduction of advanced foreign experiences in the field of military education, improvement of the quality of teaching chemistry, by the new requirements of science, technology, and production, the science of chemistry brief training in military-professional sciences, instilling military qualities and necessary military professional competence qualities into the content of knowledge given to cadets, introducing state education standards based on advanced innovative approaches, applying modern pedagogical technologies to the educational process, and in this process, great attention is paid to effective use of information and communication technologies. In the decision of the President of the Republic of Uzbekistan No. PQ-4805 "... to fundamentally improve the quality of education in chemistry and biology, to introduce a completely new system of teaching these subjects, to equip educational institutions with modern laboratories, textbooks and other Important tasks such as "providing with educational equipment, attracting qualified teachers-coaches to these areas..."¹ are defined.

From this point of view, it is important to develop a methodical system of the methodology, criteria and stages of military competence development technologies in teaching chemistry.

Decree of the President of the Republic of Uzbekistan dated January 28, 2022 No. PF-60 "On the Development Strategy of New Uzbekistan" for 2022-2026, Decree No. PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", The concept of the development of the higher education system of the Republic of Uzbekistan until 2030 of the President of the Republic of Uzbekistan on October 8, 2019, Decree No. PF-5847 on approval of the Law "On Education", PQ-3898 of the President of the Republic of Uzbekistan dated August 4, 2018 "On fundamental improvement of the system of raising the moral and educational level of the military personnel of the Armed Forces of the Republic of Uzbekistan", January 24, 2017 "O' Program of measures for the implementation of the tasks of reforming and further development of the Armed Forces of the Republic of Uzbekistan" of the President of the Republic of Uzbekistan No. No. PQ-4375, dated August 12, 2020, No. PQ-4805 "On improving the quality of continuing education and

¹ O'zbekiston Respublikasi Prezidentining 2020 yil 12 avgustdagi "Kimyo va biologiya yo'nalishlarida uzluksiz ta'lim sifatini va ilm-fan natijadorligini oshirish chora-tadbirlari to'g'risida"gi PQ-4805-sonli Qarori. //Qonun hujjatlari ma'lumotlari milliy bazasi. 07/20/4805/1174-son, 13.08.2020 y.

science in the fields of chemistry and biology" - on measures to increase the efficiency of science" dated June 5, 2018 "Increasing the quality of education in higher education institutions and their national PQ-3775, on measures to ensure active participation in the wide-ranging reforms being implemented, President of the Republic of Uzbekistan dated August 12, 2020 "The quality of continuous education in the fields of chemistry and biology and decisions number PQ-4805 "On measures to increase the effectiveness of science", The State Education Standard of the "Military Work" field of education and other norms related to this activity, approved in accordance with the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 343 of August 16, 2001 on approval of the state educational standards of higher education - the research of this problem serves to a certain extent in the implementation of the tasks defined in the legal documents [1-15].

Literature review and methodology

Implementation of the process of improving the methodology of teaching chemistry in higher and higher military educational institutions based on the development of military competence based on chemical knowledge is one of the important issues that should be researched.

The problem of developing competence and qualities of military and professional competence has been studied by a number of scientists and researchers. In particular, the scientists of our Republic A.A. Vakhobov, A.A. Saidov, G.O. Meliyev, V.Z. Yuldoshev, M. Rasulov, Z. Alimardonov and others conducted scientific research on this problem, and in the scientific works of researchers such as D.K. Nasriddinov, Sh.A. Pazilova, S.K. Ramonova, natural sciences and problems of improving teaching of scientific subjects are highlighted.

The problem of development of competence and military, professional competence in the countries of the Commonwealth of Independent States (CIS) was reflected in the research works of O.N. Ovsyanikova, A.I. Шишков, Н.И. Биркун, А.И. Козачок, М.М. Ахметшин, А.В. Коклевский, М.Н. Шульга, Л.В. Долومانюк, О.В. Парахина, И.В. Николаева, А.В. Ежогов, О.В. Сакеева and others.

Foreign scientists J. Raven, D. Hersules, D. Callahan, V. Hutmacher and others carried out scientific research on the methodology of developing military competence based on chemical knowledge. The analysis of pedagogical literature shows that the general theoretical issues of the development of competence, military and professional competence in higher military education in foreign countries researched by practicing scientists such as Jahrig, Jesse, Lopushenko, Alexandra Yakovlevna, Hiebert, Paul G, Schimel, Jeff; Hayes, Joseph; Williams, Todd; Jahrig, Jesse, Lopushenko, Alexandra Yakovlevna.

Pedagogical and psychological conditions for the development of creative competence of O.N. Ovsyanikova cadets from the Commonwealth of Independent States (CIS) [16], A.I. Shishkov formation of professional

competence of cadets in the process of special and tactical training [17], A.I. Kozachok formation of the competence of military personnel based on the technology of professional guidance [18], M.M. Akhmetshin, L.V. Dolomanyuk formation of professional competence in future officers [19,20], A.V. Koklevsky formation of technological competence during military training [21], Pedagogical diagnostics of professional competence in M.N. Shul [22], O. V. Parakhina Development of communicative competence in future officers of the naval forces [23], Development of professional competence in the process of teaching physical science by I.V. Nikolaeva [24], A.V. Ejogov military management competence of future officers [25], O. V. Sakeeva formation of important professional qualities and competencies in military personnel, N.I. Birkun scientifically substantiated the specific features of the issues of teaching military general professional subjects in interdisciplinary communication.

Scientific works related to the introduction of information and pedagogical technologies in the teaching of chemistry were researched from foreign scientists A.F. Aspitskaya, A.A. Belokhvostov, E.Ya. Arshansky, S.P. by Borisova.

Scientific work on the use of information and communication technologies in teaching chemistry in Uzbekistan was carried out by E.U. Eshchanov, F.A. Alimova, L.T. Zaylobov, I.E. Shernazarov, F.B. Isakulov, N.A. Anvarovalar.

The issue of improving the teaching of chemistry, Kh.T.Omonov, philosophical and pedagogical foundations of chemistry education and its improvement, Sh.A.Mamajonov, structure and content of the course "Methodology of teaching chemistry" in higher educational institutions, M.B.Ajiyeva, chemistry improving the content and methodology of teaching science, E.U. Eshchanov developed methods of using independent work in studying organic chemistry. F.A. Alimova prepared animations, information and an electronic tutorial on the topic of solutions and electrolytic dissociation. L. T. Zaylobov explained the methodology of teaching electrolysis processes based on animations and videos of oxidation-reduction reactions, K. E. Shernazarov, F. B. Isakulov developed the methodology of improving the teaching of organic chemistry based on modern information and communication technologies.

The mentioned information means that, despite the fact that many scientific studies have been carried out within the framework of the research work, in order to solve the problems of improving the method of developing military competence in cadets, the content of education, the issues of developing military competence based on chemical knowledge have not been sufficiently researched.

The main part

The development of scientific and methodological bases for the development of military competence on the basis of chemical knowledge in higher military education is becoming an urgent problem. The analysis of the

scientific-theoretical and methodical research presented above indicates that there is a need to study the theoretical-methodical foundations of the technologies of developing military competence based on chemical knowledge in the higher military education system.

Based on the reasonable calls of the President of the Republic of Uzbekistan and the Supreme Commander-in-Chief of the Armed Forces, Sh.M. Mirziyoyev, "Uzbekistan must be globally competitive in the field of science, intellectual potential, modern personnel, and high technologies" serious attention is being paid to the issue of forming a professional army, providing its personnel with highly qualified, professional skills and combat skills, who can fully meet the requirements of the military profession with their individual, personal, and social characteristics. Therefore, improving the professional competence of future officers in accordance with the requirements of the times and introducing state educational standards based on competence approaches to the educational process of higher military educational institutions is one of the problems awaiting a solution.

Competence is a person's ability to successfully apply the knowledge, skills, and personal qualities acquired in a specific educational field or specialty in work².

Competence - (lat. *competo* - I am worthy, I am worthy, I am achieving) experience of knowledge in this or that field³.

Military competence is understood as military professional training and the ability of a military unit, an individual soldier, to perform combat tasks and be responsible for military service. The powers of military personnel as military specialists are formed by the system of basic competences developed during the training process and during the military activity.

In education aimed at the development of professional competence: any training is carried out only with the purposeful interaction of the learner and the studied object, teaching is the active activity of the teacher and is carried out in accordance with learners' interests and activities.

The teacher's professional orientation in the process of imparting chemical knowledge is related to his awareness of certain educational goals, its components and elements, methods and organizations. Forms and methods of learning chemistry can include concepts that can be learned only if professional understanding is established.

Professional skills can be formed with the help of the teacher's conscious actions based on professional skills in the activities of cadets when connecting some chemical concepts with professions and distinguishing some concepts from others. Training is carried out during training sessions that take into

² Ўзбекистон Миллий инциклопедияси. 4-жилд –Т.: “�збекистон Миллий инциклопедияси” давлат миллий нашриёти, 2002, 1-сон. 93-б

³ Алимов Б.Н. Компетенциявий ёндашув-ўқувчиларнинг математик саводхонлиги ва маданиятини ошириш воситаси сифатида./ “Узлуксиз таълим” илмий-услубий журнали, Т., 2015, 1-сон. -93-б.

account the relevant goals and include the teaching tools and methods necessary to achieve them.

In this case, the component of the educational content is reflected in its role. This routine continues to a certain extent and inevitably simultaneously (for example, in the acquisition of knowledge, certain structures of generalized activity are mastered, in the educational process, such as the attitude to the profession).

Chemistry is a natural science that studies substances, their structure, composition and properties. Chemical laws and theories have a significant impact on the development of other related natural and technical sciences. At the same time, chemistry is related to solving social problems, meeting the needs of each person and society as a whole. Chemical knowledge is an important part of the general human culture and, in addition to making a great contribution to the sustainable development of civilization, it occupies an important place in the development and content of the military field.

If the content of chemical knowledge is more clearly planned and the forecast of professional characteristics is more accurate, the effectiveness of the training will be ensured.

In 2019 alone, 176 terrorist-subversive acts and explosions were committed, as a result of which more than 1,494 representatives of the civilian population were killed and more than 2,616 people were injured in various degrees. The fact that mainly non-standard explosives and strong detonation-causing processes (for example, detonation using motor vehicles) are used, that chemical smoke agents and weapons of mass destruction are widely used in modern battles for the purpose of camouflage and requires having a database.

Proposal and conclusions

Due to the increase in the needs of the times, the complexity of military activities and the expansion of its capabilities due to scientific and technical development, the need to optimize work within the military profession has arisen. Therefore, in order to serve effectively under the necessary conditions, each military officer must have the necessary knowledge, skills and abilities.

As a conclusion, as a result of the analysis of the usual conditions that affect the educational process during the training of cadets, the changing educational situations that affect the educational process, it is possible to distinguish the system of modern quality indicators:

- to ensure the unity of education in the content aimed at developing professional competence, to perform educational tasks at a programmable level designed for teaching and development;

- providing knowledge about knowledge, learning processes and methods, mechanism of studied processes and the principles of implemented actions in a comprehensive system open to cadets during the educational process;

- to acquire teaching methods by cadets, appropriate methods of mental activity, setting the perspective of transition to a self-education system;

expanding the content of education by involving students in extracurricular activities, taking into account the interaction with relevant academic subjects;

to provide a system of values, reasons for studying and teaching that are in line with the interests of society;

the availability of general didactic teaching methods for the types of educational content and the nature of its mastering methods, as well as the suitability of specific teaching methods for the performance of didactic tasks and the specific characteristics of mastering this content and development of a system of unique educational methods from the point of view of the general didactic theory of educational methodology;

rational use of modern teaching tools;

teaching taking into account the habits of mastering various elements of social experience and the characteristics of its various educational materials;

monitoring of teaching effectiveness;

professional activity, readiness and aspiration for self-realization, work, mental, moral and aesthetic education, formation of value system;

accuracy and consistency of knowledge, methods of educational activities provided by the program, as well as indicators of knowledge and self-education methods, readiness to creatively apply knowledge and skills, formation of attitude to educational material and profession.

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OPTIMIZATION OF TACTICS OF COMPLEX TREATMENT OF MENOPAUSAL SYNDROME

Resume: There is a tendency in the world towards a progressive increase in the average life expectancy of women, which is why the problem of "menopause" is socially significant.

Against the background of age-related changes of the whole organism, during menopause, the involution of the reproductive system occurs.

The pathogenesis of this process is a decrease in the synthesis of ovarian sex hormones, which leads to a change in the function of various organs and systems.

Keywords: menopausal syndrome, tactics, justifications, complex treatment.

Introduction. The problem of menopausal disorders in women is relevant all over the world, this is due to the total aging of the population due to an increase in life expectancy and a decrease in the birth rate [3]. According to WHO forecasts, 46% of women are expected to be over 45 by 2030. The study of issues related to aging occupies one of the leading places in modern medicine [1].

Aging is a natural and unavoidable process. A certain boundary in the involution of both the female and male body is the loss of reproductive function, which leads to a number of pathological changes on the part of various organs and systems. The age of menopause is quite stable and in different regions of Russia is about 50 years old [2]. Consequently, a woman spends more than a third of her life in a state of deficiency of female sex hormones [6].

The onset of menopause is one of the critical periods in a woman's life. It is in the postmenopausal period that a number of somatic and mental diseases appear, which significantly affect the quality and overall life expectancy. In 65-80% of women, as a result of physiological estrogen deficiency, which occurs several years before menopause, and then worsens with ovarian atrophy, climacteric syndrome (CS) develops [5].

In order to select the methods of statistical analysis, the compliance of the studied quantitative indicators with the law of normal distribution based on the Shapiro–Wilk criterion was verified. The reliability of the frequency differences in the groups was assessed using the exact Fisher criterion (the differences were considered significant at values of $p < 0.05$). The reliability of the statistical estimates used was assumed to be at least 95%.

The purpose of the study. To substantiate the expediency of complex therapy of menopausal syndrome in women with vitamin D deficiency during early postmenopause with the use of menopausal hormone therapy and colecalciferol to increase the effectiveness of treatment of clinical manifestations of menopausal syndrome, to ensure the prevention of late metabolic disorders and to improve the quality of life in the early postmenopausal age.

Methodology and methods of research. This research work included the application of an integrated approach and the use of general scientific methodology, formal logical and specific methods. To achieve this goal and solve certain tasks, the integrated approach used included clinical and instrumental, sociological and laboratory, statistical and other significant research methods.

Results and discussion. When evaluating the results of the study, we found that patients with initially the same degree of CS and BMI have significant differences in the lipid profile depending on age, which is confirmed by us in other studies.

The study found that the change in the lipid spectrum towards atherogenic dyslipidemia was significantly higher in women in the age group older than 51 years, compared with patients younger than 45 years ($p < 0.05$) and older than 46-50 years ($p < 0.05$).

According to the data obtained during the statistical analysis, there were no significantly significant differences between the patients of the first and third groups for the indicators of OHs ($p = 0.1$) and CsLPNP ($p = 0.06$). However, there was an increase in the level of OHs and CsLPNP in women of the third group compared to patients of the first and second groups ($p < 0.05$).

An interesting fact is that in women with CS, as their biological age increases, along with a statistically significant increase in the indicators of OHs, TG, CsLPNP, CSLPNP, there was no expected decrease in the level of CsLPVP. Thus, the decrease in HDL values in women in cases of a hypoestrogenic condition, with an increase in age from 40 to 64 years (Table), was statistically insignificant ($p = 0.1$). Although, a number of scientific papers confirm that menopause is associated with a decrease in HDL values. It is believed that isolated low values of HDL may themselves be the main risk factors for the development of coronary heart disease (CHD) in postmenopause.

Conclusions. In patients with CS, as the age of the woman increases, the severity of atherogenic dyslipidemia increases, but their phenotypic characteristics do not change. It can be assumed that a violation of lipid metabolism is a condition caused by a genetic component.

Thus, the relationship we have identified in women with menopausal syndrome between age and lipidogram indicators necessitates a comprehensive approach to the treatment of manifestations of CS, namely: on the one hand, menopausal hormone therapy, focusing attention when choosing a drug on the

criterion of its "metabolic neutrality", and on the other hand, the appointment of lipid-lowering drugs (differentiated depending on the detected violations – nicotines, statins, fibrates, etc.), bringing the therapy of menopausal disorders in perimenopausal women to a new, "not a template", but a personalized, individually selected level for each woman.

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THE USE OF MODERN TECHNOLOGIES IN THE DISCHARGE OF BIOPHYSICS

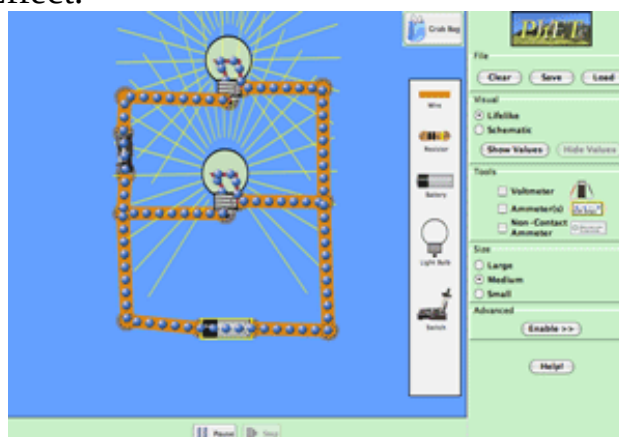
Abstract: this article provides information on the methods of using modern technologies in the streaming of Biophysics.

Keywords: PHET, Circuit Construction, Kit simulation, Crocodile Physics, Yenka, Waves, Optics.

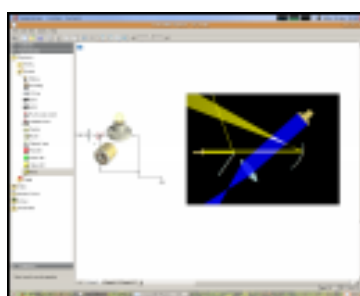
Physics is said to be difficult subject. Physics learning is not an easy task. There is strong evidence all over the world that physics students are not learning the concepts necessary for a good understanding of the physics world. Their learning of scientific facts remains in the classroom only. The computer is one of the most brilliant gifts of science having characteristics of speed, accuracy, reliability and integrity. It can execute over a million instructions per second without any mistake. It can carry our calculation in just a few minutes that would require month If carried out manually. The computational techniques have provided a friend and servant to science, technology and industry. In the present learning process computers are being used for enhancing physics learning also. They can be used to analyze and visualize data, communicate results, run experiment and monitor equipment. Computing can play an important and varied role in advancing physics learning. We point out role of computational techniques namely Simulations, Multimedia, Virtual Reality, Telematics and computer based labs which may deal with those difficulties and increase the learning process. Some good computer programs for learning physics exist. Emergent computational tools and new development in learning theories have contributed to change in education. But we are still in the middle of change process. The main objective of this paper is to discuss role of computer to understand physics and strengthen science and technology.

PHET is a suite of research-based interactive computer simulations for teaching and learning physics, chemistry, math, and other sciences. PHET simulations can be run online or downloaded for free from the PHET website. The simulations are animated, interactive, and game-like environments where students learn through exploration. They emphasize the connections between real-life phenomena and the underlying science, and help make the visual and conceptual models of expert scientists accessible to students. PHET simulations are primarily developed for and tested with university and high school students, but have been found to be educational and fun for students "from grade school to grad school."

The Circuit Construction Kit simulation allows students to build circuits out of virtual batteries, wires, bulbs, resistors, switches, and (in the AC version) capacitors and inductors. The simulation can be used to replace or supplement experiments with real equipment in lecture demos, labs, and tutorials. Some advantages over real equipment are that the simulation allows students to see a visual model for current flow (virtual electrons flow through the wire), the equipment never breaks or wears out, and students can play around without fear of breaking things. Other simulations that can replace real equipment include Faraday's Electromagnetic Lab, Pendulum Lab, Geometric Optics, Masses and Springs, Wave Interference, Wave on a String, and Photoelectric Effect.



Crocodile Physics is a powerful but easy-to-use simulator that lets you model a range of models in electricity, motion and forces, optics and waves. Simply drag parts from the toolbars at the side of the screen, and move or position them as you wish; they start simulating straight away. Click on them to edit settings, and plot graphs to analyse data from your experiment.



Yenka is a suite of educational software products which allows students to simulate scientific experiments, create mathematical models, design electronic circuits or learn computer programming. Yenka is developed by Crocodile Clips Ltd. The software is based around a variety of subjects such as computer programming and chemistry

Yenka uses a unified interface to model reactions in scientific and technological subject areas, often in 3D. The software is intended to display results in real time or simulated time at 0.1x or 10x speed, replicating actual results (for example, a completed circuit will illuminate a light-emitting diode (LED), but applying too much electric current will destroy it). Yenka also allows educators to design lessons and interactive content for students.

Waves

Yenka lets you take a top-down view of wave propagation, and study key phenomena – such as refraction, interference, diffraction and reflection – with water, sound or EM waves.

Point or plane wave sources, and a moving source whose velocity and bearing you can control, generate waves. You can also control the frequency, phase and amplitude of each source.

Add obstacles, reflectors and slits to investigate reflection, refraction, diffraction and interference. Position these components wherever you want, and control properties like size, orientation, damping, slit spacing and width, and the material from which each is made.

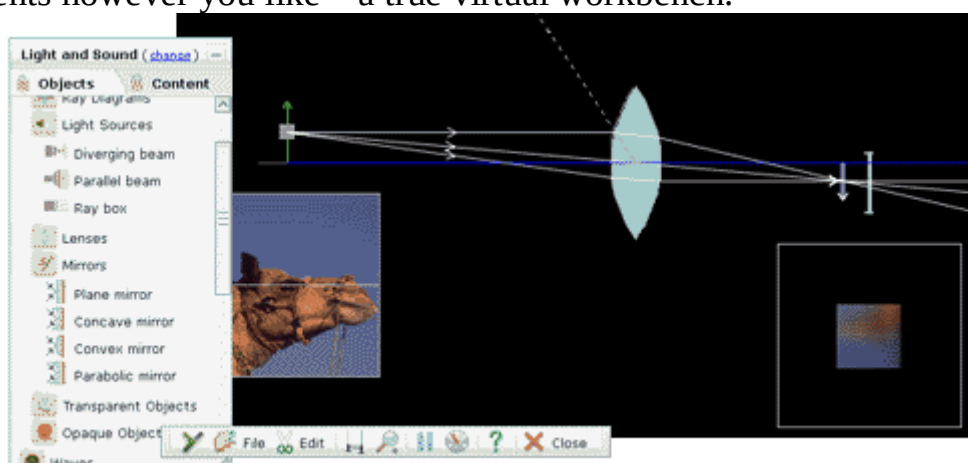
Optics

Yenka lets you simulate with a range of components including lenses, prisms, mirrors and light sources, and lets you model ray diagrams.

You can import your own images and investigate how they look when viewed in lenses in mirrors. As shown below, intensity and blurring are modelled.

The rays from the object are drawn as you simulate, letting you trace their path through the optical system.

Properties for all of the optical components can be changed, either by dragging with the mouse or by typing in new values. You can also position the components however you like – a true virtual workbench.



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TIL O'RGANISHDA ENG ASOSIY MASLAHATLAR

Annotatsiya: Til- ijtimoiy hodisa. Hozirgi kunda xorijiy tillarni o'rganishga bo'lgan talab kun sayin oshib bormoqda. Men ushbu maqolamda chet tillarini qanday oson va samarali o'rganish haqida eng kerakli maslahatlarni berib o'taman

Kalit so'zlar: Til, Vazirlar Mahkamasi, agentlik, sertifikat, Ingliz tili, Duolingo, Memrise, Kato Lomb, badiiy adabiyotlar, sinxron tarjimon.

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THE MOST BASIC TIPS FOR LEARNING A LANGUAGE

Annotation: Language is a social phenomenon. Today, the demand for learning foreign language is increasing day by day. In this article, I will give the most necessary tips on how to learn foreign languages easily and effectively.

Keywords: Language, Cabinet of Ministers, agency, certificate, English language, Duolingo, Memrise, Cato Lomb, fiction, simultaneous interpreter.

Bilamizki, Vazirlar Mahkamasining “Xorijiy tillarni o'rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to'g'risida “2021-yil 19-maydagi 312-son qaroriga muvofiq Qoraqalpog'iston Respublikasi Vazirlar Kengashi, viloyatlar va Toshkent shahar hokimliklari tomonidan har yili tuman (shahar)dagi maktablarni xorijiy tillarni o'qitish uchun zarur bo'lgan adabiyotlar, asbob-uskunalar, zamonaviy axborot texnologiyalari bilan ta'minlash uchun mahalliy budjetlardan 1mlrd so'mdan kam bo'lmagan miqdorda mablag' ajratilishi belgilab qo'yilgan. Agentlik Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasi, Maktabgacha ta'lim vazirligi, Xalq ta'limi vazirligi, Oliy va o'rta maxsus ta'lim vazirligi bilan birgalikda:

malakali mutaxassislarni jalb etgan holda 2022-yil 1-martdan boshlab chet tili fani o'qituvchilarining tinglab tushunish, o'qish, yozish hamda gapirish kompetensiyalarini rivojlantirishga hamda sertifikatga ega bo'lishlariga

yo'naltirilgan o'quv kurslarini tashkil etishi to'g'risida farmoni imzolangan. Bundan ko'rinib turibdiki, hozirgi kunda til o'rganishga bo'lgan ehtiyoj kun sayin yanada oshib bormoqda. Bilasizmi? Til o'rganishga bo'lgan ehtiyoj nega bunchalik yuqori. Barcha talabgorlar o'z qiziqishlaridan kelib chiqib o'rganyaptimi yoki bunga qanaqadir maqsadlari sababchimi? Albatta, hamma ham o'z qiziqishlari uchun emas, balki, aksincha, o'z karerasini qurishda bosib o'tiladigan yo'lda bu talab ham peshqadamlik qiladi.

Bilamizki, Ingliz tili dunyo tillari ichida eng asosiy tillardan biri. Buning isboti hayotimizda o'z aksini topgan. Bu yaxshi albatta. Bog'cha yoshdagi bolalardan boshlab barcha birdek til o'rganishga kirishgan. Ingliz tilini qanday tez va oson o'rgansa bo'ladi?

Avvalo, o'rganuvchi, qiziqishi va izchillik asosida til o'rganishga kundalik sarflaydigan vaqt, miqdori, inglizcha muhit kabilar muhim bo'lsa, foydalaniladigan darslik sifati, mahoratli va bilimli o'qituvchi va til o'rganishdagi to'g'ri yondashuv usullari kabilarning ham yangi til o'rganishda muhim ahamiyat kasb etadi. Men o'z tajribalarimdan kelib chiqib aytolamanki, tilni majburiyat sifatida o'rganmang hoh u ingliz tili bo'lsin hoh u boshqa til bo'sin. Tilni o'z qiziqishingiz sifatida o'rganing va vaqtingizni to'g'ri taqsimlang. Ba'zi shikoyatlar qulog'imga chalinadi, qaysi tilni o'rganayotgan bo'lsangiz o'sha tilda gaplashuvchi insonlar bilan o'sha muhitda yashasa tez muloqotga kirishadi deb, aslini olganda 21-asr axborot texnologiyalar asrida bu kabi vajlarga o'rin qolmadi deb o'ylayman.

Birinchi navbatda maqsadni aniq belgilab oling, aniq maqsadsiz biron ishda, xususan til o'rganishda muvaffaqiyatga erishish mumkin emas. Ikkinchidan til asosini takrorlash tashkil etadi. Tilni doimiy takrorlashsiz o'rganib bo'lmaydi. Uchinchidan, muloqot qiling. Til muloqot vositasidir. Shu sababli, tilni o'rganish va rivojlantirish uchun tabiiyki muloqot qilishingiz kerak. To'rtinchidan, til o'rganish jarayonini hayot tarzingizga moslab boring. Eng oxirgisi, Smartfoningizdan samarali foydalaning. Til o'rganish jarayoni uzun va mashaqqatli jarayon bo'lganligi sababli, uni iloji boricha osonlashtirishga harkat qiling. Bunda sizga smartfoningiz qo'l keladi. Smartfonlarga o'rnatib olish mumkin bo'lgan bepul ingliz tili o'rganish dasturlari bor. Ular orasida eng mashhurlari bu -Duolingo va Memrise. Duolingo va Memrise bir biriga o'xshaydi. Ammo, eng birinchi ko'zga ko'rinadigan farqi Duolingoda so'zlar ko'proq American English'da, Memriseda esa so'zlar ko'proq British English'da talaffuz etiladi.

Bundan tashqari har qanday chet tilini o'rganishda o'sha tilning turmush tarzi madaniyati va urf-odatini o'rganib boradi. Til o'rganish uchun o'zingizning har kunlik ajratadigan vaqt jadvalini tuzib oling. Yangi so'zlarni yod olishda yoningizga kartochka olib yurishni maslahat beraman. Dunyodagi ilk sinxron tarjimonlardan biri bo'lmish Kato Lomb asl mutaxassisligi kimyo fani bo'lishiga qaramay 8ta tilda qiyinchiliklarsiz tarjima qilgan, 16 ta tilda erkin muloqot qilishni uddalagan. G'aroyib jihat shundaki, Lomb tillarning ko'pchiligini

mustaqil o'zlashtirgan. Bu jarayonda u xorijiy tildagi darslik va badiiy adabiyotlar bilan ishlagan. Uning mashhur asarlaridan biri "Men tilni qanday o'rganganman" asarini o'qishni tavsiya etaman. O'ylaymanki, bu asar til o'rganishda sizga ancha qo'l keladi. Albatta, siz qunt va mustahkam iroda bilan til o'rganishda davom eting azizlarim!

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LOW LEVEL VIRTUAL MACHINE ARXITEKTURASI

Anotatsiya: Ushbu maqolada low level virtual machinening kelib chiqish tarixi, Intermediate Representation, frontend va backend bo'yicha so'z boradi.

Kalit so'zlar: Kompilyator, LLVM, dasturlash, versiya, machine, frontend, backend, assembly, IR.

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LOW LEVEL VIRTUAL MACHINE ARCHITECTURE

Anotation: this article covers the history of the origin of low level virtual machine, Intermediate Representation, frontend, and backend.

Keywords: compiler, LLVM, programming, version, machine, frontend, backend, assembly, IR.

LLVM – kompilyator va toolchain texnologiyalari bo'lib, har qanday dasturlash tili uchun frontend va har qanday instruction set arxitekturasini uchun backendni ishlab chiqish uchun ishlatilishi mumkin. LLVM tildan mustaqil Intermediate Representation (IR) atrofida ishlab chiqilgan bo'lib, u portativ, high-level assembly language bo'lib xizmat qiladi, uni multiple passe orqali turli xil o'zgarishlar bilan optimallashtirish mumkin.

LLVM C++ tilida yozilgan va compile-time, link-time, run-time va idle-time optimallashtirish uchun mo'ljallangan. Dastlab C va C++ uchun tatbiq etilgan LLVMning language-agnostic dizayni o'shandan beri turli xil frontendlarni yaratdi: LLVM dan foydalanadigan (yoki bevosita LLVM dan foydalanmaydigan, lekin kompilyatsiya qilingan dasturlarni LLVM IR sifatida yarata oladigan) kompilyatorli tillar ActionScript, Ada, C#, Common Lisp, PicoLisp, Crystal, CUDA, D, Delphi, Dylan, Forth, Fortran, Free Basic, Free Pascal, Graphical G, Halide, Haskell, Java bytecode, Julia, Kotlin, Lua, Objective-C, OpenCL, PostgreSQL SQL va PLpgSQL, Ruby, Rust, Scala, Swift, XC, Xojo va Zig.

LLVM loyihasi 2000 yilda Urbana–Champaigndagi Illinois universitetida Vikram Adve va Chris Lattner rahbarligida boshlangan. LLVM dastlab statik va dinamik dasturlash tillari uchun dinamik kompilyatsiya usullarini o'rganish uchun tadqiqot infratuzilmasi sifatida ishlab chiqilgan. LLVM Illinois/NCSA Open Source License ruxsat beruvchi bepul dasturiy ta'minot litsenziyasi ostida chiqarilgan.

2005-yilda Apple Inc. Lattnerni yolladi va Apple ishlab chiqarish tizimlarida turli maqsadlarda foydalanish uchun LLVM tizimida ishlash uchun jamoa tuzdi. LLVM Xcode 4-dan beri macOS va iOS uchun Apple Xcode ishlab chiqish vositalarining ajralmas qismi bo'lib kelgan.

2006 yilda Lattner Clang nomli yangi loyiha ustida ishlay boshladi. Clang front-end va LLVM back-end kombinatsiyasi Clang/LLVM yoki oddiygina Clang deb ataladi. LLVM nomi dastlab Low Level Virtual Machine initialism edi. Bu initialismni "chalkash" va "nomaqbul" qildi va 2011 yildan beri LLVM "rasmiy ravishda endi qisqartma emas", balki loyiha endi an'anaviy virtual mashinalarga qaratilmaydi. Loyiha LLVM intermediate representation (IR), LLVM debuggerini, C++ standart kutubxonasining LLVM dasturini (C++11 va C++14 to'liq qo'llab-quvvatlashi bilan) va boshqalarni o'z ichiga oladi.

LLVM LLVM Foundation tomonidan boshqariladi. Kompilyator muhandisi Tanya Lattner 2014-yilda uning prezidenti bo'ldi va hozirgacha o'z lavozimida.

"LLVMni loyihalash va implement qilish uchun" Association for Computing Machinery assotsiatsiyasi Vikram Adve, Chris Lattner, va Evan Chengga 2012 yil ACM dasturiy ta'minot tizimi mukofotini taqdim etdi. Loyiha dastlab UIUC litsenziyasi ostida mavjud edi. 2019-yilda chiqarilgan v9.0.0 dan keyin, LLVM LLVM istisnolari bilan Apache 2.0 litsenziyasiga qayta litsenziyalandi.

LLVM kompilyatordan intermediate representation (IR) kodini olib, optimallashtirilgan IR-ni chiqaradigan to'liq kompilyator tizimining o'rta qatlamlarini taqdim etishi mumkin. Ushbu yangi IR keyinchalik maqsadli platforma uchun mashinaga bog'liq assembly language kodiga aylantirilishi va bog'lanishi mumkin. LLVM GNU Compiler Collection (GCC) toolchainidan IR ni qabul qilishi mumkin, bu esa uni ushbu loyiha uchun yozilgan mavjud kompilyator frontendining keng doirasi bilan ishlatishga imkon beradi. LLVM language-independent instruction va type systemni qo'llab-quvvatlaydi. Har bir instruction static single assignment(SSA) shaklida mavjud, ya'ni har bir o'zgaruvchi (yozilgan registr deb ataladi) bir marta tayinlanadi va keyin muzlatiladi. Bu o'zgaruvchilar orasidagi bog'liqliklarni tahlil qilishni soddalashtirishga yordam beradi. LLVM kodni an'anaviy GCC tizimida bo'lgani kabi statik ravishda kompilyatsiya qilish imkonini beradi yoki Java'ga o'xshash IR-dan mashina kodiga just-in-time compilation (JIT) orqali kech kompilyatsiya qilish uchun qoldiriladi.

Type systemi butun yoki floating-point raqamlar kabi asosiy turlardan va beshta hosila turlaridan iborat: pointerlar, arraylar, vektorlar, structuralar va funksiyalar.

LLVM JIT kompilyatori runtimeda dasturdan keraksiz statik tarmoqlarni optimallashtirishi mumkin va shuning uchun dasturda ko'plab variantlar mavjud bo'lgan hollarda qisman baholash uchun foydali bo'ladi, ularning aksariyati ma'lum bir muhitda keraksizligini osongina aniqlash mumkin. Bu xususiyat Mac OS X

Front end. LLVM dastlab GCC stekidagi mavjud kod generatorini almashtirish uchun yozilgan edi va GCCning ko'pgina frontend qismlari u bilan ishlash uchun o'zgartirildi, natijada endi LLVM-GCC to'plami tugatildi. O'zgartirishlar odatda GIMPLE-to-LLVM IR bosqichini o'z ichiga oladi, shuning uchun GCC ning GIMPLE tizimi o'rniga LLVM optimallashtiruvchilari va kodegen ishlatilishi mumkin. Apple Xcode 4.x (2013) orqali LLVM-GCCning muhim foydalanuvchisi edi. GCC frontendidan bunday foydalanish asosan vaqtinchalik chora hisoblangan, ammo Clang-ning paydo bo'lishi va LLVM va Clang-ning zamonaviy va modulli kod bazasining afzalliklari (shuningdek, kompilyatsiya tezligi) asosan eskirgan.

LLVM hozirda Ada, C, C++, D, Delphi, Fortran, Haskell, Julia, Objective-C, Rust, va Swift-ni turli xil frontend qismlarida foydalangan holda kompilyatsiya qilishni qo'llab-quvvatlaydi. LLVM ga bo'lgan keng qiziqish turli tillar uchun yangi frontendlarni ishlab chiqish bo'yicha bir qancha sa'y-harakatlarga olib keldi. Eng ko'p e'tiborni tortgan Clang, C, C++ va Objective-C ni qo'llab-quvvatlaydigan yangi kompilyator edi. Asosan Apple tomonidan qo'llab-quvvatlanadigan Clang GCC tizimidagi C/Objective-C kompilyatorini integratsiyalashgan ishlab chiqish muhitlari (IDE) bilan osonroq integratsiyalashgan va ko'p ish zarralarini kengroq qo'llab-quvvatlaydigan tizim bilan almashtirishga qaratilgan. OpenMP directivelarini qo'llab-quvvatlash Clang-ga 3.8 versiyasidan qo'shilgan.

Utrecht Haskell kompilyatori LLVM uchun kod yaratishi mumkin. Generator rivojlanishning dastlabki bosqichida bo'lsa-da, ko'p hollarda u C kod generatoriga qaraganda samaraliroq bo'lgan. LLVM-dan foydalangan holda Glasgow Haskell

Compiler (GHC) backend mavjud bo'lib, u GHC yoki C kodini yaratish orqali kompilyatsiya qilish va undan keyin kompilyatsiya qilish orqali mahalliy kodga nisbatan kompilyatsiya qilingan kodni 30% ga tezlashtiradi.

Intermediate Representation – IR. LLVM ning yadrosi intermediate representation (IR), assemblyerga o'xshash low-leveldagi dasturlash tilidir. IR - bu reduced instruction set computer (RISC) ko'p tafsilotlarini qisqartiradigan kuchli terilgan reduced instruction set computer instructionlari to'plami. Masalan, chaqiruv konventsiyasi aniq argumentlar bilan call va ret instructionlari orqali mavhumlashtiriladi. Shuningdek, belgilangan registrlar to'plami o'rniga IR %0, %1 ko'rinishdagi cheksiz vaqtincha to'plamdan

foydalanadi. LLVM IR uchta ekvivalent shaklini qo'llab-quvvatlaydi: odam o'qiy oladigan assembly format(human-readable assembly format), frontendlar uchun mos xotira formati va ketma-ketlashtirish uchun zich bitkod formati. Oddiy "Hello, world!" IR formatidagi dastur:

```
@.str = internal constant [14 x i8] c"hello, world\0A\00"
declare i32 @printf(ptr,...)
define i32 @main(i32 %argc, ptr %argv) nounwind {
entry:
  %tmp1 = getelementptr [14 x i8], ptr @.str, i32 0, i32 0
  %tmp2 = call i32 (ptr,...) @printf(ptr %tmp1 ) nounwind
  ret i32 0}
```

Amaldagi ko'plab turli konventsional va turli maqsadlar tomonidan taqdim etilgan xususiyatlar LLVM haqiqatan ham maqsadli mustaqil IR ishlab chiqara olmasligini va ba'zi belgilangan qoidalarni buzmasdan uni qayta yo'naltira olmasligini anglatadi. Texnik hujjatlarda aniq aytib o'tilganidan tashqari target dependence misollarini 2011 yilda onlayn distribution uchun mo'ljallangan LLVM IR ning to'liq target-independent varianti bo'lgan "wordcode" bo'yicha taklifda topish mumkin. LLVM loyihasi shuningdek, Dialect nomli plugin arxitekturasidan foydalangan holda qayta foydalanish mumkin va kengaytiriladigan kompilyator infratuzilmasini yaratishga yordam beruvchi MLIR nomli intermediate representationning yana bir turini taqdim etadi.

Backend. 13-versiyada LLVM IA-32, x86-64, ARM, Qualcomm Hexagon, MIPS, Nvidia Parallel Thread Execution (PTX; LLVM hujjatlarida NVPTX deb ataladi), PowerPC, AMD TeraScale, ko'pchilik AMD kabi instructionlar to'plamlarini qo'llab-quvvatlaydi. Ayrim funksiyalar ayrim platformalarda mavjud emas. Aksariyat xususiyatlar IA-32, x86-64, z/Architecture, ARM va PowerPC uchun mavjud. RISC-V 7-versiyadan boshlab qo'llab-quvvatlanadi.

Ilgari LLVM boshqa backendlarni ham to'liq yoki qisman qo'llab-quvvatlagan, jumladan C backend, Cell SPU, mblaze (MicroBlaze), AMD R600, DEC/Compaq Alpha (Alpha AXP) va Nios2, lekin bu hardware asosan eskirgan va LLVM ishlab chiquvchilari qo'llab-quvvatlash va texnik xizmat ko'rsatish xarajatlari endi oqlanmasligiga qaror qilishdi. LLVM machine code (MC) kichik loyihasi matnli shakllar va mashina kodi o'rtasida machine instructionlarini tarjima qilish uchun LLVM asosidir. Ilgari, LLVM assemblerni mashina kodiga tarjima qilish uchun tizim assembleriga yoki toolchaini tomonidan taqdim etilganiga tayangan. LLVM MC ning integratsiyalashgan assembleri IA-32, x86-64, ARM va ARM64 kabi ko'pgina LLVM maqsadlarini qo'llab-quvvatlaydi. Ba'zi maqsadlar uchun, jumladan, turli MIPS instructionlar to'plamlari uchun, integratsiyalashgan assembly yordami foydalanish mumkin, lekin hali ham beta bosqichida.

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THE PROBLEMS OF PHRASEOLOGY AND PHRASEOLOGISMS

Annotation. The aim of the present article is to study some linguacultural problems of phraseological units of English and Uzbek languages. As a result of experience of comparisons English and Uzbek phraseological units the following ways of translation of phraseological units are distinguished: equivalence-based translation, calque-based translation and descriptive translation.

Keywords: Phraseological units, idiom, national-cultural specificity, linguistic and extra linguistic character, reality.

Introduction. Throughout our lives, we encounter many events around us. In such cases, each time we want to get news for ourselves and we are curious about their history. In fact, we have a unique national character we collect socio-historical, intellectual, and emotional information that is Nowadays, the phraseology department gives a special charm to our communication I am not mistaken in saying that it has already attracted the attention of many scientists. In fact phraseology is a popular field of various philological studies is According to scientists, phraseological units are culture related to understanding them as phenomena, their culture properties are studied in the sentences in which they participate. Thus, The word "phraseology" was introduced into the field of sociolinguistics. Phraseological one of the best descriptions of the units is as follows: it is partially two complete is a stable, consistent combination of figurative words.

Translation has been a means of communication between nations and people for many years playing an important role in obtaining information about the culture and many years history of two or more nation representatives. Nowadays the role of translation is increasing in the development of a nation and society too. Through translation, different nations can get an opportunity to get to know about the lifestyle, culture, history and the achievements of the society of a certain country.

Each nation has its certain national peculiarities in their speech which is getting down from generation to generation. Among such peculiarities, onomastic units and phraseological units with onomastic components are inextricably linked with the spiritual culture, customs, profession, living

conditions, aspirations, attitude to reality of the people of the certain language⁴.

Material and methods. In order to analyze translation techniques of set expressions from the theoretical side, it is necessary to divide translation methods of all fixed phrases of the given language. Many scholars resort to this linguistic classification as an initiation, which differentiate phraseological units as translatable and not transferable, in accordance with a number of compound parts and their metaphorical distinctions. We are aware of the following phrases: contraction fixed phrases (idioms), combined phraseological locutions (metaphorical units), accordant and phraseological words (In compliance with the classification of Sh.Bally, V.V.Vinogradov, B.A.Laryn, N.M.Shanskiy). In accordance with Ya.I.Rescker, this classification is convenient method in translation theory and practice. However, he considers only contraction fixed phrases and combined phraseological locutions. He contemplates that we should use complete variation method while translating contraction fixed phrases and image alteration way during interpretation of combined phraseological locutions.

S.Vlahov and S.Floryn show the following ways of translation of phraseological units from an original language into translation language:

To translate fixed phrases with the help of equivalents in translation language;

- To translate phraseological units by means of variant (analog) in translation language;
- To translate set expressions with the use of non-phraseological language means, If there is neither equivalent nor other version of the phraseological units in an original language.

Throughout studying special literature on translation phraseological units we have met the next types of them. They are phraseological translation and non-phraseological interpretation. Phraseological translation is interpretation of set expressions of one language into another by means of those fixed phrases which exist in the second language, finding meaningful closeness between an original language and translation one, then presenting suitable phraseological equivalent. In other words, to translate set expressions in an original language with phraseological units of a translation language or to interpret phraseological locutions with phraseological units. We can find such appropriateness in both languages. By way of example: To leave Partridge they hurried to ride horses at the crack of dawn. At dawn he himself woke up Baytas, who came to the city to take him with. All day long he did not get off the horse and was skipping ahead than other wayfarers. Translation version: Last light transition was in prospect, and a boy, a pupil at medrese woke up all his fellow travelers with the first rays of the sun. They got on horses and left Partridge at first light, and the rest of the way the boy galloped ahead of all, at a distance of arm bullet. The translation is

⁴ Abdullayev Sh. D. Tarjima asarlarda frazeologizmlar semantikasi. - Tashkent, 2017. -p. 157.

exact⁵.

Semi phraseological equivalent is existence of several versions of phraseological units translated from original language into translation one, namely if there are few components of the fixed phrase in an original language,

then there will be many elements in a translation language and on the contrary, if there are a lot of units in a phraseological locution, in a translation language they can be just a few. This kind of interpretation can often be met.

Results and discussion. The aim of the study is the improvement of the linguistic and cultural peculiarities of studying of phraseological units of English for the students of higher educational institutions.

Objectives of the study are due to the essence of the scientific topics: Determination of structural, semantic and componential distinctive features of phraseological units in English and Uzbek languages;

To classify idioms in the English and Uzbek languages cultural characteristics; Determination of the degree of knowledge of idioms by students;

Identify difficulties encountered in the process of translation of phraseological units;

The development of teaching methods of translation of phraseological units and conduct experimental test and analysis results.

The object of the study is the translation of idioms in the English language to students of higher educational institutions.

The subject of study is the forms, methods and means of teaching idioms in the English language to the students.

Scientific novelty of research is reflected in the following: the structural peculiarities of the phraseological units according to the verb in the English language, the noun and the adjective in the Uzbek language, and semantic - for the emotional and psychological condition of human life, experience, moral character, physical appearance, employment, maturity; identified the thematic groups of phraseological units in English and Uzbek languages on geographical names, historical terms, national clothing, names of animals and plants, colors, national and cultural peculiarities.

The definition in the text of the idioms in the translation, identifying lingvocultural of the difficulties of extra-linguistic features.

Improved method of transfer techniques such as the expression of English idioms and Uzbek languages in the classroom-debates, and who is nimble, resourceful translator, the repetition of who is stronger, idioms in action.

In linguistics theoretical basis of phraseology was investigated by A.V.Kunin, and in the Uzbek language idioms looking through such scholars as Sh.Rakhmatullaev⁶, A.Shomaksudov, Sh.Abdullayev, O.S.Akhmanava,

⁵ Partridge E. The World of Words: An Introduction to Language in General and to English and American in Particular. United Kingdom, Taylor & Francis. 2015. - p. 354.

⁶ Rahmatullayev Sh. O'zbek tilining izohli frazeologik lugati. - Tashkent. 2012. - p. 380.

N.N.Amosova, H.Collins, E.Partridge explored the various features of phraseological units⁷.

In English proverbs and sayings, idioms are indispensable part of phraseological units. In Uzbek proverbs and sayings are not part of idioms, but they are an integral part of folklore. Often it seems that proverbs and sayings are very similar to each other.

As a saying and a proverb help figurative expression of thought, enrichment of the content of the speech. When studying the difference between proverb and saying becomes clear that proverbs express finished thought, and thoughts unfinished, and that the latter, without expressing to the end of the idea, point to it. Saying no conclusion, morals, it is used to derive any conclusion. For example, the proverb: *If you ran after two hares, you will catch neither ikki kemaga oyoq qo 'ygan g 'arq bo 'lur. No rose without a thorn gul tikansiz bulmas. Rome was not built in a day - musulmonchilik astachilik. Saying: Can the leopard change his sports? - bu kurni go 'r tuzatadi.* Except proverbs and sayings has an idiom or stable expression (locution). A stable phrase (locution) is a combination of words with a figurative meaning that expresses a concept or thought. A locution (phraseological unit): *It's Greek to me bu aqlga sigmaydi. To kick the bucket jon bermoq. The real McCoy olmosdek qadrli narsa.* Linguistic and cultural features of phraseological units in English and Uzbek languages are analyzed. National-cultural features of phraseological units are determined by extralinguistic factors. Under extralinguistic factors is the combination of factors that are important when creating social, economic, cultural prerequisites and conditions for internal structural and functional development of language in the development and education of phraseological units and which serve as prerequisite for submission of national nature.

Consequently, we have considered several methods of phraseological units' translation from one language into second one. According to translation order they can be divided in the following way. The first one is a fixed phrase which can be met in both languages. There is no need to translate them; it is enough to find suitable and proper phraseological locution from mother tongue's treasure. Sometimes they can match both in meaning and form. The second one is set expression that does not have ready samples in Uzbek language.

We have to use free translation to interpret them, but keep their content and shape. But all peculiarities of proverbs and sayings should be kept. In other words, proportionality, consonance, richness of content, impression should be fully given; they all must impact on a reader. The third is translation of phraseological units with the help of word for word interpretation. The fourth is to turn set expressions by means of equivalents (adequate). The fifth is to use free translation to interpret fixed phrases.

Undoubtedly, problem of interpretation of phraseological units from one

⁷ Shomaqsudov Sh. , Shorahmedov Sh. , Sh. Hikmatova. O'zbek maqollarining izohli lug'ati. -Tashkent, 2010. - p. 527

language to another is very significant and complicated task. We do think that it is possible and necessary to translate phraseological units. Usage rate of fixed phrases in creativity of each writer also shows to use translation ways as much as possible. We can name the next types of translation methods of phraseological units in epopee of M.Auezov «The way of Abai». The first: a translator tried to transfer completely content and form, expressive-emotional impression; the second: even the meaning of idioms is presented correctly, but there are some changes in lexical-grammatical structure of phraseological units. It implies that substantial- figurative meaning is kept not fully but half. The third: we can use fixed phrases as ready equivalents appeared as a result of life and situational similarity of two nations. There are plenty of such lexical-semantic groups in each nation. Just we will have to find them. There are also phrases which cannot abide by these rules. These idioms have national distinct colouring. If they are translated they can lose their national singularity, on the other hand we cannot leave them without translation. Judging by these features they can be added to idioms. A. Kim also considered different methods of them⁸.

According to A. Pushkin, a translator should transfer a writer's ideas, views. As for Gogol's opinion about translation, he believes that in order to become closer to an original text, sometimes a translator should move aside from original text's words. L.Tolstoy assumes that it is not enough to translate words and meaning, it is significant to convey an impression of the text. K.I.Chukovskiy appealed to interpret laughter into laughter, smile into smile. Nevertheless, all the opinions above do not contradict general rules of a translation. There are text parts in each work that cannot be translated conventionally. I call it conventionally as sometimes it is quite impossible to translate some parts. These untranslatable parts are called like phraseological units.

Conclusion. In conclusion, the comparative analysis of phraseological units of national character in the system of non-related languages plays an important role in finding solutions to the problems of translation and improving the professional skills of future translators. Besides, the onomastic components found in the structure of phraseological units are considered national language units that represent the character of the nation.

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USE OF INNOVATIVE TECHNOLOGIES IN TEACHING PHYSICS

Abstract: Current problems of teaching physics and innovative technologies are highlighted in the article. Teaching physics is conducted in the form of theoretical and practical training based on modern approaches and innovative technologies. Information about pedagogical experiences of advanced foreign countries, modern approaches and innovative technologies in teaching theoretical classes in physics. The use of modern approaches and innovative technologies, methods of using modern educational tools, and modern requirements for physics lessons are highlighted in the teaching of practical training.

Key words: science, pedagogical technology, "Scarabiy", "Charkhpalak", "Resume", interactive method, "Cluster" technology, "Brainstorming".

Introduction: The implementation of the "National Program of Personnel Training" envisages fundamental reforms of the structure and content of the continuing education system based on modern scientific achievements and social experience. For this, first of all, it is necessary to practically provide the educational process with advanced, scientific-methodically based new and modern methodology in all forms of educational institutions. Effective use of the achievements of science, technology and advanced technology according to the purpose, tasks, content, and methodical requirements of educating the young generation is one of the urgent problems facing today's education system [1-2].

Analysis and comments: The state policy in the field of personnel training envisages the development of a person into a well-rounded citizen through the continuous education system. The individual appears as a consumer, participant and producer of educational services in continuous education and personnel training.

As a producer of educational services, a person participates in the transfer of knowledge and experience to a student (or pupil), in the conditions of the material production environment, as well as in the fields of science, culture and service provision. Therefore, one of the established tasks of education is to provide high-level education and train qualified personnel based on modern educational programs. An educational institution creates educational conditions for a growing person in the process of education. Oriented formation and development of students' (or pupils') knowledge needs and abilities increases the responsibility of the teacher's activity. The qualification of a teacher of an

educational institution should have two sides, illuminated by special and pedagogical sciences, and he should always ask: "Why should we teach?", "How should we teach?" should find answers to the questions, as well as be based on knowledge that takes into account the characteristics of education [3].

In order to increase the efficiency of education, to ensure that the person is at the center of education and to ensure that young people get independent education, there should be teachers in educational institutions who are well prepared and who, in addition to solid knowledge in their field, know modern pedagogical technologies and interactive methods, and who know the rules of using them in organizing educational and educational activities. For this, it is important to arm all subject teachers with new pedagogical technologies and interactive methods and continuously improve their ability to apply the acquired knowledge in educational activities.

The activity of a teacher of higher education should be directed to the creation of educational conditions in the process of educating a person, to satisfy his needs, and to open and develop his abilities. It is important that the qualification of a teacher of higher education has two sides, illuminated by special and pedagogical subjects, and he always asks "How should science be taught?", "Why should science be taught?" it is necessary to find answers to these questions. These answers should be interpreted in accordance with the basic rules and laws of pedagogy, as well as based on knowledge that takes into account the characteristics of education. One of the important problems of pedagogy is the development of the theory of the pedagogical process, which must form the basis of the teacher's expertise and activity.

When young pedagogues enter the educational process in addition to their existing knowledge of the specialty, they should acquire the necessary pedagogical knowledge of pedagogical and psychological knowledge, technology and teaching methods. Taking this into account, the main issues in improving the qualifications of young pedagogues are determined as follows:

- Formation of pedagogical skills that ensure the effectiveness of the teaching process
- Formation of a new professional mindset aimed at understanding socio-economic, political, humanitarian knowledge
- Acquiring the system of quality pedagogical knowledge as the methodological basis of the teacher's activity
- Acquiring the teaching technology as a system of methods that is closer to the professional activity of teachers.

Conclusion: A program was developed by the young talented pedagogic scientific personnel currently working in educational institutions to develop the above-mentioned qualifications and skills, and recommendations were given on the application of this program in the teaching process. In particular, the requirements for students' knowledge and skills were defined. Students should be able to communicate in accordance with the mentality of the students they are

studying, to acquire modern pedagogical technologies and use them in the educational process. The listeners should have knowledge about the role of modern pedagogical technologies in the educational process, their use, as well as "Brainstorming", "Networks" methods, "Boomerang", "Scarabiy", "Charkhpalak", "Resume" and other technologies, and learn them. It is important that they can apply it to the educational process. Effective use of such methods as personality, technology, pedagogical technology, interactive methods, pedagogical skill, "Cluster" technology, "Brainstorming" method, problem-based education, scale technology, authoring technology can bring the effectiveness of education to the level required by the State Education Standards.

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THE EFFECT OF TECHNOLOGY IN TEACHING LISTENING AND SPEAKING SKILLS

Annotation: The development, prospects, well-being, spiritual growth of any country, its place among the most developed countries in the world - are considered to depend on young people who are educated, have high intellectual potential, have good qualities in their hearts and minds, are mature and perfect in all aspects, Bringing up a selfless, believing generation who will serve the fate of the country wholeheartedly, and bringing education to higher levels in terms of quality and content, is an honorable and at the same time responsible task for teachers and educators.

Key words: pedagogical technology, educational process, oral and written speech, dialogic speech, listening comprehension, direct assistance, independent education.

As the Republic of Uzbekistan is building a legal democratic society, it pays special attention to the development of its citizens, especially the growing young generation, which is determined to build a new society. Organization of perfect personality education has been an important requirement and main goal of social society in all eras. Of course, even in the conditions of current education reforms, they are talking about the education of the perfect generation: "The future of our country, the tomorrow of our people, the reputation of our country in the world community is the most important thing for our children to grow up, grow up, and become human beings. it depends on penetration."

Language is a social phenomenon. The mother tongue of every nation living in the territory of the Republic of Uzbekistan is a bright indicator of its national identity and spiritual culture. Language forms the mind in conjunction with thought. The connection between speech and thinking is manifested not only at the deep stages of psychological processing, but also at the level of social phenomena. The influence of words on a person and his behavior is well known to everyone. "Although language and thinking cannot live without each other, they do not represent the same phenomenon. Thought is the culmination of objective existence, and language is a method of expression, a means of conveying and strengthening the opinion to other people. Words and concepts require each other dialogically¹⁶. Currently, there are two principles in the interaction between languages in our country: on the one hand, the further development and improvement of the national language, and on the other hand, the importance of the Uzbek language as a state language is increasing. The independence of the Republic of Uzbekistan and the economic needs made it

necessary to learn the Uzbek language, which is the mother tongue of a large number of people in the country, as the state language, which is of great social importance in the conditions of a multi-ethnic society. is enough. The use of language is interpersonal communication in the field of a certain type of social activity. From the point of view of the current period, the following are the most important areas: - the field of economic activity; - sphere of socio-political activity; - household sector; - field of organized communication; - the field of fiction; - the field of mass communication; - area of aesthetic influence; - the field of folk art; - the field of science; - the field of all types of work; - field of personal perspective; - religious sphere. From the point of view we are considering, the most relevant are the household sphere and the sphere of organized education. Long-term practice has shown that bilingualism (bilingualism) in childhood is formed depending on the place of each language in a child's life, in which situations and to what extent bilingualism is developed.

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It is possible to point out the following specific cases of the formation of bilingualism in preschool age: - the child is brought up from the moment of birth in a bilingual family in the conditions of dealing from one language to another language; - the child speaks his mother tongue in the family, and outside of it (with neighbors, relatives and other persons) he learns a foreign language; - b o la acquires a foreign language in specific purpose-oriented classes and outside of them at a preschool educational institution. According to the psycholinguistic literature, true bilingualism develops only when a person is able to express any idea in at least one language. If speech is not fully formed in any language, then the structure of thought is distorted and the desire to express one's opinion fails, which not only leads to psychological oppression, but also to serious losses as communication and damage to the human personality. will bring. Such a phenomenon called semi-lingualism is very dangerous for society as a whole, because a certain part of its members cannot control their emotions and can't put their feelings, needs, and desires into words. If a person cannot say what he wants, he will not be able to compete equally with others, use the usual forms of communication, and he will have to resort to some other form of self-control, sometimes using violence and force.. Based on this, it is necessary to properly organize the correction of speech development of an individual from an early age. "Early Start" has a positive effect on the acceptance of the mother tongue and the subsequent acquisition of any other language."

At the center of modern pedagogical technologies are the teacher and the student, who are both the subject and the object of the educational process. Experience shows that students' interaction and communication with each other becomes natural and free when using interactive methods. Teaching English is a complex process. Application of new pedagogical technologies in the process of teaching English in higher education is one of the most important issues. It is important to use modern educational technologies in teaching English in

accordance with the requirements of the times. This includes information sources, equipment, audio-visual aids, computer games, modern computer systems of teaching, multimedia, audio and video cassettes, disks, flash drives and other the use of new pedagogical technologies plays an important role in strengthening and improving students' knowledge. In order to increase students' interest in English language, interactive methods of pedagogical technologies, such as brainstorming, working in small groups, cooperative reading and translation, debate, round discussion, cluster and many other methods are used in addition to information technology. is taught to speak and write. Critical thinking of the student is the main goal in pedagogical technology.

There are many methods of advanced pedagogical technologies. These methods can be used depending on the age, psychological characteristics, and level of knowledge of students. Educational technology, educational technology and information technology are formed as the basis of organizing education based on modern technologies. There is a growing need for specialists who have excellent command of foreign languages. Hearing, understanding, and speaking in a foreign language reflects the type of speech activity called speaking. Thus, they also gain some experience in listening and reading. They listen to the teacher's speech and answers in class. Sometimes the teacher reads aloud to them, and sometimes speaks. But listening to a foreign language is usually a secondary activity compared to speaking.

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PREVENTION AND TREATMENT OF RISK FACTORS FOR THE DEVELOPMENT OF MYOPIA

Resume: With myopia, the image does not fall on a certain area of the retina, but is located in the plane in front of it. Therefore, it is perceived by us as fuzzy.

This is due to the discrepancy between the strength of the optical system of the eye and its length. Usually, with myopia, the size of the eyeball is increased (axial myopia), although it can also occur as a result of excessive force of the refractive apparatus (refractive myopia). The greater the discrepancy, the stronger the myopia.

Key words: myopia, diagnosis, refraction, anomaly.

Relevance. Myopia is an eye disease, perhaps the most common, better known as myopia [2].

We can assume that the first mention of myopia is found in the IV century BC – Aristotle's. He noted that some people, wanting to examine an object, are forced to bring it close to their eyes, and at the same time often squint [7].

Studies show that in 2000, approximately 25 percent of the world's population suffered from nearsightedness, but by 2050, it is expected that about half of the people on the planet will have nearsightedness.

The frequency of myopia in the developed countries of the world is 19-42%, reaching 70% in some countries of the East. In elementary school students, the frequency of myopia is 6-8%, in older students it increases to 25-30%. In gymnasiums and lyceums, this figure reaches 50%. Along with the frequency of myopia, its degree also increases, reaching 6.0 dptr or more in 10-12% of nearsighted [4].

According to the results of the All-Russian medical examination, the incidence of myopia in children and adolescents has increased 1.5 times over the past 10 years. In the USA and Europe over the past 2-3 decades, the frequency of myopia has increased by 1.5 times, in China, Hong Kong, Taiwan - by 2 times or more [3].

Despite the undoubted successes achieved in recent years in the prevention and treatment of this disease, it often leads to the development of irreversible changes in the fundus and to a significant decrease in vision at a young working age [6].

The conditions for the occurrence of complicated myopia are laid during the period of active progression of myopia, coinciding with schooling.

Detection, prevention of the development and progression of myopia and its complications should be carried out during this period [8].

The first signs of myopia appear at the age of 7 to 12 years and progress to 20 years in women and 22 years in men [5]. In the future, as a rule, vision stabilizes, but it may deteriorate further. With an increase in the anterior-posterior axis of the eye, the retinal cells located in the zone of maximum light sensitivity are thinned like the mesh of a stocking that is pulled over the leg, which can lead to other diseases [1]. For example, age-related macular degeneration usually develops after 55 years, and it joins severe myopia at a much earlier age.

The purpose of the study. The aim of the study is to analyze and treat risk factors for the development of myopia.

Materials and methods of research. We gathered 150 patients who had suffered myopia and applied to the Department of Ophthalmology of the ASMI to perform the task assigned to us, and conducted a clinical analysis of their overall complexity.

The results of the study. The hereditary factor in myopia is presented as the most significant. Refraction is also more important than +0.75 diopters (dptr) at the age of 6-10 years, the length of the anterior-posterior axis of the eye is more than 23.5 mm, pseudomyopia, the values of relative accommodation reserves are less than 1.0 dptr, the ratio of the length of the eye and the radius of the cornea (AL/SR) is more than 3, the ratio of accommodative convergence and accommodation (AK/A) is more than 4 dptr/dptr, relative peripheral hypermetropia and asymmetry of off-axis refraction: refraction of the nasal half of the eye above the temporal. The influence of the environment and urbanization is particularly noted. A high level of education and the social status of the family increase the risk of developing myopia.

Disposable risk factors were identified: physical inactivity with high visual load, time spent outdoors less than 10 hours a week. Reliable preventive measures include: parental control of the child's visual activity, limitation of visual load, active outdoor activity for at least 10-14 hours a week, physical education and some sports, home accommodation training, correction compensating for peripheral hypermetropia and/or inducing myopic defocus, local drug therapy. Early detection of risk factors and their influence directly or indirectly prevents the development of myopia or delays its start at a later age, which reduces the frequency of high-grade myopia, reduces the number of complicated forms of myopia and their severity.

In the course of this study, an algorithm has been developed for a comprehensive assessment of ocular blood flow based on modern research methods (flowmetry and duplex scanning of extraocular vessels). For the first time in conducting such studies, the principle of standardization of groups was used on the basis of the sequential conduct of these tests in conditions of incomplete and complete correction of myopia with soft contact lenses, as well

as before and after visual load. The standardization of groups, to a certain extent, reduced the possible impact on the results of studies of errors related to the individuality of functional indicators and patients' understanding of the essence of tests.

General diseases of the body, weakness of the supporting connective tissue and other factors, which are often assigned a leading role in the origin of myopia, favor that the cause (working at close range in conditions of weak accommodative ability) should turn into a consequence - myopic refraction, the values of the relative accommodation margin of more than 5.0 dptr are always overestimated.

Obtaining inflated ZOA values indicates dissociation between accommodation and convergence, exclusion of one eye from the act of reading and further registration of absolute rather than relative accommodation.

With complete correction of mild and moderate myopia, an increase in pulse ocular blood flow (by 3.19 μ l/sec and 0.47 μ l/sec, respectively) and pulse volume (by 1.95 μ l and 0.71 μ l, respectively) was revealed in relation to incomplete optical correction.

With high-grade myopia, these indicators remained unchanged. Hemodynamic parameters determined by duplex scanning of extraocular vessels did not depend on the completeness of myopia correction.

Repeated sclerotic-strengthening interventions in children at risk reduces the rate of progression of myopia by an average of 4 times and ensures its stabilization in the long-term period (up to 10 years) by 75%, reduces the frequency of chorioretinal dystrophic changes by 2.5 times

Conclusion. Thus, an increase in the degree of myopia is expected to lead to a deterioration in both volumetric and linear hemodynamic parameters of ocular blood flow. A tendency to increase the volume parameters of blood flow and improve accommodation data with complete correction of mild and moderate myopia was revealed. The revealed patterns can be used as one of the criteria for an adequate selection of the optical power of correction.

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CHALLENGES FOR TEACHING ENGLISH VOCABULARY METHODS

Annotation: The article discusses the search for effective methods, ways and techniques of learning, memorizing English words, which will expand and replenish the active and passive vocabulary of students in order to successfully master the English language

Key words: English, innovations, methods, learning through experience, mechanisms.

Our time is the time of searching for new methods, methods and techniques of teaching, which would help not only to teach qualitatively, but also to develop the potential of the student's personality. Modern education is aimed at preparing students not only to adapt and actively master situations of social change, but also to be competitive in the future. Some students have problems memorizing new foreign words, and therefore there is a need to consider more effective methods, methods and techniques for memorizing foreign words. Since, a good vocabulary is the basis of success.

When studying a foreign language, students develop speech, emotional and intellectual spheres, imagination, creativity, and all types of memory are trained. One of the important foundations for the development of speech skills is the possession of vocabulary. The famous Hungarian translator, one of the first simultaneous interpreters in the world, Kato Lomb, called the “word” - “brick” during the construction of the building. Just as a reliable and strong “brick” is important for a building, so for a language, a “word” should be a reliable and understandable form of expression of thought. Vocabulary is a collection of words, the vocabulary of any language. It is the most important component of speech activity in the system of language means: listening, speaking, reading and writing. Successful development of the ability to read, speak or understand by ear is impossible without solid knowledge and skills in the field of vocabulary, since it is used to receive and transmit information.

In this regard, in my lessons I pay serious attention to working on vocabulary. Teaching the vocabulary of a foreign language includes three stages:

- 1) familiarization with new material (presentation and explanation of words, phrases);
- 2) training in the use of lexical units (primary reinforcement);
- 3) the use of lexical units (inclusion of words in speech activity).

With the most effective and productive process of studying vocabulary, it is necessary to take into account the psychophysiological features, in particular, their types of memory. The memorization of words and phrases is particularly influenced by the type of personality, abilities and motivation, their mood for memorization. Therefore, it is necessary to take into account the peculiarities of students' perception of information: the visual student studies and uses more visualization, the auditory student should listen to more audio and video materials, the kinesthetic student remembers better when he walks, writes or prints in the process of studying.

For the development of students' memory, they form mediated memorization, i.e. the use of aids, including signs-symbols. With age, the structure of memorization changes in a child, direct and involuntary memorization develops into a complex, consciously regulated activity, there is a transition from involuntary memory to voluntary. The best learners are words denoting specific objects that can be seen or touched with hands, and verbs denoting movement and actions that can be repeated and demonstrated by oneself. For example: English alphabet, counting, colors, seasons, greetings, toys, animals, family, body parts, food, clothing. When planning a presentation and working out lexical material, I, first of all, take into account such age-related features as curiosity, concrete-figurative thinking, involuntary memorization, unstable attention, fatigue, love of the game, excessive motor activity. Therefore, in the process of work, I actively include small poems, rhymes, games. When presenting vocabulary to younger students, I also use non-verbal methods: facial expressions and gestures. So children remember both actions and words. Figurative memory is more developed, therefore, visual aids (colorful pictures, objects) help them not only to reveal the meaning of the word, but also to memorize it. To fix the words in their memory, we practice them by using them in the appropriate contexts. One of the main types of children's creativity is drawing. Given the creative potential, in the process of teaching English vocabulary, I also include tasks for coloring, cutting and pasting pictures, tracing by dots, and this also helps in practicing the words being studied.

When teaching vocabulary in English lessons, I used and still use the following methods: "Audio linguistic method". I offer this memorization method to children who have a well-developed auditory memory. They can learn the language through oral assimilation of English text, songs, poems through listening to audio recordings, through watching films in English. For the formation of phonemic perception, elementary communicative skills and abilities in all types of speech activity (listening, reading, speaking, writing), I

use audio recordings in each lesson. This is in line with the new Federal State Educational Standard, in which a key place is given to the development of universal educational activities. "Memory card". Memory cards help to learn words thematically. When studying a certain topic, I suggest that students collect words that are thematically related in meaning and graphically with each other, a logical scheme is obtained. It is necessary to observe logic and visibility. Children memorize some of the words already in the very process of filling in, drawing a diagram, the rest are mastered by carefully looking at and thinking about connections and dependencies, and helps to reproduce from memory.

There are many methods, methods and techniques for memorizing vocabulary, each student chooses the one that is right for him. Success will depend only on the desire of the child, his perseverance and perseverance. The best way to learn English words correctly is to learn them with pleasure! Learning a foreign language, each child develops memory, attention, diligence, language guesswork, erudition, discipline, and this makes him more active, accustoms him to collective forms of work in a group, awakens curiosity, forms the child intellectually and aesthetically. And the teacher has the opportunity at an early stage to identify children capable of languages and prepare them for further serious study of a foreign language.

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INNOVATIVE METHODS OF TEACHING ENGLISH

Annotation: The article highlights various methods of teaching English, and also describes the use of innovative methods for teaching students to communicate in English. New methods such as group discussions, role-playing, brainstorming, etc. help students improve their confidence in communicating in English

Key words: English, innovations, methods, learning through experience, cross learning.

Currently, English is the language of international, global communication. It is the existence of such a universal means of communication that prevents social isolation and opens up new opportunities for personal development. English is rightfully considered the most widely spoken language in the world and is most often used as a tool for cultural and educational exchange. Now, in many countries, the study of English is becoming mandatory not only at the level of local, but also global education. The methodology of teaching foreign languages is an extremely important, but insufficiently disclosed topic today. In the era of globalization and technological progress, information civilization dictates new standards, knowledge quickly becomes obsolete. The younger generation lives in conditions of constant change, and “education must keep pace with the times.” It is possible to organize the learning process of representatives of generation Z as efficiently as possible only with the help of innovative educational methods [1]. In general, innovative language teaching involves the teacher's creative approach to explaining the material. Teaching should include two main components: sending and receiving information. The main task of any teacher is to attract the attention of students and convey their ideas in such a way that students remember the material for a long time and use it for subsequent work. For this to happen, the classroom experience needs to be revisited and innovative methodologies need to be introduced to make the teaching process more effective.

There are various tools to attract student attention [2]: a) audio and video tools (audio and video tools); b) brainstorming (method of collective problem solving) (brainstorm); c) classes outside the classroom (classes outside the classroom); d) role-playing games (role play); e) puzzles and games (puzzles and games). The use of audiovisual materials, textbooks with models and

diagrams, filmstrips, films, infographics and other graphics in the classroom develops the student's imagination. Why is it so important? According to the pedagogical terminological dictionary, imagination is a fantasy, a mental process that consists in creating images of existing and non-existent objects. This type of mental activity is based on memory and logical thinking and allows a person to control emotions, conduct thought experiments, considering the best for himself from a variety of options for the development of events, set goals and achieve them. In addition, visualization methods in teaching will not only increase students' interest in the topic, but also help them better understand the structure and concepts of the language.

Another learning method is brainstorming. In the context of teaching, brainstorming is a teaching strategy or tool used by the teacher in which all students participate, presenting different opinions on a particular given topic. This technique helps to overcome the language barrier, which is the most common problem in learning English, and also encourages students' ideas and suggestions. Teamwork also contributes to the formation of stress resistance and self-confidence. First, the class is divided into small groups. The teacher presents a specific question or topic in English and encourages students to think about the problem and come up with their ideas. Under the ban is criticism of other people's opinions. The ideas of each of the students must be heard and accepted without any negative judgments or other comments. During the allotted time, the teacher observes the group performance of the task and controls that the students speak only English among themselves. This method encourages students' creativity and increases their motivation [3].

The next tool to get students' attention is outside the classroom. For example, during a visit to a museum or a park, the thematic vocabulary associated with the place of employment is absorbed by students much more efficiently. This method involves the active cooperation of students among themselves and is designed to improve their communication skills, as well as their monologue speech skills. Trainees will find this approach fresh and exciting. Role-playing classes are a great way to get students out of their comfort zone and develop interpersonal skills. In the lesson, the teacher simulates an everyday situation (for example, meeting old school friends, buying plane tickets, etc.) and allocates a few minutes to prepare a dialogue. Then, in pairs, students present their own scripts, reinforcing new vocabulary while immersing themselves in the language environment. Puzzles and games. When puzzles and games are part of education, learning is combined with entertainment ("edutainment" (Edutainment) [4].

Puzzles, board games, crosswords in English help students think creatively and cope with difficulties. During the game, the student's attention is not focused on the language used, but on the message conveyed to other participants. Ignoring the correctness of language forms, most students do their

best to win. The main goal of this method is to get students to speak, stimulate their imagination, curiosity and interest in the language.

In conclusion, it should be noted that an English teacher in the 21st century should abandon traditional teaching concepts and adopt the latest, innovative methods. English teachers should not only understand the discipline, but also be resourceful and creative, able to interest the student and explain the material clearly. The introduction of interactive learning and a change in the role of education is inevitable with the development of multimedia and the emergence of a technologically savvy generation of young people [5].

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ON THE INTEGRITY OF ILLUSTRATION IN PAINTING LESSONS AND ITS RELATIONSHIP WITH COMPOSITION ACTIVITY

Abstract. In this article, the views on the integrity of the image in the painting lessons and its connection with the compositional activity are analyzed. Deep understanding of works of art, thinking and satisfaction from them depends on the person's intellectual framework and taste.

Key words: Painting exercises, illustration, composition, aesthetic of children, development of painting, work of our contemporaries, building a new life.

Introduction

Starting from the primitive community system, a person acquires a human form through his independent thinking, perception, and the ability to use natural phenomena for his own benefit. Even today, there is a saying that a person cannot correctly interpret any event or phenomenon in nature without deep knowledge of the world. So a person needs deep worldly knowledge always and every moment. Human race always needs a great deal of knowledge and strength for social advancement, and perceptive imagination is needed to understand beauty.

A person must always have a high level of understanding and taste and educate a child in this direction. This is one of the highest human achievements.

Let's return closer to the issues of visual arts pedagogy. The author of a visual art work must first imagine and then describe it in order to create the environment, desired image, and create beauty. Only an artist who works tirelessly on himself can develop the skills he dreams of. Through knowledge, the child develops in all aspects, understands the entirety of the universe. Love of beauty reaches the level of feeling it. It is reflected in the system of circumstances reflected in a person's lifestyle, moral and social life, and the natural formation of his spiritual face - as the main categories of spiritual education. Being able to see, feel, evaluate beauty with taste - leads to the formation of emotional skills.

The interdependence of things, harmony of sounds with nature, harmony of colors are the basis of beauty. The perfection of the inner world of a person is the height of the taste - it educates a person to strive for emotional beauty. Due

to the spiritual maturity and activity of people in mutual communication, we can say that man is the creator of social life. In art, the true shining of beauty depends on human creativity. Beauty also plays an important role in the formation of students' personalities.

Material and methods:

A teacher of visual arts, i.e., a teacher of spirituality, like teachers of other subjects, must first of all have the highest virtues, moral purity, faith and belief, honest and sincere, very kind to students, teenagers and young people, very demanding and perfectly aware and respectful of the customs and traditions of the Uzbek people. should be put in place.

When talking about the professional characteristics of a teacher, it should be noted that first of all, he must be a person who is passionate about his profession, who loves it from the bottom of his heart, who has a creative and scientific approach to his work. This person should have a thirst for new knowledge and advanced experiences, and most importantly, organization, observation, determination, and humanity should be evident in him. A teacher cannot be a teacher without being armed with special knowledge and skills in fine arts, or he cannot describe the beauty of nature, the history of our Motherland, and the history of our national heritage to the students, and they cannot interest them in their profession.

Today's student, future pedagogue, should master the unique examples of applied and visual arts of the Uzbek people and the peoples of Central Asia with a past, and share them with the students.

Result and discussion:

Therefore, the following requirements are imposed on future artists-pedagogues:

- To teach the secrets of art and examples of cultural heritage to teenagers and young people who have to be educated by themselves;
- Education of the young generation in the period of renewal and development as knowledgeable, creative, highly cultured and responsible persons for the fate of the independent country;
- Training of highly qualified, conscious specialists who meet the requirements of the times so that qualified and enthusiastic teachers can take the lead in the work of great creativity;
- To lead students to creativity in the field of visual arts, and to attract them to special schools or clubs for diligent training when the ability is felt;
- Constant research on teaching students and young people the secrets of fine art, developing students' activities and conducting experiments based on pedagogical rules for proper and reasonable formation;
- To be able to observe works of visual art belonging to different peoples of different eras and to have methods of sharing the secrets of understanding them with young people:

Fine art is one of the important and reliable tools for human formation, to use such an opportunity in every activity, to use new styles and possible methods and to teach the skill of applying them in practice:

Conducting lessons and activities with non-traditional lesson plans according to the needs of the times:

He should learn the new technologies of world standards and acquire the skills to use them in the lesson.

We can entrust our future generation to any student who meets the above-mentioned requirements.

A fine art teacher is a creative researcher. Regardless of where and in what kind of educational institution the artist teachers carry out the educational process, if their pedagogical activities are enriched with creative research, then they will have the opportunity to form good students, real artists.

Only if the teacher of fine and applied arts has sufficient literacy in his field, he can sit side by side with the students and show a practical example. Only then, students will see with their own eyes the secrets of master artist's mastery in his practical work, and will have the opportunity to understand the subtle secrets of art.

Conclusion

With the integrity of drawing and its composition activity in painting lessons opens opportunities for human education. Doing fine arts develops children intellectually and aesthetically, helps them understand the world around them, teaches them to carefully observe objects and analyze their shape. A person cannot understand, appreciate, or enjoy art without learning about art.

Showing the beauty of the work of our contemporaries, studying the achievements of the development of an independent state occupies a special place in the upbringing of children. This will help to increase the creative activity of students and mobilize their strength and spiritual energy in the struggle to build a new life.

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CRITERIA FOR THE ASSESSMENT OF THE STATE OF IMMUNOLOGICAL INDICATORS IN CONNECTION WITH IMMUNIZATION OF VASCULAR TISSUE HOMOANTIGEN

Anotation: On the experimental model of autoimmune vascular lesions, immunological shifts have been studied by posing a number of simple, convenient, effective methods for analyzing immune shifts arising from the introduction of a homologous vascular antigen to experimental animals. Numerous clinical and experimental studies have shown the importance of autoimmune changes in the pathogenesis of a number of diseases of internal organs. However, the issue of the role of immunological reactivity in the development of vascular pathology (athero-arteriosclerosis) has not been sufficiently studied, despite the fact that there are a considerable number of works on this issue indicating the presence of an autoimmune reaction to vascular tissues in arteriosclerosis.

Key words: homo antigen, autoimmune, atherosclerosis, allergic alteration.

MATERIAL AND METHODS

Autoimmune changes were performed on experimental models of athero-arteriosclerosis, obtained by exposing the animal (dogs) and vascular wall damage to homologous tissue antigens. For studying autoimmune shifts generated on the contact models eksperimentalnyh athero-arteriosklerozamy complex used immunological tests: Passive haemagglutination toned on erythrocytes and leucocytes specific alteration direct degranulation of basophils neutrophils allergic alterations aimed at the detection of antibodies and detection of the degree of sensitization [1, p.] Studies of cellular reactions were carried out taking into account that they are not inferior in terms of the sensitivity of the Prausnitz-Kustner reaction, and in terms of simplicity, they can serve as a criterion for detecting autosensitization of the organism. Studies conducted on 10 dogs. The introduction of tissue homoantigen was made five times with an interval of 2 days at the rate of 0.5 ml per 1 kg of animal weight. Experiments were made after the last administration of homoantigen, and later on the 15th, 30th, 45th, 75th, 90th day in the dynamics of the development of functional

changes. [2, p.30]. All the results of the research are developed by the methods of mathematical (variation) statistics. For the analysis and evaluation of the results of PCA, logarithm was performed with their subsequent statistical processing [1, p. 53].

RESULTS OF RESEARCH

Immunization of animals (dogs) with homoantigens of the vascular wall promoted vigorous production of specific (circulating) antibodies ($P < 0.001$), which began with a period of homoantigen stimulation and continued during the 15-45th day of research after the last injection of antigen. Later on, on the 75th day of the study, there was a slight decrease in the production of circulating antibodies, which increased again from the 90th day ($P < 0.001$) [3, p.16]. Changes in cell reactions coincide with the level of antibody titer. Thus, the indicators of leukocytolysis and neutrophil damage (PPN) sharply increase after homoantigen stimulation ($P < 0.001$). Starting from the 15th day after the last administration of homoantigen, the leukocytolysis index and neutrophil damage (PPN) tends to decrease slightly. This decline in leukocytolysis continues for 45 days, and neutrophil damage indicators for the 75th day of the study ($P < 0.001$). From the 60th day of the study, the indicator of leukocytolysis begins to rise again and remains at this level until the 90th day of the study of neutrophils (PPN) / occurs from the 90th day of the study ($P < 0.001$).

DISCUSSION OF THE OBTAINED DATA

It can be assumed that enhanced production of antibodies (circulating) in the early stages of the development of experimental atherosclerosis may be due to the nonspecific sensitizing action of a foreign protein that disrupts immunological reactivity, since fixed normal autoantibodies specific for a given organ are present in each cell and the tissue is created when the tissue is destroyed for admission to the bloodstream of these antibodies. Another option is possible that immunization of animals with homologous antigens causes early changes in the vascular wall and contributes to more vigorous production of specific autoantibodies. It should be noted that with the development of experimental atherosclerosis, the resulting autoimmune complex is fixed in the vascular wall and with the participation of complement has a damaging effect on the tissue, with the release of structural antigens with auto-antigenicity (secondary). In accordance with this, the immunological processes associated with the reaction to the antigens of the vascular wall develop. At the same time, the constituent components are - lipoproteins as an antigen and - as an autoantibody [4, p.42]. Based on the idea of the "secondary" nature of antibodies induced by structurally altered autologous proteins and polysaccharides entering the blood, it can be assumed that more vigorous production of specific autoantibodies is associated with an inadequately enhanced response of the immune system. Based on modern ideas that the main role in the development of the pathological process is played not by the blood, but fixed in the walls of the autoantibody, it can be assumed that the decrease in the production of antibodies

(circulating) in the late stages(75th day) of experimental atherosclerosis is due to their fixation cells of various organs. In addition, a decrease in the blood content of the anti-vascular antibodies maybe associated with the total depressant effect of the auto-and homo-vascular antigen on immunocompetent tissues. The possibility of reducing the titer of circulating autoantibodies by binding them with the introduced antigen is also not excluded. Currently, there is enough data to suggest that in the mechanism of allergic alteration of leukocytes (leukocytolysis) and granulocyte damage (PPN) with delayed allergy, humoral factors play a significant role (react) The interaction of the allergen with the antibody on the cell surface or very closeto it actively involves leukocytes due to their functional characteristics in the process of inactivating the immune complex through absorption and intracellular digestion. During this exposure, leukocytes undergo both morphological and enzymatic alteration, and finally, they themselves become a victim of the lytic action of the released enzymes. Thus, the alteration of leukocytes under the action of the immune complex is completed by leukocytolysis. Giving a general assessment of these reactions, one should note the specificity with respect to the corresponding organ antigen in the absence of nosological specificity. With its help, you can identify and assess the degree of autosensitization ofthe body. In the process of sensitization with vascular homoantigen, along with the production of antibodies, the formation of circulating and adsorbed immune complexes (antigen-antibody) occurs with the participation of complement. As a result of the adsorption of this immune complex on cells, a number of biologically active amines are released, which have a damaging effect on the tissue. One of these moments, reflecting the appearance of GNT, accompanied by the formation of biologically active substances such as histamine, is the reaction of basophil degranulation. [5, p.40]. Studies have shown that the index of degranulation increases Homo-antigen stimulation (P 0.001). This increase continues on the 30th day after the last administration of anitigen (P 0.001). On the 45th day, there are signs of a slight decrease in the degranulation index, which, starting from the 75th day of the study, begins to rise again. This increase continues until the end of the study (P 0.001). The mechanism of the allergic reaction of mast cells is not their damage, but an increase in their function (AM Iminova, 1971). The antigen-antibody reaction that takes place on the membranes of mast cells leads to their degranulation, releasing the biologically active substances they contain.

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NAZARIY FIZIKANING DOLZARB MUAMMOLARI

Annotatsiya. Maqola zamonaviy nazariy fizikaning ba'zi dolzarb va hal qilinmagan masalalariga bag'ishlangan.

Kalit so'zlar: nisbiylik, kvant, energiya, gravitatsiyaviy ta'sirlar.

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DOLZARB PROBLEMS OF THEORETICAL PHYSICS

Abstract. The article is devoted to some current and unresolved issues of modern theoretical physics

Key words: relativity, quantum, energy, gravitational effects.

Nazariy fizikaning ba'zi muammolarini shunchaki eksperimental tekshirish mumkin emas. Yana bir qism - tajribalar bilan bog'liq savollar.

Nazariy fizik Lee Smolinning fikriga ko'ra "Fizikaning buzilishi: mag'lubiyat nazariyasi yuksalishi, ilm-fanning yiqilishi va keyingi narsalar" nomli o'zining 2006 yilgi bahsida "nazariy fizikada beshta katta muammolar bor".

Zamonaviy nazariy fizikaning ba'zi dolzarb muammolari quyidagilar:

1. Kvantning tortishish muammosi: umumiy nisbiylik va kvant nazariyasini tabiatning to'liq nazariyasi deb atash mumkin bo'lgan yagona nazariyaga birlashtirish.

2. Kvant mexanikasining poydevor muammolari: Kvant mexanikasining poydevoridagi muammolarni, yoki nazariyani nazarda tutgan holda, yoki mantiqan yangi nazariyani kashf etish yo'li bilan hal qiling.

3. Zarrachalar va kuchlarning birlashishi: Har xil zarralar va kuchlarni birma-bir, asosiy bir shaxsning namoyon bo'lishi sifatida tushuntiradigan nazariyada birlashtirilishi mumkinligini aniqlang.

4. Tuzatish muammolari: Zarrachalar fizikasining standart modelidagi bo'sh erkinliklar qiymatlari tabiatan qanday tanlanganligini tushuntiring.

5. Kosmologik sirlarning muammolari: qorong'u modda va qorong'u energiyani tushuntiring. Yoki agar ular mavjud bo'lmasa, tortishishning katta miqyosda qanday va nima uchun o'zgartirilganligini aniqlang. Keyinchalik umuman olganda, kosmologiyaning standart modeli, masalan, qorong'u energiyani o'z qadriyatlariga ega bo'lganligi sabablarini tushuntiring.

1. Kvantning tortishish muammosi

Kvantning tortish kuchi nazariy fizikada umumiy nisbiylik va zarracha fizikasining standart modelini o'z ichiga olgan nazariya yaratishga qaratilgan harakatdir. Hozirgi kunda ushbu ikki nazariya tabiatning turli ko'lamlarini tasvirlaydi va ular tortish kuchi kuchi kabi (yoki bo'shliqning egriliklari) cheksiz bo'lib qoladigan natijalar natijalarini bir-biriga mos keladigan miqyosni o'rganishga urinadi.

2. Kvant mexanikasining asosli muammolari

Kvant fizikasi tushunchasi bilan bog'liq bo'lgan bir masala - bu asosiy jismoniy mexanizm. Kvant fizikasida ko'plab izohlar bor - klassik Kopengagen talqini, Hugh Everett II ning bahsli ko'plab dunyolar tafsiri va yana tortishuvlarga asoslangan ishtirokchilarning antropik printsipi.

Ushbu izohlarda keladigan savol, aslida kvant to'liqligining qulashi sababli aylanadi.

Kvant sohasi nazariyasi bilan ishlaydigan zamonaviy fizikalarning ko'pchiligi endi ushbu talqinlarni tegishli deb hisoblamaydi. Dekoferensiya tamoyili ko'pchilik uchun tushuntirish - atrof-muhit bilan o'zaro bog'liqlik kuantumni yo'qotishga olib keladi. Bundan ham muhimi, fiziklar asosiy darajadagi aniq nima bo'lishini savol bermasdan, tenglamalarni yechishga, tajriba va fizika amaliyotini bajarishga qodir.

Zarrachalar va kuchlarning birlashishi

Fizikaning to'rt asosiy kuchlari mavjud va zarralar fizikasining standart modeli faqatgina uchtasini (elektromagnit, kuchli yadro va kuchsiz yadroviy kuch) o'z ichiga oladi. Gravitatsiya standart modeldan tashqarida. Bu to'rt kuchlarni birlashtirilgan maydon nazariyasiga birlashtirgan bir nazariya yaratishga urinish nazariy fizikaning asosiy maqsadi hisoblanadi.

Zarralar fizikasining standart modeli kvantli maydon nazariyasi bo'lgani uchun, undagi har qanday birlashma kvadrat maydon nazariyasi sifatida tortishishni o'z ichiga olishi kerak, ya'ni muammoni yechish bilan muammoni hal qilish bilan bog'liq.

Bundan tashqari, zarrachalar fizikasining standart modeli ko'plab zarralar - 18 ta asosiy zarrachalarni aks ettiradi. Ko'pgina fiziklar, tabiatning asosiy nazariyasiga ushbu zarrachalarni birlashtiradigan bir necha usulga ega bo'lishi kerak, deb hisoblashadi, shuning uchun ular ko'proq asosda tasvirlanadi. Misol uchun, simlar nazariyasi, ushbu yondashuvlarning eng yaxshi aniqlanganligi, barcha zarralar energiyaning asosiy filamentlari yoki simlarining turli tebranish usullari ekanligini taxmin qiladi.

4. Tuzatishning muammosi

Nazariy jismoniy model - bashorat qilish uchun muayyan parametrlar o'rnatilganligini talab qiladigan matematik asosdir. Zarralar fizikasining standart modelida parametrlar nazariya tomonidan ko'zda tutilgan 18 zarralar bilan ifodalanadi, ya'ni parametrlar kuzatuv bilan o'lchanadi.

Ba'zi fiziklar, nazariyaning asosiy jismoniy printsiplari o'lchovlardan mustaqil ravishda bu parametrlarni aniqlashlari kerak, deb hisoblaydilar. Bu o'tmishda birlashgan daladagi nazariyaga qiziqishning ko'pini keltirib chiqardi va Eynshteynning "Xudo koinotni yaratganda tanlovi bormi?" Degan mashhur savoliga chaqirdi. Koinotning xossalari aslida koinot formasini shakllantiradimi, chunki bu xususiyatlar shakli boshqacha bo'lsa, ishlamaydi?

Bunga javob, yaratilishi mumkin bo'lgan yagona koinotgina emas, balki turli xil asosiy nazariyalar (yoki turli xil jismoniy parametrlarga asoslanib, bir xil nazariyaning turli xil variantlari mavjudligi haqidagi g'oyaga qat'iy rioya qilish kabi ko'rinadi. energetika davlatlari va boshqalar) va bizning koinotimiz bu mumkin bo'lgan olamlardan bittasidir.

Bunday holda, bizning savolimiz, koinotimiz hayotning mavjudligiga ruxsat berish uchun juda nozik tuyulgan xususiyatlarga ega bo'lib qoladi. Bu muammoni nozik sozlash muammosi deb ataladi va ba'zi fiziklarni antropika printsiPGA tushuntirish uchun murojaat qilishni da'vat etdi va bu bizning koinotimiz xususiyatlarga ega ekanligini ko'rsatmoqda, chunki u turli xil xususiyatlarga ega bo'lsa, savol. (Smolinning kitobining asosiy maqsadi - bu nuqtai nazardan xususiyatlarning izohi sifatida tanqid qilishdir).

5. Kosmologik sirlar muammosi

Koinotda hali ham bir qator sirlar mavjud, ammo eng zaif fizik sirlar zulmat va qorong'u energiya hisoblanadi.

Bu turdagi modda va energiya gravitatsiyaviy ta'sirlari bilan aniqlanadi, lekin to'g'ridan-to'g'ri kuzatilishi mumkin emas, shuning uchun fiziklar hali ham nima ekanligini aniqlashga harakat qilmoqdalar. Shunga qaramay, ayrim fiziklar bu tortishish ta'siriga muqobil tushuntirishlar taklif qildilar, bular moddaning va energiyaning yangi shakllarini talab qilmaydi, ammo bu muqobillar ko'pchilik fiziklar uchun maqbul emas.

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DIDAKTIK O'YINLARLDAN CHET TILINI O'RGATISHDA FOYDALANISH

Annotatsiya. Ushbu aqolada o'quv jarayonida o'quv materialini tushunish va eslab qolish uchun o'quvchining o'z o'rtoqlari bilan birgalikdagi faoliyati paydo qilish haqida ma'lumotlar berilgan.

Kalit so'zlar. Ehtiyoj, jarayon, metodika, didaktika, muommoli vaziyat, yaratuvchilik, madaniy aloqalar.

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USE OF DIDACTIC GAMES IN TEACHING A FOREIGN LANGUAGE

Annotation. In this article, information is given about doing activities on reading with one's friends in order to improve and remember the educational material during the educational process.

Keywords. Need, process, methodology, didactics, problematic situation, creativity, cultural relation.

Mustaqil Respublikamiz jahon hamjamiyatida aloxida o'z o'rniga ega bolayotgan va halqaro, savdo-sotiq, turizm, mamlakatlar o'rtasida madaniy aloqalar rivojlanib, mustahkamlanib borayotganbir paytda uning kelajagini yaratuvchi yoshlarga ingliz tilini mukammal o'rgatish va xorijliklar bilan suxbatlashish davomida o'ziga tegishli masalalarni erkin muhokama qilish, umuman og'zaki va yozma shaklda muloqot qilishni o'rgatish, hozirgi zamon chet tillarini o'qitish metodikasining eng muhim vazifalaridan biridir.

O'quvchini chet tiliga o'rgatishda, avvalo, uning o'sha tilni o'zlashtirishga ehtiyojini va qiziqishini shakllantirish lozim. Bu esa tabiiyki, o'quvchida ichki istakni, ya'ni motivatsiyani keltirib chiqaradi. So'zlashish jarayoni qaysi tilda amalga oshirilishidan qat'iy-nazar, til o'rganishni muvaffaqiyati-o'quvchilarning

ichki faolligi, ularning o'z fikrini chet tilida bayon etishga intilishi va qiziqishidir.

Muloqotga ehtiyojning borligi yangi o'quv materialini tushunish va eslab qolishda katta ahamiyat kasb etadi. Shuning uchun o'quvchining o'z o'rtoqlari bilan birgalikdagi faoliyati jarayonida ularda bunday ehtiyojni paydo bo'lishiga xarakat qilish kerak. Ma'lumki, birgalikdagi erkin faoliyat ko'pincha o'yin jarayonida namoyon bo'ladi.

O.Xoshimov va I.Yoqubov fikriga ko'ra metodik adabiyotlarda o'yin vaziyatli mashq deb talqin qilinadi. O'yin quyidagi metodik vazifalarni xal qilishga yordam beradi: 1) o'quvchilarning *nutqni bajarish uchun psixologik* tayyorgarlikni tashkil qiladi; 2) o'quvchilarga til materiallarini, nutq na'munalarini ko'proq qaytarib qo'llashga tabiiy vaziyatni, holatni vujudga keltiradi; 3) o'quvchilar sharoitga qarab mustaqil tayyorlanmagan nutqni bajarishga o'rganadilar.

Pedagog olimlarni kuzatishlaricha, o'yin jarayonining birinchi bosqichi ajratib oluvchi o'yin bo'ladi. Mashg'ulot jarayonida o'ynalayotgan har qanday didaktik o'yinlar o'quvchilar xayotiga qanchalik yaqin bo'lsa, uning kundalik hayotidan lavhalar ifodalashga qaratilgan bo'lsa, didaktik o'yinlarga bo'lgan qiziqish shunchalik ortadi va chet tilini o'rganishga qulay imkoniyat tug'iladi. Aks xolda o'yinga qo'yilgan maqsadga erishish qiyin.

Chet tilini o'rganuvchilar bilan bolgan mashg'ulotlarni og'zaki va yozma tarzda olib boranda o'quv jarayonini didaktik o'yinlar asosida tashkil qilinishi dars samaradorligini oshirishda ancha ijobiy natijalarga erishishga yordam beradi. Agar biz darsda o'quvchini faqat jim o'tirib o'qituvchining gapini tinglab o'tirishga majbur qilsak, ular buni majburligidan yoki o'qituvchidan qo'rqqanidan bajaradilar. Buni albatta, ularni o'z fikrini dadil ayta olmasliklariga kelajak xayotda o'z o'mini topishga qiynalishlariga olib kelishi mumkin. Shuning uchun darsni erkin, mustaqil fikrlash tarzida olib borish maqsadga muvofiqdir.

Didaktik o'yinlar o'quvchining diqqatini bir joyga to'plashga yordam beradi, keng va erkin fikrlashga undaydi. Mashhur psixolog N.I. Jinkinning "Tilni o'rganishda kishi o'qituvchining nazoratidan o'zini o'zi nazorat qilishga o'tsagina ko'zlangan maqsadga erishish mumkin" degan fikri qiziqarlidir. Biz ushbu fikrlarga qo'shilgan xolda didaktik o'yinlarni dars jarayoniga olib kirishni quyidagi o'yin namunalari misolida keltiramiz, Bu didaktik o'yinlar jarayonida o'quvchilar bevosita o'zini-o'zi boshqarishga o'tadi va erkin muloqot qilishga o'rganadi.

O'qituvchi o'quvchilarga quyidagicha buyruq beradi: Please, ask each other's names and make up a line according to the first letter of your names. Har bir o'quvchi o'z o'rtoqlaridan ismlarini ingliz tilida so'raydi, ismlarini bosh xarfiga ko'ra ABC tarzida joylashadilar. Masalan: Aziza, Botir, "Count one, two" buyrug'i beriladi. O'quvchilar "bir, ikki" deb sanab, "biror" bir tomonga, "ikkilar" bir tomonga turadilar. Shunday qilib, qatnashuvchilar teng ikkiga

ajraladilar, masalan, sinfda o'n olti nafar o'quvchi bo'lsa sakkiztadan yoki yigirma nafar bo'lsa o'ntadan kabi, har bir guruh a'zolar bir-biriga qarama-qarshi stol atrofida o'tiradilar. Har bir ishtirokchi alohida qog'ozga bittadan so'z yozadi, qatnashuvchilar soni nechta bo'lsa, shuncha so'z yozadilar ya'ni 6 nafar o'quvchi bo'lsa, ular ikkiga ajralganda 8 nafar ishtirokchi bo'ladi va qog'ozgasakkizta so'z yoziladi. Masalan: yesterday, door, open, cry, letter, already, to be embarrassed, long so'zlari bo'lishi mumkin. Ana shu 8 ta so'z yozilgan qog'ozlar o'zaro almashtiriladi. har bir guruh raqib guruhning yozgan so'zlari ishtirokida nutqiy holat tuzadilar, so'ngra tuzilgan xolatlar o'qib eshittiriladi.

Nutqiy xolat quyidagicha tuzilgan bo'lishi mumkin:

Yesterday I went to sleep very late. I was awoken by loud knocking of the door. I was so afraid who might knock at the door at midnight. I didn't open my eyes and I didn't answer, but knocking of the door didn't stop. Then I cried who it was. I had that post officer brought a letter. I stood up immediately. It was already morning. It was so embarrassed for my long sleeping.

Bu o'yin jarayonida o'quvchi o'z fikrini chet tilida o'qituvchiga emas, balki o'z o'rtoqlariga aytadi, bu es a unda xato qilishdan qo'rqish xisini yo'qotadi. O'yin davomida yo'l qo'yilgan xatolar o'yin yakunida o'rtoqlari yoki o'qituvchi tomonidan to'g'rilanadi.

Bu o'yinlardan tashqari, yana o'quvchilarni so'z boylini oshirish uchun turli leksik o'yinlar o'tkazish mumkin. Masalan, birinchi o'quvchi apple so'zini o'ylab it's a red deb ta'rif aytadi. Ikkinchi o'quvchi uni rose deb tushunadida, Girls love it deb ta'rif beradi. Uchinchi o'quvchibuni flower deb tushunadi va unga it can not live without water deb ta'rif beradi. To'rtinchi o'quvchi buni fish deb tushunadi va unga it is very delicious deb ta'rif beradi. Beshinchi o'quvchi uni ice cream deb tushunadi va unga children love it deb ta'rif beradi. Oltinchi o'quvchi bu uni toy deb tushunadi va shu tartibda davom etishi mumkin. Bu o'yin o'quvchilarni so'z boyligini oshiribgina qolmay, balki ularni tinglab-tushunishlari, o'z fikrlarini to'la yetkazib berishlari kabi qobiliyatini rivojlantirishga yordam beradi.

Xulosa qilib shuni aytishimiz kerakki, darslami didaktik o'yinlar orqali o'tkazish hozirgi kunda keng tadbiq etilayotgan yangi zamonaviy metodlardan bo'lib, bu xar ikkala torn on uchun manzur va maq'ul bo'lgan usuldir. Ta'lim va tarbiyaga yo'naltirilgan didaktik o'yinlar jarayonida o'quvchilar o'zini darsda emas o'yinda qatnashayotganini xis qilib, o'zlaridagi bor bilimini va maxoratini ishga soladihamda g'alaba qozonishda o'rtoqlariga yordam beradi. Bu jarayonda o'qituvchi auditoriyadagi barcha o'quvchilarni darsda ishtirokini ta'minlaydi, ularni darsga teng jalb qila oladi, o'quvchilarning bilimini tekshirib baxolaydi.

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BIOCHEMICAL MECHANISM OF APOPTOSIS PROCESS

Annotation: The article provides information on the formation of cavities and apoptotic bodies in the cytoplasm.

Keywords: Apoptosis, implantation, organogenesis, ceramidase, sphingosine, embryogenesis.

In an apoptotic cell, deep surface intussusception is initially formed with the appearance of cavities, which result in the disintegration of cells and the formation of apoptotic bodies surrounded by a membrane with or without nuclear fragments, consisting of cytoplasm and dense organoids leads to

Phagocytosis of apoptotic cells or bodies

Phagocytosis of apoptotic cells or bodies is performed by surrounding healthy cells or parenchymatosis or macrophages. Apoptotic bodies quickly disappear in the lysosomes and the surrounding cells migrate or divide, filling the void after cell death. Phagocytosis of apoptotic bodies by macrophages or other cells is activated by receptors in these cells: they capture and assimilate apoptotic cells. One of these receptors in macrophages is the vitronectin receptor, which activates the phagocytosis of β_3 -integrin and apoptotic neutrophils.

Apoptosis is involved in the following physiological and pathological processes:

Destruction of programmed cells during embryogenesis (including implantation, organogenesis). Although apoptosis during embryogenesis is always a reflection of “programmed cell death,” this definition of apoptosis is widely used by various researchers. rejection, follicular atresia in the ovaries during menopause, and breast regression after cessation of lactation. Removal of some cells during cell population growth. The death of individual cells in tumors is mainly during its regression, as well as in actively growing tumors.

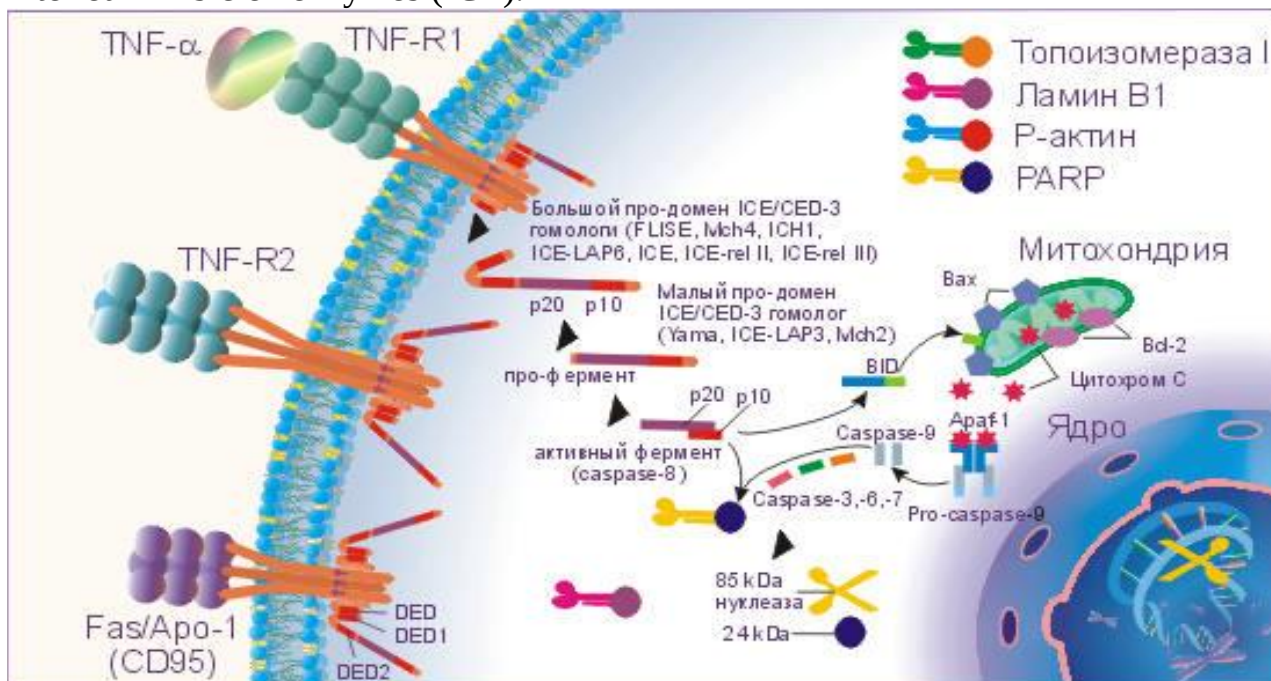
Death of both B- and T-lymphocyte cells of the immune system after cytokine supply is depleted, as well as autoreactive T-cell death during development in the thymus. Prostate atrophy. Pathological atrophy of parenchymal organs after obstruction of the excretory ducts observed in the pancreas and salivary glands, kidneys. Cell death caused by cytotoxic T cells, such as transplant rejection and anti-graft host disease. In some viral diseases, such as viral hepatitis, cell damage occurs when fragments of apoptotic cells are found in the liver, as in the small bodies of Kaunsilman.

Cell death under the influence of various harmful factors that can cause necrosis, but affect in small doses, for example, under the influence of high temperatures, ionizing radiation, under the influence of anti-cancer drugs.

MECHANISMS OF APOPTOSIS

TNF- α and Fas ligand (CD178) induce a cascade of biochemical reactions, the final stage of which is chromosome defragmentation and cell death. On the surface of body cells there are specific receptors for TNF- α , which are TNF-RI (molecular weight 55-60 kDa) and TNF-RII (molecular weight 75-80 kDa) and Fas ligand, receptors Fas / APO-1 (CD95). TNF-R and Fas / APO-1 (CD95) are homologous in extracellular domains, which are homologous sequences in the intracellular portion of cysteine-rich domains and receptors.

Binding of TNF- α and Fas ligands to apoptotic receptors activates the intracellular lethal effect area (DED) of these receptors: DED, DED1 and DED2 and a number of mediators, including ceramides, ras, SAPK / JNK, protein tyrosine kinases, cathepsin D and proteases of the ICE / CED-3 family, which provide a death signal. Cysteine proteases of the ICE / CED-3 family occur inactive in the intracellular portion of the apoptosis receptor; they belong to interleukin-1b clen enzymes (ICE).



This family includes a number of different proteases, many proteases have multiple markers. The cysteine-aspartate protease family is also called caspases. In addition to the caspase family, the Bcl-2 protein family is involved in the regulation of apoptosis, with Bcl-2, Bcl-XL, Ced-9, Bcl-w, and Mcl-1 inhibiting apoptosis, and Bcl-2 homologous (BH) 1-3, similar to Bach protein, consisting of Bak, Bok and only BH3 region, Bad protein, Bid, Bik, Bim and Hrk have proapoptotic function. Activation of DED, DED1, and DED2 results in cascading rearrangement and activation of ICE / CED-3 family proteases. The first step is

to convert the inactive pro-caspase-8 to the active caspase-8. Caspase-8 activates caspase-3 and Bid. The suggestion, which interacts with Bach, stimulates the release of cytochrome C from mitochondria, which activates caspase-9. In turn, the active caspase-9 leads to the formation of the active caspase-3, - 6, - 7. In turn, the active ICEs begin to interact with a number of intracellular substrates: DNA repair and poly- (ADP-ribose) polymerase (PARP) and P-actin, which are involved in altering the activity of some nuclear proteins, laminam B1, topoisomerase I, and other substances. All members of the ICE / CED-3 protease family contain a catalytic cysteine residue and break down the substrates after aspartic acid. The specific cleavage of PARP, B1 lamina, topoisomerase I, and P-actin by ICE-like proteases into large and small fragments leads to cell death because large fragments of these substrates are active nucleases that divide chromosomes into fragments. For example, PARP is broken down by CPP32 / Patch into two fragments of 85 and 24 kDa, of which 85 kDa is specific to apoptosis. Activation of proteases of the ICE / CED-3 family may also occur under the influence of phospholipids, such as ceramides, which can activate CPP32 / Yama.

Free sphingosine, formed from ceramides as a result of hydrolysis by ceramidase, also activates ICE-like proteases and accelerates apoptosis.

Thyroxine (T4) plays an important role in the implementation of apoptosis.

This protein regulates the function of the tyrosine kinase, an important element in the execution of the death signal. Deficiency of this thyroid hormone suppresses apoptosis. IL-1b blocks apoptosis. ICE-like proteases interact with PARP, lamin B1, topoisomerase I, and IL-1b instead of P-actin. As a result, the formation of active nucleases does not occur and the cell is protected from apoptosis. proteins. Thus, proteins of the Bcl family: Bcl-2, Bcl-xL, and Bcl-xS block the release of cytochrome C from mitochondria, thereby preventing the conversion of pro-caspase-9 to the active form, reversing the apoptotic signal. In turn, Bach proteins stimulate the release of cytochrome S from the mitochondria and the formation of active caspase-9, which initiates the continuation and activation of the apoptotic cascade initiated by the binding of TNF- α or Fas ligands to TNF-R. Fas / APO-1 (CD95). The presence of apoptosis depends on the ratio of Bcl and Bach proteins in the mitochondria. The predominance of Bcl family protein expression prevents the onset of apoptosis, and the predominance of Bach protein expression contributes to the realization of the death signal.

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TIKUVCHILIK TEXNOLOGIYASIDA IPLAR BIKRLIGINING O'ZIGA XOSLIGI

Annotatsiya: Ushbu maqola tikuvchilik texnologiyasida muhim bo'lgan iplar bikrligining muhokamasiga bag'ishlanadi.

Kalit so'zlar: eshish koeffitsienti, bir davrli va ko'p davrli ko'rsatkichlar, yarim davrli, bikrlilik ko'rsatkichlari.

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CHARACTERISTICS OF THREADS IN SEWING TECHNOLOGY

Abstract: This article is devoted to the discussion of thread uniformity, which is important in sewing technology.

Key words: coefficient of growth, single-period and multi-period indicators, semi-periodic, singularity indicators.

KIRISH

To'qimachilik tolalar, iplar va tikuvchilik iplari oddiy sharoitda yumshoq, ingichka, egiluvchan bo'ladilar. Shuning uchun ular erkin holatda tartibsiz joylashgan bo'ladi. Tolalar, iplar olinishida va ulardan mahsulot ishlab chiqarishda ular turli egilish deformatsiyalariga uchraydi. Egilish deformatsiyasida ham yarim davrli, bir davrli va ko'p davrli ko'rsatkichlar o'rganiladi.

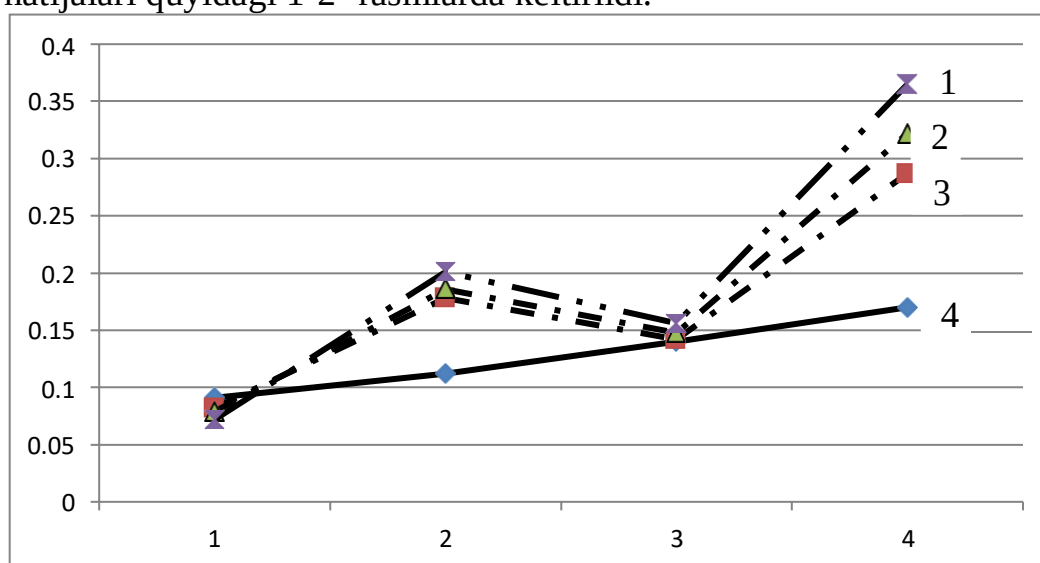
To'qimachilik tolalar, iplar yarim davrli egilish deformatsiyasidan uzilmaydi. Bajarilgan ilmiy ishlardan ma'lumki agar tolalar, iplar 80-90 mkm radiusli qirrada egilsa shikastlanishi mumkin. Lekin amalda tolalar, iplar bunday kichik radiusli qirrada egilmaydi. Shuning uchun iplarning yarim davrli egilish deformatsiyasi o'rganilmaydi.

Iplarning mustahkamligini va ko'p davrli deformatsiyalarga chidamligini oshirish uchun ular eshiladi va bir qancha eshilgan iplar qo'shib pishitiladi. Iplarni eshish koeffitsienti oshishi bilan ularning bikrligi oshadi. Iplarning bikrligi mayin mahsulot ishlab chiqarishda salbiy ta'sir qiladi.

ASOSIY QISM

Tikuvchilik iplariga qachalik ko'p buram beradigan bo'lsa, ularning birklik ko'rsatkich shunchalik ortib boraveradi. Lekin, tikuvchilik iplarida buramlar soni ortishi natijasida birklik ko'rsatkichi ortishi mumkin, aks holda ularning uziluvchanlik miqdori ortib ketadi. Shu sababli, tikuvchilik iplariga ham buram berayotganda optimal varianttanlanishi lozim bo'ladi.

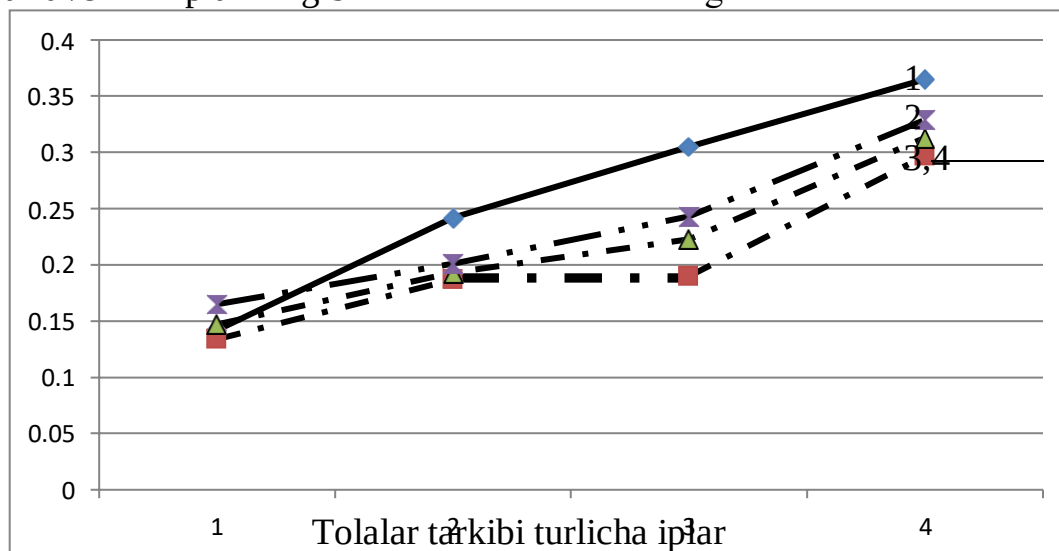
Iplarning birklik ko'rsatkichlarini aniqlash maqsadida tadqiqot ishlari olib borildi. Uning uchun, tolalar tarkibi va buramlar soni turlicha bo'lgan tikuvchilik iplaridan namunalar olinib, ularning birklik ko'rsatkichlari aniqlandi. Olingan sinov natijalari quyidagi 1-2- rasmlarda keltirildi.



Tolalar tarkibi turlicha iplar

1- ipning buramlar soni, 500 br/m; 2- ipning buramlar soni, 400br/m;

1-rasm. Turli tarkibli tolalar aralashmasi va buramlar sonining 12,1x2 teksli tikuvchilik iplarining birklikko'rsatkichlari o'zgarishi.



1- ipning buramlar soni, 500 br/m; 2- ipning buramlar soni, 400br/m;

2-rasm. Turli tarkibli tolalar aralashmasi va buramlar sonining 12,1x3 teksli tikuvchilik iplarining birklikko'rsatkichlari o'zgarishi.

Turli tarkibli tolalar aralashmasi va 200 br/m buramlar sonining 12,1x2 teksli tikuvchilik iplarining bikrlilik ko'rsatkichlarini aniqlashda olingan sinov natijalarini 100% paxta tolasidan olingan 12,1x2 teksli tikuvchilik iplarining sifat ko'rsatkichlariga nisbatan solishtiradigan bo'lsak, 90% paxta bilan 10% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 10,0% ga, 80% paxta bilan 20% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 13,2% ga, 70% paxta bilan 30% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 20,9% ga oshdi, buramlar soni 300 br/m bo'lganda 100% paxta tolasidan olingan 12,1x2 teksli tikuvchilik iplarining sifat ko'rsatkichlariga nisbatan solishtiradigan bo'lsak, 90% paxta bilan 10% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 37,1% ga, 80% paxta bilan 20% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 39,8% ga, 70% paxta bilan 30% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 44,3% ga oshdi, buramlar soni 400 br/m bo'lganda 100% paxta tolasidan olingan 12,1x2 teksli tikuvchilik iplarining sifat ko'rsatkichlariga nisbatan solishtiradigan bo'lsak, 90% paxta bilan 10% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 1,5% ga, 80% paxta bilan 20% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 5,5% ga, 70% paxta bilan 30% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 10,3% ga oshdi, buramlar soni 500 br/m bo'lganda 100% paxta tolasidan olingan 12,1x2 teksli tikuvchilik iplarining sifat ko'rsatkichlariga nisbatan solishtiradigan bo'lsak, 90% paxta bilan 10% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 40,8% ga, 80% paxta bilan 20% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 47,3% ga, 70% paxta bilan 30% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 53,5% ga oshdi.

Undan tashqari, turli tarkibli tolalar aralashmasi va 200 br/m buramlar sonining 12,1x3 teksli tikuvchilik iplarining bikrlilik ko'rsatkichlarini aniqlashda olingan sinov natijalarini 100% paxta tolasidan olingan 12,1x3 teksli tikuvchilik iplarining sifat ko'rsatkichlariga nisbatan solishtiradigan bo'lsak, 90% paxta bilan 10% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 5,7% ga, 80% paxta bilan 20% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 3,5% ga, 70% paxta bilan 30% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 14,0% ga oshdi, buramlar soni 300 br/m bo'lganda 100% paxta tolasidan olingan 12,1x3 teksli tikuvchilik iplarining sifat ko'rsatkichlariga nisbatan solishtiradigan bo'lsak, 90% paxta bilan 10% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 22,8% ga, 80% paxta bilan 20% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 20,3% ga, 70% paxta bilan 30% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 17,0% ga oshdi, buramlar soni 400 br/m bo'lganda 100% paxta tolasidan olingan 12,1x3 teksli tikuvchilik iplarining sifat ko'rsatkichlariga nisbatan solishtiradigan bo'lsak, 90% paxta bilan 10% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi

37,8% ga, 80% paxta bilan 20% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 26,9% ga, 70% paxta bilan 30% lavsan tolalari aralashmasidan olingan tikuvchilik ipining bikrligi 20,4% ga oshdi.

XULOSA VA MUNOZARA

Tikuvchilik iplariga yuqori buram berilganda, bikrlilik ko'rsatkichi oshadi. Bundan kelib chiqadiki, tikuvchilik iplariga buram berishda optimal varianti tanlab olinadi.

Olib borilgan tadqiqot natijalari tahlilidan ko'rinib turibdiki, 12,1x2 teksli tikuvchilik iplariga 500 br/m buram berilganda, 12,1x2 teksli tikuvchilik iplariga 400 br/m buram berilganda, bikrlilik ko'rsatkichi boshqa buramlarga nisbatan yuqori ekanligi aniqlandi.

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THE IMPORTANCE OF RELIGIOUS VALUES IN PERSONAL DEVELOPMENT

Abstract: This article discusses the origins of the concept of "religion" and the role of the religious worldview in the lives of peoples. In the article, the author analyzes specific aspects of the religious worldview

Key words: religion, religious worldview, mythology, functions of religion, mentality.

Religion is a certain system of views, conditioned by belief in the supernatural, which includes a set of moral norms and types of behavior, rituals, cult actions and uniting people in organizations (church, ummah, sangha, religious community).

The religious system of representing the world (worldview) is based on religious faith and is associated with the relationship of a person to the superhuman spiritual world, a superhuman reality about which a person knows something, and to which he orients his life. Faith can be reinforced by mystical experience.

Of particular importance for religion are concepts such as good and evil, morality, the purpose and meaning of life, etc.

The basics of religious concepts of most world religions are written by people in sacred texts, which, according to believers, are either dictated or inspired directly by God or gods, or written by people who have reached the highest spiritual state from the point of view of each specific religion, great teachers, especially enlightened or initiated, saints, etc.

In most religious communities, a prominent place is occupied by the clergy (ministers of a religious cult).

Religion is the predominant worldview in most countries, most of the respondents identify themselves as one of the religions

In other cultures, the original meanings of the terms that denote phenomena corresponding to the phenomenon called the Latin religio are different. The corresponding term in Sanskrit is dharma - means doctrine, virtue, moral quality, duty, justice, law, model, order of the universe, etc. Most often this word is used in relation to the folk way of life, means the sum of the rules that determine it. In relation to the phenomena widespread in elite circles, the Sanskrit moksha is used, which means the desire to leave everyday life, to rise above the cycle of existence, to get rid of the chain of birth and death.

In Islam, the name *din* is used, which originally meant power - obedience, customs, and later began to be used in the sense of unconditional obedience to Allah and his unlimited power, surrendering oneself to God, fulfilling religious precepts, and improving the sincerity of faith. Therefore, *din* began to mean: *iman* (faith, from the verb "believe, believe"), *Islam* (surrender to God, obedience, fulfillment of religious precepts), *ihsan* (earnestness, conscientiousness, sincerity - improvement in the sincerity of faith).

Religious scholars note that so far there is no generally convincing answer to the question of what religion is. There are over five thousand religions. Religious scholar E.N. Vasilieva notes that the problem of creating a single capacious classification that would make it possible to streamline the diversity of religions lies, in particular, in the fact that the religions we know are so different that it is impossible to find a single basis for them, that is, common to all religions properties; in addition, religions are very dynamic objects, therefore any classification of religions, as they develop, will inevitably undergo changes; and, most importantly, the definition of religion is the most difficult question of religious studies, on which there is still no consensus among scientists.

There are several approaches to the classification of religions, none of which is generally accepted:

The religions of asceticism see salvation in the other world, where a person, according to their ideas, can access something that is inaccessible in the earthly. The path of asceticism, that is, the rejection of worldly goods and pleasures, is designed to take you beyond the limits of everyday experience, to overcome the power of the forces and laws of earthly existence. This category includes, in particular, Christianity.

Religions of escapism (from the English *escape* - to run away, to be saved, to free themselves) see salvation in a state of freedom from any kind of existence, believing that the material world cannot bring anything good in principle, and therefore there is nothing to strive for in this world, you can strive only for freedom from any aspirations (a state that, in particular, they are called *nirvana*, *apathy*, *ataraxia*, etc.). Buddhism belongs to this category.

The Church is the most mature type of religious organization, a social institution characterized by an authoritarian centralized hierarchical government, the presence of professional clergy, a clearly defined system of norms of religious morality, canon law, values and sanctions. The very fact of being born into a particular religious environment leads to membership in the church. In a number of cases, the church is closely associated with state power (the state church).

Pagan religions arose in the process of the centuries-old history of mankind (natural religions) and recognize the principle of world justice as the supreme principle of the universe, according to which all awards and punishments that fall to a person's lot are deserved in one way or another. Such justice can be carried out, firstly, thanks to the universal law of justice.

Secondly, with the help of the will of the gods, which can be organized hierarchically and randomly, with or without a supreme god, dualistically (with good and evil gods), monically (with one divine principle) or pluralistically (with many interacting factors). In paganism, most often it is said about the power of many gods (polytheism), but an individual god (monotheism) can also be recognized, although in the latter case his power is not indivisible and is limited by other world forces.

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SOCIAL FACTORS OF ECOLOGICAL EDUCATION

Abstract: This article analyzes the social factors of environmental education. It is based on a scientific point of view that the all-round aggravation of environmental problems increases the need to create an ecological culture.

Key words: ecological problems, ecological culture, ecological education, technological development.

As long as there is development and progress, nature and society and the relationships that take place in it are changing rapidly. The increase in the number of people, the increase in demand, and the increase in the number of people, have an impact on the nature and bring out acute ecological problems. What is impressive is that not only the environmental problems of the last century, but also this 10 years, we can see that big changes are taking place in environmental problems.

Humanity's urgent task is to eliminate the environmental problems that have arisen since then, and the most important thing is to fight to prevent the types of environmental problems that are growing rapidly. For this, along with today's science and scientific achievements, today's point of view requires fighting with new researches. The fate of the future development of humanity depends to a large extent on finding ways to solve broad-based tasks of opposition between nature and society. Based on these, it is very necessary to follow the main criteria for the relationship between nature and society. The aggravation of environmental problems is a great threat to life on earth, humanity and its future.

Ecological education occupies an important place among the qualities that are a component that surrounds humanity and show the creative ability of mankind. Environmental education of people is carried out in several stages. Ecological education includes certain forms and methods of education at each stage. The main thing is that environmental education increases with age, this education is formed in the process of knowledge and activity. Ecological education is a social norm, mental thinking, and scientific observation. Its formation depends on how much a person knows and feels about the nature that surrounds him. People are not at the same level in terms of age, profession, and intellectual competence. But the foundations of ecological education are formed on the basis of positive qualities such as understanding the beauties of nature, treating creatures correctly, caring for the cleanliness of the environment. From the 60s of the 20th century, the issue of ecological education began to be put on

the agenda. Because humanity has started to face new problems in terms of quality, which are not similar to the previous conditions.

Without ecological knowledge, people do not realize that their present and future are inextricably linked with the biosphere. It is difficult to educate everyone in the spirit of preservation of the state of the environment, existing fauna and flora. The level of this responsibility is reflected in the way of life of a person in the practical activities of nature conservation, ecological upbringing and culture. Ecological education is closely related to the formation of an ecological outlook. This implies deep mastering of knowledge on the interrelationship between nature and society, enjoying advanced social and natural-scientific achievements. The issue of environmental education is the most urgent problem of today, and it starts first of all from family to school educational institutions.

Tasks of ecological education: 1. Learning the laws of development of nature and society, the relationship between them and formation of a person who can think modernly. 2. Educating a person who knows the ecological situation of various natural regions and makes an ecological plan for the future in directing the forces of social, economic development and production. 3. Cultivation of young people who will interact with the environment in which different population groups live in the society. 4. The importance of the environment in which they live in for the health of human life, and the work of instilling kindness and love towards nature in the young generation in the formation of the ecological culture of the family members. Ecological education of children in the kindergarten age: - raising children in the spirit of love for mother nature, appreciating its beauty, rational attitude towards the world of animals and plants: - inculcating knowledge about living and non-living nature and their interrelationship in children's minds.

In schools, the purpose of environmental education is to teach the basic principles of theoretical knowledge about environmental protection, to introduce the content and essence of environmental policy, and to form students' practical organizational skills, interests, interests, sense of responsibility, thinking styles that are compatible with the principles of economic management. service will arrive. According to him, the formation of students' personal attitudes and life positions in relation to regional and global environmental problems is of great educational importance. So, the time has come to create and improve a new general theoretical system of ecological education.

Based on this theory, the most important task of today is to create a new ecological awareness, education and culture among the members of the society. Global warming, carbon emissions, pollution are in the news every day and they are harming the flora and fauna that are good for us. There will always be a conflict of interest between production and conservation, and what happens in the future depends on what humanity does now.

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GEOGRAFIYA DARSLARIDA FOYDALANILADIGAN INTERFAOL METODLAR XUSUSIDA

Annotatsiya: Ushbu maqolada Geografiya darslarida va sinfdan tashqari ishlarni qiziqarli va ijodiy tashkil etish geografiya o'qituvchisi oldidagi asosiy vazifalardan biridir. Darsda geografik o'yinlardan foydalanish to'g'risidagi geografik o'yinlar bayon qilingan. Shuningdek, geografiya darslarida foydalaniladigan didaktik o'yinlarni tashkil qilish yo'llari yoritilgan.

*Калит сўзлар “Kim chaqqon metodi”, “Charaqla quyosh”, “Soatdagi jumboq”, “5*5 viktorina”, “Zakovat”, “Narvon yasash”, “Zanjir”, “Estafeta o'yinlari.*

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ON INTERACTIVE METHODS USED IN GEOGRAPHY LESSONS

Abstract: In this article, interesting and creative organization of geography lessons and extracurricular activities is one of the main tasks of a geography teacher. Geographical games about the use of geographic games are described in the lesson. Ways of organizing didactic games used in geography lessons are also covered.

*Key words "Who's faster method", "Lightning sun", "Puzzle on the clock", "5*5 quiz", "Ingenuity", "Making a ladder", "Chain", "Relay" games.*

**Noqobil o'qituvchi haqiqatni shunchaki aytadi-qo'yadi,
yaxshisi esa uni topishga o'rgatadi".**

A.F.Disterverg

O'zbekiston Respublikasining ta'lim tizimidagi o'zgarishlar umumiy o'rta ta'lim maktablari oldiga muhim vazifalarni qo'ymoqda. Bu vazifalar yoshlarni har tomonlama barkamol, ma'naviy yetuk, mustaqil fikrli, milliy merosimizni qadrlaydigan, ilmiy ijodkor, nozik didli qilib tarbiyalashni o'qituvchilardan tinmay ijodiy izlanishlarni, fidoiylik ko'rsatishni talab etmoqda. Prezidentimiz Shavkat Mirziyoyev O'zbekiston Respublikasi Oliy Majlisiga Murojaatnomasida “Uchinchi ming yillik intellektual rivojlanish davrida ta'lim muassasalarida pedagogik texnologiyalarni qo'llash orqali o'qituvchilarda ilmiy bilimlarga asoslangan dunyoqarash va e'tiqodlarini shakllantirib borish

lozim’’ligini ta’kidlagan. Ta’lim tizimida olib borilayotgan islohotlar o’sib kelayotgan yosh avlodga sifatli ta’lim berish va shu orqali jismoniy baquvvat, ma’naviy jihatdan yetuk, bilimli avlodni tarbiyalash, o’quvchilarning mustaqil fikrlash dunyoqarashini kengaytirish, iste’dodli yoshlarni qo’llab quvvatlash, ijodiy izlanish ko’nikmalarini rivojlantirish kabi ko’plab vazifalarga qaratilgandir. Mazkur vazifalarni bajarishda ta’lim tizimiga pedagogik texnologiyalarni tadbiq etish, noan’anaviy usuldagi zamonaviy darslarni tashkil etish, o’qituvchidan yuksak pedagogik mahorat hamda dars jarayonlariga zamonaviy, yangicha yondashuv talab etiladi. Bugungi kunda har bir fan o’qituvchisi o’z fani bo’yicha dars samaradorligiga ta’sir etuvchi omillarni chuqur bilishi va ulardan dars jarayonida foydalana olishi zarur bo’ladi.

Ushbu vazifalarni amalga oshirish yo’lida barcha fanlar qatori geografiyaning ham o’rni kattadir. Geografiya fani o’zining qiziqarliligi bilan ajralib turadi. Geografiya darslarini va sinfdan tashqari ishlarni qiziqarli va ijodiy tashkil etish geografiya o’qituvchisi oldidagi asosiy vazifalardan biridir. Darsda geografik o’yinlardan foydalanish muhim o’rin egallaydi.

Xususiyl metodik darajada darsning barcha bosqichlari pedagogik texnologiya talablari asosida tashkil etiladi. Bunda o’qituvchi o’rganiladigan mavzuning ta’limiy, tarbiyaviy va rivojlantiruvchi maqsadlaridan kelib chiqqan holda qaysi texnologiyadan foydalanish, mazkur texnologiya asosida o’quvchilarning bilish faoliyatini tashkil etishning o’ziga xos xususiyatlari, darsda o’quvchilarning bilishi lozim bo’lgan o’quv topshiriqlari, o’quvchilarning o’zlashtirgan bilimini nazorat qilish va baholash yo’llarini belgilashi lozim.

Geografiya ta’limi jarayonida “Kim chaqqon metodi”, “Charaqla quyosh”, “Soatdagi jumboq”, “5*5 viktorina o’yini”, “Zakovat o’yini”, “Narvon yasash o’yini kabi bir necha interfaol metodlardan foydalanish mumkin. Ushbu darslarda o’quvchilarning bilim olish jarayonini o’yin faoliyati bilan uyg’unlashtiriladi. Bunday metodlar yordamida o’quvchilar puxta bilim egallaydilar, mustaqil fikr yurutadilar.

Shu sababli o’quvchilarni o’z o’quv faoliyatining to’laqonli subyektiga aylantirish, pedagogik munosabatlarni insonparvarlashtirish va demokratlashtirish, o’qitish samaradorligini orttirish maqsadida Geografiyani o’qitish jarayoniga interfaol ta’limiy o’yin metodlarini qo’llash zarurati tug’ildi. Quyida biz geografiya ta’limida qo’llaniladigan shunday ta’limiy o’yinlarning ayrimlariga to’xtalib o’tamiz.

Kim chaqqon metodi – sinf o’quvchilari ikki guruhga bo’linib, har bir guruhdan bittadan o’quvchi doska oldiga chiqariladi. Birinchi guruh o’quvchisi mavzuga oid atamani o’ziga berkitilgan maydoniga yozadi. Keyingi o’quvchi esa oldingi o’quvchi yozmagan qo’shimcha atamani yozadi. O’yin shu tariqa davom etadi, adashgan o’quvchi o’yindan chiqadi. Kimning maydonida to’g’ri atamalar bo’lsa, shu guruh g’olib sanaladi va rag’batlantiriladi. Bu metod xotirani mustahkamlashda va mavzuni takrorlashda qo’llaniladi.

Charaqla quyosh metodi – ushbu metod 5-sinf o'quvchilariga qo'llaniladi. Bunda o'qituvchi doskaga quyosh rasmini iladi, biroq unda quyosh nurlari porlamagan bo'ladi. Shu bois guruhlarga bo'lingan o'quvchilar o'z quyoshlarining porlashi va charaqlashi uchun harakat qiladilar. Quyosh charaqlashi uchun o'quvchilar har bir quyosh nuridagi savolga to'g'ri javob yozishlari kerak. Shart nihoyasida g'olib guruh aniqlanadi. Bu metod dars jarayonida qo'llanilib, o'quvchilarni faollikka va mavzuga e'tiborli bo'lishga undaydi.

Soatdagi jumboq metodi – bu metodda soat raqamlarining o'rnini almashib qolgan bo'ladi. Hariflarni raqamlar tartibi bo'yicha joylashtiriladi, ya'ni 1 daqiqa davomida. Har bir raqamda 1 ta harf joylashgan bo'ladi. Natijada geografik atama kelib chiqadi va bu atamaga ta'rif beradi. M: Ichki - suvlari, Tog' - tekislik. 1-t, 2-o, 3-g, 4-, 5-t, 6-e, 7- k, 8- i 9-s, 10-l, 11-i 12-k.

"5*5 viktorina o'yini" Bu metoddan geografiya darslarini mustahkamlash qismida foydalanish mumkin. Yangi mavzuni mustahkamlashda "5*5 viktorina o'yini" dan foydalaniladi. 5*5 viktorina o'yini 5 ta topshiriqdan iborat bo'lib, har biri 5 ballik reyting tizimida baholanib boradi. Masalan, "Daryolar. Ko'l va muzliklar" mavzusiga oid quyidagi topshiriqlarni o'quvchilar yangi mavzuni mustahkamlash uchun bajarishlari mumkin. Bunda yangi mavzuni mustahkamlash o'yin tarzida olib borilgani uchun o'quvchilarning fanga bo'lgan qiziqishi yanada ortadi. Ularning topqirlik, ijodkorlik, fikrlash qobiliyatini rivojlantiradi.

1. "BLIS" so'rov topshiriqlari. Shakli: "ha-yo'q".
2. Kontur karta. (yozuvsiz xarita bilan ishlash).
3. Tabiiy xarita. (xarita bilan ishlash).
4. Eng, eng, eng... (jadval to'ldiriladi).
5. Topgan topaloq. (topishmoqning javobini top).

Zakovat o'yini. Bu o'yinni dastlab sinfxonani o'yinga moslashtirish lozim bo'ladi. O'yin ishtirokchilari test yordamida saralab olinadi. Yuqori ball olgan o'quvchilar o'yinda ishtirok etish huquqiga ega bo'ladi. O'yin qatnashchilari 6-8 kishidan iborat bo'ladi. Qolgan o'quvchilar esa o'yinni to'mashabin sifatida kuzatib turishadi. Guruh sardori savolni olib o'qituvchiga beradi. O'qituvchi savolni o'qib eshittiradi. Javobni aniqlash uchun bir daqiqa vaqt ajratiladi. Bu vaqt orasida o'yin ishtirokchilari javobni maslahatlashib topishga harakat qilishadi. Bu o'yinni asosan, yuqori sinfda o'tkazish tavsiya etiladi. Zakovat o'yinlarida asosan o'rtaga muammoli savollar tashlanib, shu muammoni hal etishga diqqat qaratiladi.

"Narvon yasash" o'yini Bu o'yindan o'tilgan mavzuni takrorlash, yangi mavzuni mustahkamlashda foydalanish maqsadga muvofiqdir. Jumladan o'qituvchi dars boshlanishida har bir o'quvchiga oq qog'oz olib, unga narvonning ikki chetidagi qismlarini chizib qo'yadi va har bir zina bolalarning darsdagi javoblari orqali to'ldirilib boriladi. Shundan keyin o'quvchilar darsda faol ishtirok etib, javob berishga intiladi va javoblari orqali o'z narvoniga

bittadan zina chizib ketaveradi. Uyga vazifaga javob bergani uchun bir zina, o'qituvchining savoliga javob bergani uchun bir zina. Xullas o'yin shu tariqa davom etadi va dars yakunida zinalar soni hisoblanib, qaysi o'quvchilarining zinalari ko'p chiqsa, o'qituvchi ularga rag'bat beradi.

“Uchta to'g'ri bitta noto'g'ri” metodi.

Qoidasi har bir ishtirokchi bir varaqdan qog'ozda o'rganilayotgan yoki o'rganilgan mavzu bo'yicha 3 ta to'g'ri fikr va bitta noto'g'ri fikrni yozadi. Ishtirokchilar juftliklarga to'planadilar, yozgan qog'ozlari bilan almashadilar va qaysi fikr noto'g'ri ekanligini aniqlaydilar.

Afzalliklari kuzatuvchanlikni rivojlantiradi, axborotni tanlab olish ko'nikmasini ishlab chiqadi, bolalarni xato topish va fikrlarni ifodalashga o'rgatadi. O'qituvchiga o'quvchilarning bilimlarini tekshirishga imkon beradi.

Foydalanish vaqti uy ishini tekshirish vaqtida, mavzuni mustahkamlashda foydalanish mumkin.

“Ishonarli tarix” metodi.

Qoidasi bunda ular keltirilgan tarixiy voqeani diqqat bilan o'rganib chiqib, to'g'ri yoki noto'g'ri ekanligini aniqlashlari kerak bo'ladi, biron bir materikning yoki okeanning o'rganilish tarixini o'tayotgan bo'lsak shu mavzu yuzasidan o'qituvchi to'g'ri va noto'g'ri jummalarni o'quvchilar esa diqqat bilan eshitib xatosini topadilar.

Afzalligi o'quvchilarni xotirasini mustahkamlashga va ijodiy fikirlashga, tezkorlikka undovchi metoddir.

Foydalanish vaqti yangi bo'lim yoki bob boshlanish oldidan, mavzu tugagandan keyin qo'llash mumkin.

“Zanjir o'yini” metodi.

Qoidasi o'quvchilarni 4 ta guruhga bo'lib olib, har bir guruhdan 1 o'quvchi doska oldiga chiqadi. 1- o'quvchi fanga oid atamani aytadi. Keyingi o'quvchi oldingi o'quvchi aytganini va o'zinikini qo'shib aytadi. Undan keyingisi oldingi 2 o'quvchi aytgan atamalarga yana o'zi yangisini qo'shib aytadi. O'yin shu tariqa davom etadi. Adashgan o'quvchi o'yindan chiqib ketadi, eng oxirida o'yindan chiqib ketmay qolgan o'quvchi rag'batlantiriladi.

Afzalliklari bu o'yin xotirani mustahkamlaydi, fikrni bir joyga jamlashga o'rgatadi.

Foydalanish vaqti. Yangi mavzuni mustahkamlash darslarida, o'tilgan mavzularni takrorlashda qo'llasa bo'ladi.

“Estafeta” o'yini

Qoidasi bu o'yin uchun qo'yidagi jihozlarni tayyorlash lozim: magnit doskasi, qalin qog'ozdan yasalgan qayiqchalar, ularning cho'ntakchasiga solib qo'yish uchun savollar yoziladi. O'qituvchi o'yinning sharti bilan tanishtiradi. Kim quyidagi savolga javob bersa, o'sha o'quvchi oldinda suzib ketayotgan bo'ladi, g'olib shu tariqa ketma-ket aniqlanadi. O'yinda savolning javobini kim tez topsa usha o'quvchining kemasi oldinda suzib ketayapti deb o'quvchilarni rag'batlantirilib borilsa, o'quvchilarda qiziqish shuncha ortadi.

Afzalliklari o'quvchilarni topqirlikka, chaqqonlikka, ziyraklikka oid bilim, ko'nikma va malakalarini mustahkamlashda qo'l keladi.

Foydalanish vaqti o'qituvchi o'yin musobaqa darslarini yil fasllariga moslab tashkil qilishi katta tarbiyaviy ahamiyatga ega. Bu metoddan 5 -6 sinflarda oydalanish mumkin. Geografiya darslarida o'rganilayotgan mavzuning didaktik maqsadi, vazifalari, mazmunidan kelib chiqqan holda o'quvchilarning bilish faoliyati individual, kichik guruhlarda va yalpi holda tashkil etish shakllaridan o'z o'rnida va samarali foydalanish tavsiya etiladi.

Darsga tayyorgarlik davrida o'qituvchi tomonidan ijobiy rag'batlantirishning ustunligi va muvaffaqiyatga yo'llovchi o'qituvchining muloqot madaniyati, o'zaro yordami o'quvchilarning darsga qizg'in tayyorgarlik ko'rishning muhim omili sanaladi. Geografiya o'qituvchisi darsda o'rganiladigan mavzuning ta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlari va pedagogik texnologiyalarning didaktik funksiyalarini hisobga olgan holda qaysi texnologiyadan, interfaol metodlardan foydalanishini ilmiy-metodik asosda tanlagandagina ko'zlangan maqsadga va samaradorlikka erishadi. Zero "Eng katta boylik – bu aql-zakovat va ilm, eng katta meros – bu yaxshi tarbiya, eng katta qashshoqlik – bu bilimsizlikdir!"

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CONTINUITY OF PHYSICS AND MATHEMATICS

Abstract. In this article, physical problems are solved with the help of differential equations, and thus the interdisciplinarity is shown.

Key words: elasticity, mechanical energy, harmonic oscillatory motion, differential equation, Snell's law, Fermat's principle.

1. The total mechanical energy of a body that vibrates under the influence of elastic force

$$E = \frac{m\vartheta^2}{2} + \frac{kx^2}{2} \quad (1)$$

is expressed by the equation. According to the law of conservation of total mechanical energy $E = \frac{m\vartheta^2}{2} + \frac{kx^2}{2} = \text{const}$ (2)

is and its derivative with respect to time

$$\frac{dE}{dt} = E' = 0 \quad (3)$$

is equal to. That is,

$$m\vartheta \frac{d\vartheta}{dt} = kx \frac{dx}{dt} = 0 \quad (4)$$

It is known that

$$\vartheta = \frac{dx}{dt} \quad (5)$$

is, and (4) can be written as:

$$m \frac{d\vartheta}{dt} \frac{dx}{dt} + kx \frac{dx}{dt} = 0 \quad \text{ёки} \quad m \frac{d\vartheta}{dt} + kx = 0 \quad (6).$$

If $a = \frac{d^2x}{dt^2} = \frac{d\vartheta}{dt} = x''$ considering that, $m x'' + kx = 0$ formed, $m x' = -kx$ and $x'' = -\frac{k}{m}x$ or $\frac{d^2x}{dt^2} = -\frac{k}{m}x$ (7) originates. This is the differential equation of motion of a body under the influence of an elastic force.

This is the equation of harmonic motion $x'' = -\omega_0^2 x$ compared to $\omega_0^2 = \frac{k}{m}$;
 $\omega_0 = \sqrt{\frac{k}{m}}$, $T = \frac{2\pi}{\omega_0} = 2\pi \sqrt{\frac{m}{k}}$ we determine the equation, that is, the period of the oscillating movement that occurs under the influence of the elastic force. Based

on the above $x = x_0 \cos \omega t$ the equation $x = x_0 \cos \sqrt{\frac{k}{m}} t$ can also be written in the form

h

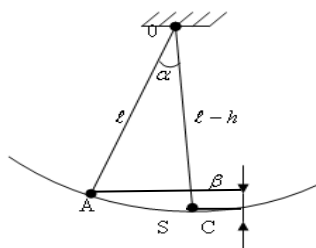


Figure 1.

2. Full mechanical energy of a body oscillating under the influence of gravity $E = \frac{m\mathcal{G}^2}{2} + mgh$ (8) being here $h = l(1 - \cos \alpha)$ (9) is defined as (Fig. 1).

Because $\frac{l-h}{l} = \cos \alpha$ is taken as Substitution formula $\cos \alpha = \sqrt{1 - \sin^2 \alpha}$ according to (8) $h = l(1 - \sqrt{1 - \sin^2 \alpha})$ (10) we write like

In small corners $\sin \alpha = \alpha$ can be taken as. In that case $h = l(1 - \sqrt{1 - \alpha^2})$ is formed. 1- Designating the arc AS in the picture as s , $\alpha = \frac{s}{l}$ if we say, then

$h = l(1 - \sqrt{1 - \frac{s^2}{l^2}})$ will be. After the exchanges $h = l - \sqrt{l^2 - s^2}$ (11) we generate.

From formulas (8) and (11) $E = \frac{m\mathcal{G}^2}{2} + mg(l - \sqrt{l^2 - s^2})$ (12) results

From this equation, we take the derivative with respect to time and set it equal to zero:

$$m\mathcal{G}\mathcal{G}' + mg(l^2 + s^2)^{-\frac{1}{2}}ss' = 0$$

We reduce this equation to m and, taking into account that it is for small angles, $s^2 \ll l^2$ we get, $\mathcal{G}\mathcal{G}' + \frac{g}{l}ss' = 0$.

It is known that $\frac{ds}{dt} = s' = \mathcal{G}$ it is based on it $\mathcal{G}' + \frac{g}{l}s = 0$. But it can be $a_T = \mathcal{G}' = s''$ written because of the acceleration $s'' + \frac{g}{l}s = 0$.

Finally, the differential equation for the motion of a mathematical pendulum oscillating under the influence of gravity

$$s'' = -\frac{g}{l}s \text{ it follows that (13)}$$

Being here, $s'' = a_T$ it is called the tangential constituent of the swing of a mathematical pendulum.

By comparing this equation with the equation of motion of harmonic oscillation $x'' = -\omega_0^2 x$, we determine $\omega_0^2 = \frac{g}{l}$ whether $\omega_0 = \sqrt{\frac{g}{l}}$ it is.

If $\omega_0 = \frac{2\pi}{T}$ we take into account that, that is, $T = 2\pi\sqrt{\frac{l}{g}}$ the formula for finding the oscillation period of a mathematical pendulum is formed. In general, the equation of the swing motion of a mathematical pendulum $s = s_0 \cos \omega_0 t$ or

$$s = s_0 \cos \sqrt{\frac{l}{g}} t \text{ will be like.}$$

3. It is known that the law of refraction of light was derived by Snellius on the basis of Huygens' principle. According to the Huygens principle, any point on the wavefront can become a new wave source. This condition is fulfilled if the medium in which the wave propagates is homogeneous. If the wave is propagating in an inhomogeneous medium, then the wavefront cannot maintain its original flat or spherical shape. The wave deviates from the law of rectilinear propagation. In such cases, it is recommended to rely on the Fermat principle. According to this principle, the path of a wave from a certain point A to a point V is a curved line, and it must be in the form that takes the least time.

When a wave is moving from a medium with a low density to a medium with a high density, its propagation speed in the second medium decreases ($V_1 > V_2$). The total time taken for the wave to travel from point A to point B is defined as follows. (Fig. 2. $A^1 B^1$ is the border of two environments, N is normal).

$$t = t_1 + t_2 = \frac{AO}{g_1} + \frac{OB}{g_2}$$

Using the properties of right-angled triangles $AA^1 O$ and $BB^1 O$, this time is determined as follows.

$$t = \frac{\sqrt{h_1^2 + x^2}}{g_1} + \frac{\sqrt{h_2^2 + (l-x)^2}}{g_2}$$

Therefore, time t is a function of the variable x , and it is $\frac{dt}{dx}$ necessary to calculate the derivative and make it equal to zero, because in order for the total time sought to reach the smallest - minimum value, based on the differential calculus, it is required that the derivative obtained by the coordinate of the variable x becomes zero.

$$\frac{dt}{dx} = \frac{2x}{2g_1\sqrt{h_1^2 + x^2}} - \frac{2(l-x)}{2g_2\sqrt{h_2^2 + (l-x)^2}} = 0$$

$$AA^1O \text{ and } BB^1 O \quad \frac{x}{\sqrt{h_1^2 + x^2}} = \sin \alpha, \quad \frac{l-x}{\sqrt{h_2^2 + (l-x)^2}} = \sin \beta \text{ from triangles; is}$$

generated and written in the form of the above equation $\frac{\sin \alpha}{g_1} - \frac{\sin \beta}{g_2} = 0$. or

$\frac{\sin \alpha}{g_1} = \frac{\sin \beta}{g_2}$; From this equality, the well-known Snellius law is derived:
 $n = \frac{g_1}{g_2} = \frac{\sin \alpha}{\sin \beta}$.

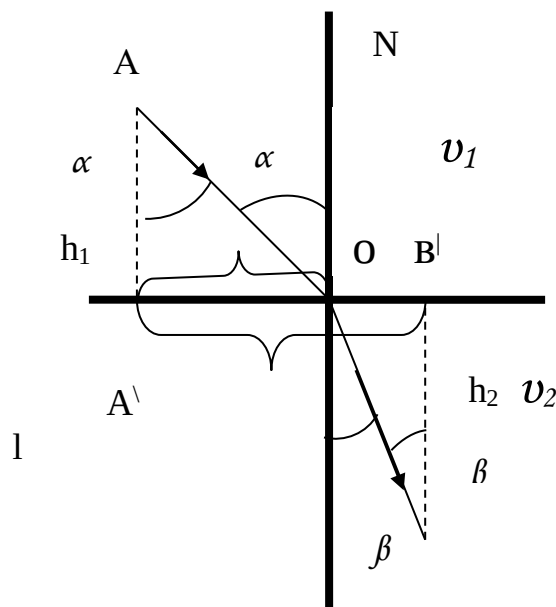


Figure 2

Also, on the basis of Fermat's principle, phenomena such as atmospheric refraction, i.e. non-homogeneity of atmospheric density, changes depending on height, resulting in a certain degree of bending of sunlight, the observer seeing the sun before it rises, are also explained. When using laser beams in geodesy, the need to make corrections to measurement results due to non-homogeneous temperature and density of air layers near the Earth's surface also comes from Fermat's principle.

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PEDAGOGICAL PRINCIPLES OF ETHICAL EDUCATION OF PRESCHOOL CHILDREN ON THE BASIS OF NATIONAL HUMAN AND SPIRITUAL CAPACITIES

Annotation The main goal of the reforms implemented in our country is to bring up a generation that is mature and well-rounded in all respects. Spiritual and moral education is of particular importance in the education of the mature generation, and the stage of preschool education is the most important period of personality formation and development. The main directions, relevance and social and pedagogical foundations of the implementation of spiritual and moral education in preschool education are scientifically analyzed in the article. Necessary suggestions and recommendations are given.

Key words: spirituality, enlightenment, education, interdisciplinary integration, didactics, concept, moral culture, creative skills, social competence, "popular culture", universal values.

Introduction: It is known that today's globalization, world-wide ideological and ideological struggles, "mass culture" aimed at destroying the national values of nations, and the influence of foreign ideas require any country to pay special attention to the issue of spirituality. On the other hand, only persons with high moral education can be citizens who serve the country's development, consider themselves involved in the country's problems and achievements, and have an active civic position. It is desirable to implement such civic education from the pre-school stage of education.

In recent years, great work has been carried out in the field of development of preschool education in our country, radical renewal of its activities, introduction of advanced foreign experiences and innovations, training of highly qualified personnel. Decision No. PQ-4312 of the President of the Republic of Uzbekistan dated May 8, 2019 on "Approving the concept of development of the preschool education system of the Republic of Uzbekistan until 2030", No. 391 of the Cabinet of Ministers dated May 13, 2019 "On measures to further improve the activities of preschool educational institutions" The decision serves as an important legal basis for the reforms.

The main goal of these reforms is to effectively implement the education of a mature and well-rounded generation from the pre-school stage. As President Sh.Mirziyoev noted, "from the moment a child is born, before school age, mental activity increases, moral, aesthetic and physical qualities are formed" [1].

One of the most urgent tasks of today is a new, systematic approach to education, to fully reveal the socio-pedagogical potential of the family,

preschool education, general education, secondary special vocational and higher educational institutions, neighborhoods in the guaranteed formation of basic qualities in a child, and among them scientific- it requires raising methodical integrity to a new level [2].

In the "Concept of Continuous Spiritual Education" approved by the Resolution No. 1059 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019, the spiritual education of 3-6 (7) year old children, their personal qualities, including the control of their emotions, the awakening of social motives, and the emergence of interest in national traditions formation of needs such as doing, taking care of close people [3] are defined as the priorities of spiritual and moral education. When a pedagogue of a preschool educational institution begins to develop spiritual and moral qualities in children, first of all, he should deeply understand its meaning and essence and follow it in the educational and educational activities conducted with children.

First of all, it should be noted that spirituality is one of the integrative fields according to its content and essence. After all, as its structural components; - firstly, moral standards are recognized. - secondly, because it is "a set of philosophical, legal, scientific, artistic, religious and similar imaginations and concepts of humanity" it is a wide-ranging, comprehensive, in a word, integrative field [4].

Also, if we understand that spirituality is "a system of values formed and developed during the mutual relations of people, their life experiences" [5], then it (that is, spirituality) is a system, in turn, as we have noted, it is multi-faceted, moreover, it is formed during the lifetime of mankind., gets rich. In this way, the next generation will acquire and enrich it as an integrative field. Preschool education is important as the first step in this process.

1. Educator's readiness for innovative activities. a) acquisition of knowledge, skills and competencies of educators about integrated education. b) the presence of the ability to put integrated education into practice. 2. Availability of didactic, methodological and technical support for the organization of integrated education. 3. To ensure motivational readiness of children for integrated education. 4. Using the experiences of foreign countries in the organization of integrated education. L. G. Savenkova emphasizes the need to develop a unique program for pedagogues and educators working with children.

In the development of such a program, a number of developmental activities are indicated separately. Also, the scientist emphasizes that they are different in importance for different age groups. Based on this methodology, the following can be highlighted as the integrative foundations of spiritual and moral education, i.e.: - creating the necessary conditions for children to understand the spiritual and moral content of the events observed in the environment and to have a personal vision of them in an elementary way;

- to ensure that the world of objects, events and processes in the social environment (kindergarten, family, etc.) where the child receives education and upbringing is suitable for the child's age and level of intellectual formation; - paying attention to the content and methods, forms and tools of educational and educational work aimed at forming spiritual and moral qualities in children, depending on the age of the children; - to achieve the priority direction of spiritual and moral education, to be a unique "bullet beam" and to ensure that the topics and activities that are its structural components are organically and logically related to each other;

- holding complex events that activate the process of forming spiritual and moral ideas in children, increase the level of awareness of the process of mastering the presented materials; - paying special attention to the construction of the content, methodology, forms and means of the process of moral and moral education of children based on the principles of regularity, etc. As the main pedagogical features of the integrative approach to the issue of spiritual and moral education of children of preschool age, the following can be highlighted.

First of all, today, when the weight, scale and speed of changes in the environment are intensifying, it requires only an integrative approach. All of these are, in a certain sense, "carriers" of spiritual and moral content. "Separating" their needs from the environment is a pedagogical process, that is, a pedagogical phenomenon. Secondly, as a result of the increase in the scope of objects and events that need to be observed and assimilated in the environment, children are required to "filter" them in a certain sense. In this process, their spiritual and moral ideas serve as the main norm and requirement. Thirdly, in this process, in this space, the child will have to "target" and adapt to the moral and ethical norms of our society and nation, and pass it through his "analysis prism". This requires a comprehensive approach, that is, to observe, analyze and master in an integrative way. In other words, according to Yu.Lotman's concept, it is necessary to feel things and events separately at the same time, to see an object, event or process separately from each other, and at the same time to see the aspect and characteristic of one in the other. Such competence can be achieved through an integrative approach.

Conclusion. The trends of implementation of educational work in preschool educational institutions at the level of modern requirements and its development require a comprehensive approach to the process of the formation of children as individuals. In this regard, the organization of classes based on the principles of interactive education is an important didactic requirement. To sum up, the correct implementation of the educator's activity in preschool educational institutions, the organization of integrated training creates conditions for the holistic formation of spiritual and moral qualities in children.

Among the pedagogic features of moral and moral upbringing of children of preschool age, adherence to the principle of regularity of the process and logical development ultimately guarantees its positive conclusion.

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LINGUOPRAGMATIC AND LINGUOCULTUROLOGICAL RESEARCH OF ANTHROPOCENTRIC UNITS

Annotation: Anthropocentrism is derived from the Greek word "anthropos" - "man", Latin. "centrum" - "center" - in this scientific direction, its main problem is man, who is the center of the universe. In anthropocentric scientific research, a person and everything related to him (society, nature, culture, knowledge, etc.) are considered in close connection with each other. Nowadays, various sciences (philosophy, ecology, linguistics, logic) are studying man in connection with their research object. In this article, there are thoughts and comments about the linguopragmatic and linguocultural research of anthropocentric units.

Key words: anthropocentric, units, linguopragmatic, linguocultural, language tool, human thinking, direction, linguistics, society, human activity.

Without language, which is the primary tool of human activity, it is difficult to comprehend the whole range and essence of human action, as well as their cognitive systems. Language is the foundation for all other forms of human action, making it the primary activity of human souls. The anthropocentric school of linguistics looks closely at the nature of man in relation to language. The eminent German scientist, philosopher, and linguist Wilhelm Humboldt, who is regarded as the father of the philosophy of language, is credited with having first proposed the connection between language and human nature. According to the scientist, language is considered to be a continuous process of spiritual creative work, which determines the spiritual attitude of mankind to the world.

He describes language one of the variables that determines a person's spiritual and creative identity, their self-determination and inner self-development, paying particular attention to the significance of language in human knowledge. In his linguistic-philosophical works, Humboldt advanced the concept that language and the human spirit are indivisible, identical, and intimately connected, unity of time, and that the evolution of language is related to the inner world of human nature. "Language is the external manifestation of the soul of nations: the language of a nation is its soul, the soul of a nation is its language, and it is difficult to imagine anything like that".

According to the scientist, the spirit of the people has a leading position in this unity, and the very principle of language formation depends on the spirit of the people. "We must see in the spirit of the people a definite determining principle and basis which determines the differences of languages, for the

spiritual strength of a nation is the only most important and independent basis, on which language depends." At the same time, he expresses the idea that the spirit of the nation is manifested only through language: "Among all the manifestations of the spirit and character of the nation, only the language can express it uniquely and elegantly. The spirit of the nation and the verb - characteristics and their inner secrets." The assumptions put forward by the scientist are related to the fact that the essence of a person, his soul is based on language, that the interpretation of the world by a person is carried out in it, therefore, language is a way of thinking of people. These postulates form the theoretical basis of the anthropocentric paradigm and are the methodological basis for many scientific studies.

In anthropocentric studies, the evolution of human nature is taken into account in connection to individuals' intellectual prowess, attitude, and worldview. Language is a prerequisite for thinking, even in the complete isolation of mankind, according to W. Humboldt. But, this kind of language typically only emerges in social contexts, and people typically don't become conscious of their own language until they are confident that others can understand them. With this, W. Humboldt restores the balance between language and thinking in his theory. The scientist's idea about the relationship between language and thinking is reflected in the research work of Kazakh linguists. Thus, according to F. Orazboyeva, "despite the fact that human thinking and consciousness are complex mechanisms, it is impossible to express thoughts without language. Therefore, language is a means of knowing social objective reality and realizing it in reality".

The nature of the culturally relevant lexicon, which contains details about the unique style and lifestyle of the country as well as the nation's values, can be revealed with the aid of anthropocentric approaches (cognitive analysis, ethnolinguistic analysis). Language, which is the primary indicator of the cultural-cognitive worldview of a given nation, is the object of the anthropocentric direction now being developed in the discipline of linguistics. Theoretical-cognitive studies of the modern linguistic paradigm are becoming relevant in the conditions of the current era and are the main condition of modern scientific research.

"Linguocultural science is a science that analyzes the human, or rather the cultural component in a person", writes Telia about this. Hence, a set of accomplishments unique to the anthropological concept of man as a cultural phenomenon forms the core of linguo-cultural studies. "Linguoculturalology is focused on the human factor, specifically the cultural factor in a person", claims G. G. Slishkin. The Center of Linguistic Culture's status as a cultural phenomenon suggests that the study of man is an anthropological paradigm phenomenon. Although a consensus has been reached regarding the object of study of linguistic and cultural studies, there are still some controversial views. For instance, linguocultural examines solely the synchronic link between

language and culture, according to V. N. Teliya. According to V. A. Maslova, this field examines language in both synchronous and diachronic ways. In addition, V. N. Teliya emphasizes the universal nature of the target of linguo-cultural studies, whereas V. A. Maslova emphasizes the need to study the linguo-cultural characteristics of the language of a specific nation or group of sister nations independently.

Linguistics is currently one of the most developed directions in world, especially Russian linguistics, and a number of educational manuals have been created in this regard. According to linguists, the most famous among them is the study guide created by V.A. Maslova. In this study guide, the methods, object and subject, directions of the field of linguo-cultural studies are explained, examples of linguo-cultural analysis of a specific language unit are shown.

Study of the expression of concepts through language and culture. The language of creative and prose works is mostly examined in this; works are compared. The main comparisons between the Russian language's linguistic and cultural components and those of English, German, and French are linguocultural features of teaching. The major objective is to develop in students the capacity to recognize and assess language and cultural units. Studies in the linguistic and cultural approach began to appear in Uzbek linguistics in recent decades. For example, Z.I. Solieva's candidacy thesis is dedicated to the study of the national-cultural features of sentences in the Uzbek and French languages, that is, texts of a moral and educational nature.

As a result, linguo-cultural studies' subject of study and the learning challenges associated with speech culture are very different." Regarding the component of linguistic culture that is specifically related to the text, it should be noted that the text, along with other language units, is one of the research objects of the language. According to "Lingvokulturology" author V. A. Maslova, this is true: "The genuine nexus is between textual studies and culture. After all, the text is a dialectic and its highest level, and at the same time it is also a form of action of cultural existence. Lingvokulturology studies language as an embodiment of cultural values.

V.A. Maslova's opinion about similes - texts, in particular, is noteworthy. The scientist once again dwells on the place of similes in the analysis of the text, and says that they perform a structural-compositional function in the text and have the status of a tool that ensures the coherence of the text. As a result of the observations, it can be said that similes and metaphors, which are its shortened form, acquire important cognitive-semantic importance in the text, and can also be a phenomenon that shows aspects specific to the national-cultural thinking of the speakers of the language.

Simile and metaphoric texts also give readers the chance to spot standardized text types in a given language (they can also be evaluated as precedent forms of the text). The problem of prior text is another text-related

subject in linguistics and culture. According to scholar Artemova, antecedent genres serve as "accumulators" of cultural knowledge.

It is well known that the idea of the world's linguistic landscape, introduced to linguistics by L. Weisgerber, holds a special place in the linguistic community. The world's linguistic landscape is a structure of reality perception imprinted in language and unique to a particular linguistic community. It is both a universal and simultaneously uniquely national way of perceiving and conceptualizing the world. Each natural language is a unique linguistic landscape of the world. In our opinion, the study of text-similes, text-metaphors, and texts containing precedent units, standards, and speech labels is the most important source for creating a scientific interpretation of the linguistic landscape of the world specific to a particular ethnic group.

One of the primary areas of study in linguo-cultural studies, one of the key fields in language system research, are precedent units. The term precedent was used for the first time in linguistics in an article written by N. Karaulov and published in Russian, according to the studies devoted to these units. Personal names, reliable expressions, sentences, and texts that are well-known to some speakers and are kept in their linguistic memory and are frequently referred to in speech activity are documented as antecedent units in Russian linguistics.

In conclusion, anthropocentric research based on the consideration of language as a dialectical phenomenon is aimed at determining the impact of language on human essence, its ability to think and lifestyle, and on the contrary, to determine the impact of man on language. Identifying the human factor in language. The experience gathered by each nation is currently organized with other scientific areas that confirm the interdisciplinary nature of modern scientific fields: "language and perception," "language and ethnos", as a way of experiencing the world and realizing the real world. Language and psychology; language and culture. The two fields of study were combined to create new fields of applied linguistics, such as cognitive linguistics, ethnolinguistics, psycholinguistics, sociolinguistics, etc. At the moment, each of these disciplines has a limited study aim and subject as well as its own unique scientific and disciplinary character.

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LABOR PROTECTION - BASIC CONCEPTS AND EXPLANATIONS

Annotation: The systematic establishment of labor protection is one of the important factors in creating decent working conditions for employees in enterprises, organizations and institutions. In this article highlights of notion labor protection and basic concepts, explanations, it's effect for work effectiveness.

Key words: effectiveness, labor, labor protection, work, development, employee, factors.

A large-scale reform of job creation is underway in our country. In this direction, special attention is paid to the protection of the human factor, its rights and interests. In particular, a special program is being developed and brought to life every year to ensure the employment of the population.

Labor protection is a system of preserving the life and health of employees in the course of work, including legal, socio-economic, organizational and technical, sanitary and hygienic, therapeutic and preventive, rehabilitation and other measures that form a mechanism for the implementation of the constitutional right of citizens to work in conditions that meet the requirements of safety and hygiene. The creation and application of such means the transition from a low-effective method of responding to numerous cases of occupational injuries and occupational diseases to a method of modern elimination of their causes - neutralization and prevention of occupational risks, i.e. to occupational risk management. In order to create a mechanism for managing occupational risks, significant work has been carried out in recent years to bring the Labor Code and other regulatory legal acts into line with the new order of labor protection organization in industrial organizations caused by the transition to occupational risk management.

In recent years, a significant number of regulatory legal acts have been developed: new rules have been approved for the certification of workplaces according to working conditions, the passage of mandatory medical examinations by employees, accreditation of organizations providing services in the field of labor protection, etc. The legal basis for regulating relations in the field of labor protection between employers and employees is defined by the Constitution: everyone has the right to work in conditions that meet the requirements of safety and hygiene. Labor protection norms and rules are also contained in other federal laws and other regulatory legal acts. At the same time, specific requirements for compliance with labor protection are regulated by

various regulatory acts, sanitary and construction rules, other regulatory documents approved by authorized state authorities. Labor protection covers almost all relations between an employer and an employee, up to equipping his workplace, working hours, rest breaks, vacations, providing special clothing and shoes, preventive nutrition, etc. For the purposes of labor protection legislation, the following basic concepts are used:

- labor protection is a system of preserving the life and health of employees in the course of their work, including legal, socio-economic, organizational and technical, sanitary and hygienic, therapeutic and preventive, rehabilitation and other measures;

- working conditions - a set of factors of the production environment and the labor process that affect the efficiency and health of the employee;

- harmful production factor - a production factor, the impact of which on an employee can lead to his illness;

- dangerous production factor - a production factor, the impact of which on an employee can lead to his injury;

- workplace - a place where an employee should be or to which he needs to arrive in connection with his work and which is directly;

- state examination of working conditions - assessment of compliance of the object of examination with the state regulatory requirements of labor protection;

- safe working conditions - working conditions in which the impact of harmful and (or) hazardous production factors on workers is excluded or the levels of their impact do not exceed the established standards;

- means of individual and collective protection of workers - technical means used to prevent or reduce the impact on workers of harmful and (or) hazardous production factors, as well as to protect against pollution;

- certificate of conformity of work on labor protection - a document certifying the compliance of the work carried out by the employer on labor protection with the state regulatory requirements of labor protection;

- production activity - a set of actions of employees with the use of labor tools necessary to turn resources into finished products, including the production and processing of various types of raw materials, construction, provision of various types of services;

- occupational safety requirements - state regulatory requirements for occupational safety, including occupational safety standards, as well as occupational safety requirements established by the rules on occupational safety;

- certification of workplaces according to working conditions - assessment of working conditions at workplaces in order to identify harmful and (or) hazardous production factors and implement measures to bring working conditions in line with state regulatory requirements for labor protection. Certification of workplaces according to working conditions is carried out in accordance with the procedure established by the federal executive authority

responsible for the development of state policy and regulatory regulation in the field of labor;

- occupational safety standards - rules, procedures, criteria and standards aimed at preserving the life and health of employees in the course of work and regulating the implementation of socio-economic, organizational, sanitary-hygienic, therapeutic, preventive, rehabilitation measures in the field of occupational safety;

- occupational risk - the probability of causing harm to health as a result of exposure to harmful and (or) hazardous production factors when an employee performs duties under an employment contract or in other cases established by this Code, other federal laws. The procedure for assessing the level of occupational risk is established by the federal executive authority responsible for the development of state policy and regulatory regulation in the field of labor;

- occupational risk management is a set of interrelated measures that include measures to identify, assess and reduce the levels of occupational risks. The regulation on the occupational risk management system is approved by the federal executive authority responsible for the development of state policy and regulatory regulation in the field of labor, taking into account the opinion;

The unification of the basic concepts used is an indispensable condition for their correct and uniform application by both employers and employees, as well as public administration bodies, courts, etc. At the same time, which is no less important, the unification of concepts is a condition for the development and uniform application of state regulatory requirements for labor protection.

Any legislation can be quite effective if the goal it is aimed at achieving is initially clearly defined, and the tasks facing society, the solution of which can ensure the achievement of this goal. The goal of the legislation in the field of labor protection is aimed at creating working conditions that meet the requirements of preserving the life and health of employees in the course of their work. The State manages the labor protection system by carrying out the following measures:

- regulatory and legal regulation of the organization and conduct of work on labor protection - adopts and implements federal laws and other regulatory legal acts, laws and other regulatory legal acts of subjects in the field of labor protection, as well as federal target, departmental target and territorial target programs to improve working conditions and labor protection;

- introduction of state supervision and control over compliance with state regulatory requirements of labor protection;

- introduction of the state examination of working conditions;

- establishing the procedure for certification of workplaces according to working conditions and the procedure for confirming compliance of the organization of work on labor protection with state regulatory requirements for labor protection;

- assistance to public control over the observance of the rights and legitimate interests of workers in the field of labor protection (in this paragraph, apparently, it should have been written that assistance is provided not to some abstract public control, but to the trade union bodies of workers exercising such control).

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MAIN DIRECTIONS OF SOCIAL GEOGRAPHICAL RESEARCH IN THE REPUBLIC OF UZBEKISTAN

Annotation. The article describes the stages of the formation of social geography, changes in its object and subject, the necessity of social geographical research in research, and the characteristics of the main directions.

Keywords. economic geography, social geography, population, labor resources, population lifestyle.

Introduction. The continuous change of socio-economic events in human society over time has a direct impact on the formation and development of most sciences. In particular, the processes of development of society, development of production forces and their location on the scale of regions lead to changes in the scope of research of economic and social geography, its object and subject. Consequently, its name has been interpreted in different ways during the past periods and in different countries. For example, this discipline, which was traditionally called "economic geography" in different periods, was later conducted in the form of social or social geography, economic and social geography, socio-economic geography, while in developed countries, especially countries such as Germany, France, Great Britain, Japan, social, human or also called humanitarian geography. Also, currently in Russia and some CIS countries, it is called "Economic, social, political and recreational geography" and dissertations are defended in this specialty. It is urgent to determine the main directions of social geography based on the object of research and to implement scientific research on this basis through concepts aimed at improving the lifestyle of the population.

The main part. The object of economic geography used to be the location of the economy and population of a certain country or region, production forces, then it took the form of the territorial structure or system of the economy and population, territorial-economic complexes [9]. The definition of this science is also different from the point of view of different "concepts" (regionalization, territorial system and territorial complexes). In general, modern economic and social geography as an independent science studies the characteristics of the development and location of production forces in different countries and regions, as well as the territorial aspects of human life and lifestyle. In short, it can be described as the science of territorial organization of community life and activities. The given definition fully expresses the essence of the science of

economic and social geography from the point of view of the present time. Economic and social geography (more precisely, social geography in a broad sense) consists of 3 main parts, namely economic geography, socio-economic geography and social geography, each of which has a research object and subject. Also, the 4th separate block of social geography includes military geography, limology, geoconflictology, electoral geography, geography of administrative-territorial structures, ethno-political geography, etc. political geography, which have not yet been studied as an object of research [9].

According to A.Yu.Skopin, the object of economic geography is the anthroposphere (ecosphere), where economic activity develops, and the subject of research is the search for solutions to geo-economic problems based on systematic approaches and the study of the transformation of the anthroposphere [7]. In the 1960s and 1970s, views emerged that geography is a science of territorial systems. Yu.G. Saushkin noted that "Economic geography is the science of formation, activity and development processes of regional socio-economic systems and management of these systems" [6]. A.I.Chistobaev, M.D.Shargin, V.V.Voronin and others put forward the opinion that "economic and social geography studies regional social systems" [2, 13]. According to A.S.Soliev, in order for any science to function as a separate science, it must first have its object of research, its subject. Here, an object is an entity, phenomenon or event, which serves not only for one discipline, but for a combination of disciplines. For example: population, at the same time, interests economists, demographers, ethnographers, social geographers and representatives of other disciplines. But every scientist studies the population in his own way. For example, for economists, the population is seen as the main productive force, a working subject, and for ethnographers, the part of interest to the population is its national customs, clothing, and traditions. A demographer studies the population as a biosocial category, that is, he analyzes the natural and migratory increase of the population (birth, death, migration), marriage, divorce and other aspects on a scientific basis [8, 9].

In general, modern economic and social geography as an independent science studies the characteristics of the development and location of production forces in different countries and regions, as well as the territorial aspects of human life and lifestyle. In short, it can be described as the science of territorial organization of community life and activities. The given definition fully expresses the essence of the science of economic and social geography from the point of view of the present time. Economic and social geography (more precisely, social geography in a broad sense) consists of 3 main parts, namely economic geography, socio-economic geography and social geography, each of which has a research object and subject. Also, the 4th separate block of social geography includes military geography, limology, geoconflictology, electoral geography, geography of administrative-territorial structures, ethno-political

geography, etc. political geography, which has not been studied as an object of research [9].

The research areas of economic and social geography are quite different from each other. Although social geography mainly studies the relationship between natural and social environment, human and social environment, it also has many research directions (ethnoconfessional, social geography, medical geography and its nosogeography part, crime geography, human ecology, etc.). The independence of Uzbekistan had a serious impact on the theoretical aspects, object, subject, goals and tasks of this science. In particular, in the conditions of liberalization of production, diversification and modernization of the structure of its industries, and the ongoing global financial and economic crisis, the practical importance of this science is increasing.

At the same time, increasing the industrial potential of the republic, improving its territorial structure, especially bringing industry to rural areas with high possibilities of establishing processing enterprises, modernizing economic sectors, forming a specific investment environment and infrastructure system of each region will directly increase the applied aspects of this science. There are measures aimed at improving the standard of living of the population, education, improving the health of the population, which directly strengthen the practical aspects of social geographical research. It should be noted that at first opinions were expressed that the structural structure of the science of geography in general should be separate in the form of natural geography, population geography and economic or economic geography in accordance with the triad of "nature, population, economy", but N.N. Baransky's strict judgments about what is necessary for man led to its two main parts, i.e. natural and economic (later social) geography [1].

In general, economic and social geographical studies in Uzbekistan have evolved in two directions. The first line of economic geographical research consists of several stages, starting with the assessment of natural conditions (nature components) from the point of view of agriculture, and now ending with the location of production forces and regional policy [14, 15].

In the second direction, which is social geographical research, priority is given to scientific works such as the population of certain regions, natural movement of the population, labor resources, while attention is also paid to the geography of public service, recreation and tourism. Admittedly, separate, special scientific works have been carried out in almost all stages of economic geographical research, but there are still many that are waiting for their solution in the purely social direction of social geographical research. For example, it is required to carry out appropriate scientific research on religion (confessional) geography, customs, real estate geography, geopsychology. At the same time, the new political geography direction of economic and social geography, which is now forming in our country, includes military geography, limology,

geoconflictology, electoral geography, geography of administrative-territorial structures, ethnopolitical geography, etc. should be strengthened.

Although such fields of science as the geography of medicine, religion, and tourism are really frontier fields that have arisen on the edge of science, we prefer to see them within the system of geographic sciences, more precisely, within the framework of the science of social geography. Because, for example, if we take medical geography, there are regional differences in the emergence and spread of diseases on earth, and the basis of this science is geographical factors. It should be mentioned here that M. Nazarov and Z. Tojieva divided the research conducted by social geography scientists into the following four groups [4]:

1. Supporters of the opinion that "Social geography does not exist, but the presence of social aspects in geography is undeniable." Authors belonging to this trend argue that social geography does not exist independently. E.B.Alaev, S.A.Kovalyov, N.Ya.Kovalskaya, G.M.Lappo, S.B.Lavrov, G.V.Sdasyuk, Yu.G.Saushkin, A.A.Tkachenko can be included among them. In a number of works created by these scholars, it is emphasized that the social and economic aspects are inseparable and attempts to be strict are futile.

2. "Social geography is an independent science, which is at the lowest level in the structure of geographical sciences. In many cases, it can be seen as a component of population geography," the authors of the opinion say. According to the ideas belonging to this direction, social geography is independent and is included in population geography at the lower hierarchical level of geography. (Anokhin A.A., Kostyaev A.I., Dolinin A.A). In particular, A.A.Dolinin interprets social geography as a specific branch of population geography. According to him, social geography is embodied in determining the levels of social development of people's territorial associations. A.A.Anokhin and A.I.Kostyaev believe that social geography was formed as a science that studies the territorial organization of the social life of regions of different taxonomic categories. Despite the fact that social geography is understood in a much broader sense than population geography, the above authors still proceed from the foundations of population geography.

3. Social geography is an independent science, and it is located in the middle hierarchical level in the structure of geographical sciences, that is, for example, on the same level as economic geography. According to the third perspective, social geography is the last major branch of social geography (in the broadest sense), standing on the same level as economic geography. This point of view was supported by V.M.Gokhman and S.Ya.Nimmik, and they came to the same conclusion. Also, according to the level of development, social geography lags behind economic geography, because the opinion that social geography began to form much later, S.Nimmick shows the dependence of social geography on economic geography and also the inseparability of social and cultural geography.

4. Social geography is an independent science, and it is a synonym of social geography, as it is located at a higher hierarchical level in the structure of social geography sciences; social geography also includes economic geography.

According to the opinion belonging to the fourth direction, social geography can be understood as a science that covers all social relations. Here the concepts of "social" and "social" are mutually compatible and synonymous. So, according to them, social geography (social geography) covers other social geographic branches (economic geography, except for population geography, political geography, military geography, historical geography, etc.). N.N.Baransky also understood social geography in such a broad sense, and such understanding is characteristic of local scientists (Soliev A., Ota-Mirzaev O., etc.).

At present, the need to understand the term social geography in a narrow and broad sense has arisen by many authors. According to U.Mereste's concept of science integration, social geography is synonymous with social geography. Social geography is a study of social geographical systems, covering all social objects and social and geographical relations between them [16].

Philosophically analyzed, if there are social events in space and time related to a person and his lifestyle, work, knowledge and rest, recovery of health, thoughts, customs, or in a word, in a broad sense, in turn, the need to study the territorial laws of their emergence, formation and development is natural, and this issue, according to the logic of science, first of all falls within the scope of the research object of geography, more precisely, it is appropriate for social geography to deal with it [4].

During the years of independence, a number of works on social geography were carried out in Uzbekistan. The dissertation defended by M.Nazarov under the guidance of A.S.Soliev on the problems of providing medical services to the population (1996) was an important step from traditional economic geography to social geography [16]. As a continuation of this, science and geography of scientific research (Kh.Nazarova, 1997), medical geography and nosogeography (N.Komilova, 1999, 2012; I.Turdymambetov, 2016), crime geography (A.Qayumov, 2006), population geography (Z.Tojiev, 2017; R.Kadirov, 2021; L.Ibragimov, 2022), geography of rural areas (Sh.Qurbanov, 2017; M.Atajonov, 2022), geography of population lifestyle (H.Oblakulov, 2022, M.Oteuliev, 2022), geography of religion (K.Toraev, 2022) theses were defended.

Conclusion. Thus, social geography (in the broadest sense) is a system of geographic sciences emerging in the processes of integration between geographic sciences and social sciences. In the present period, the harmonization (synthesis) of sciences is taking place in this system, and the general theory of social social geography is rapidly forming. Thus, social geography is undergoing a formative phase, and therefore indicates the prospect of its independence and integrity.

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OPTIMIZATION BY THE METHOD OF PCOS DIAGNOSIS IN WOMEN WITH CHRONIC IODINE DEFICIENCY

Resume: Polycystic ovary syndrome is one of the most common endocrinopathies in women of reproductive age. The incidence of PCOS is about 30% among patients of gynecologists-endocrinologists, and in the structure of endocrine infertility it reaches 75%. Up to 95% of cases of hirsutism in women are associated with polycystic ovary syndrome. Diagnostic methods are extensive and are not limited only to the reproductive sphere. The article presents the main diagnostic methods and treatment strategies for patients with PCOS.

Key words: polycystic ovary syndrome, infertility, ovaries, iodine deficiency, ovulation.

Relevance. In recent years, the concept has been put forward, which has received universal approval, that the clinical manifestations of polycystic ovary syndrome (PCOS) should be treated as a syndrome, not as a disease, and the most common name "polycystic ovary syndrome" should be retained. The peculiarity of this syndrome is the large variability of clinical manifestations and laboratory data [4,6,11].

Among patients with endocrine infertility, PCOS occurs in 30-40% of cases.

The frequency of restoration of regular ovulatory cycles in the treatment of PCOS reaches 80-90%, but the restoration of fertility in this disease is a big problem due to the relatively low effectiveness of both conservative and modern endoscopic methods of treatment, not exceeding according to E.M. Vikhlyaeva (1980), T.G. Gadiati (2000) and other authors, 50%-60%. Moreover, even the use of assisted reproductive technologies in patients with PCOS is less effective than in other forms of infertility [2,5,8,10].

The unresolved problem of infertility against the background of PCOS prompted the study of the morphofunctional state of the endometrium in this disease, which plays an important role in the processes of implantation and pregnancy development [1,3,7,9].

The purpose of the study. Optimization of therapy of patients with polycystic ovary syndrome with different clinical phenotypes.

Materials and methods of research. On the basis of the Regional Perinatal Center of Andijan (OPC) for the period from 2019-2021, a comprehensive examination of 100 patients who first applied for infertility

against the background of PCOS, who made up the I (main) group, was conducted.

Group II (comparison) consisted of 150 patients with PCOS treated for infertility in the period from 1998 to 2000, on the basis of whose medical histories a retrospective analysis of the effectiveness of various therapies was carried out.

The results of the study. The presence of clinical, metabolic and ultrasound differences in women with PCOS with different body weight makes it advisable to distinguish two clinical and pathogenetic variants of this syndrome: with obesity (65.25%) and type II polycystic ovaries with peripheral follicle arrangement (71.35%) and without obesity (34.75%) with type I polycystic ovaries with diffuse arrangement of follicles (65.57%).

Characteristic hormonal disorders in both phenotypes of PCOS are: not only elevated levels of free testosterone (82.89%), levels of luteinizing hormone (64.37%), LH/FSH index >2 (50.36%), dehydroepiandrosterone sulfate (24.51%) in the blood serum of patients, reduced somatotrophic hormone (48.22%) and sexsteroid-binding globulin (77.97%), as well as elevated levels of androstenedione (57.64%) and reduced glycodelin (78.95%).

In PCOS with obesity, hyperinsulinemia occurs 2 times more often (74.01%) than in non-obese patients (48.78%); impaired glucose tolerance in 43.01% of obese women; hyper-peptidemia - in 44.74% of patients with visceral obesity and in 23.07% of patients with gluteofemoral obesity and only with a BMI of more than 30 kg/m is a marker of the severity of metabolic disorders.

Disorders of the blood lipid spectrum (hypercholesterolemia, hypoalphalipoproteidemia and hypertriglyceridemia), detected in 86.84% of patients with visceral obesity and 74.36% with gluteofemoral obesity, as well as in 51.22% with normal body weight, indicate an increase in the atherogenic potential of blood in patients with PCOS.

A high risk (40-80%) of coronary heart disease was detected only in patients with polycystic ovary syndrome and obesity (9.11%).

In patients with PCOS and obesity: visceral and gluteofemoral, higher levels of leptin were observed (respectively: 52.76 ± 3.21 and 42.40 ± 2.87 ng/ml) than in patients with PCOS without obesity (14.99 ± 0.49 ng/ml). The value of the leptin/BMI index >0.7 , accompanied by a decrease in fertility function, was significantly higher in the group of obese patients (1.65 ± 0.11), compared with the group of patients with PCOS without obesity (0.68 ± 0.06), ($p < 0.001$).

Therapy with metformin and pioglitazone leads to an improvement in metabolic and normalization of hormonal disorders in PCOS: a significant decrease in the levels of immunoreactive insulin, C-peptide, insulin resistance indexes, leptin, atherogenicity coefficient, free testosterone and an increase in glycodelin levels by 20.8-56.5%, depending on the listed indicators and phenotype of patients with PCOS.

Restoration of the regular menstrual cycle against the background of metformin and pioglitazone therapy was noted in 78.95% and 94.73% of obese patients; ovulatory cycle - in 21.05% of patients with visceral obesity; in 35% and 42.10% of women - with gluteofemoral obesity, respectively; pregnancy onset in 15.79% and 21.05% of patients - with visceral obesity and in 25% - with gluteofemoral obesity.

Conclusion. Based on the study of hormonal and metabolic disorders, proposals for the optimization of conservative methods of treatment of patients with PCOS, including the improvement of methodological approaches to the examination of patients and the principles of their therapy, are substantiated and formulated.

The expediency of including in the complex of hormonal examination of patients with PCOS to determine the content of somatotrophic hormone, free testosterone, androstenedione and glycodelin in the blood serum is shown.

The necessity of assessing the secretion of insulin, C-peptide, glucose tolerance and lipid parameters of blood serum for the early detection of insulin resistance, hyperinsulinemia and dyslipoproteidemia not only in patients with PCOS and obesity, but also with normal body weight is substantiated. The detection of these disorders, which form the basis of the metabolic syndrome, indicates a high probability of developing type 2 diabetes mellitus (DM) and coronary heart disease.

A differentiated approach to the management of patients with PCOS is proposed. The high efficiency of adequate reduction of hyperinsulinemia in obese patients for the correction of hormonal and metabolic disorders has been shown.

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IMOM ABU HOMID G'AZZOLIYNING MA'NAVIY-AXLOQIY QARASHLARI

Annotasiya: maqolada talabalarni har tomonlama kamol toptirish, uning ma'naviy – ahloqiy, intellektual salohiyatini jahon andozalariga mos tarzda yuksaltirish, ayniqsa, bo'lajak oliy ma'lumotli mutaxassislarni har tomonlama barkamol insonlar bo'lib yetishishlarini ta'minlashda ilm-ma'rifat tamaddumiga munosib hissa qo'shgan, Sharq Uyg'onish davrining buyuk donishmandlaridan biri, diniy va dunyoviy bilimlar sohibi, tawhid, kalom, tafsir, hadis ilmining rivojiga xizmat qilgan, atoqli faylasuf Muhammad Abu Homid G'azzoliy asarlarining mazmuni bayon etilgan.

Kalit so'zlar: ma'naviyat, ma'rifat, axloq, pedagogik qarash, qadriyat, integrasiya, yuksak axloqiy fazilat.

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SPIRITUAL AND ETHICAL VIEWS OF IMAM ABU HAMID GHAZALI

Abstract: In the article, the development of students in all aspects, raising their spiritual-moral, intellectual potential in accordance with world standards, especially science and enlightenment in ensuring the development of future highly educated specialists as well-rounded people. The contents of the works of the famous philosopher Muhammad Abu Hamid Ghazali, who made a worthy contribution to civilization, was one of the great sages of the Eastern Renaissance, possessor of religious and worldly knowledge, served the development of tawhid, kalam, tafsir, and hadith science.

Key words: spirituality, enlightenment, morality, pedagogical vision, value, integration, high moral virtue.

Ilmiy fan taraqqiyotning jadal sur'atlar bilan rivojlanishi, axborot hajmining keskin ko'payishi, shuningdek fanlar integrasiyasi natijasida yangi fanlarning yuzaga kelishi, jamiyatda raqobat muhitini yuzaga keltirdi. Ushbu vazifalar asosida jamiyatning ta'lim tizimiga qo'ygan asosiy vazifalaridan biri – yuksak ma'naviy axloqli, jamiyat taraqqiyoti uchun munosib hissa qo'shadigan, rivojlangan davlatlar darajasidagi yuqori malakali, raqobatbardosh intellektual salohiyatga ega kadrlarni tarbiyalash masalasi dolzarbdir.

Yangi O'zbekistonda allomalar ilmiy-ma'rifiy, madaniy-ma'rifiy merosini tiklash, uni o'rganish va keng targ'ib qilish hamda jahon sivilizatsiyasiga

qo'shgan hissasini ko'rsatib berish borasida keng ko'lamli ishlar amalga oshirilayotgani, islom ilm-faniga e'tibor qaratilayotganidan dalolat beradi. Jumladan, IX-XII asrda ma'naviy-axloqiy taraqqiyotida, islomning buyuk allomalardan, ulug'laridan mutafakkir Mavlono Homid Imom G'azzoliy bo'lib, uning inson kamoloti haqidagi ta'limoti ta'lim – tarbiya sohasida ahamiyatga ega. Shuningdek, islomiy fikr rahnamosi, diniy ruhni jonlantirishda, islom fikrini uyg'otishda katta fazilatlarga ega bo'lgan isloh va tajdid kishisidir.

Mavlono Abu Homid Muhammad al-G'azzoliy o'z davrining mujaddidi bo'lib, musulmon urf-odatlariga ko'ra, bu islom taqvimining har bir asrning boshida islomni qayta tiklash, uni begona predmetlardan tozalash va uning pokligini tiklash uchun xizmat qilgan shaxslarga nisbatan ishlatilgan. Shu boisdan ham G'azzoliy o'z asarlarida islom ilohiyotini falsafiy jihatdan asoslash bilan birgalikda ilm-ma'rifat, ta'lim-tarbiya masalariga alohida e'tibor bergan. G'azzoliy aql bilan dunyoni anglashni, islomiy ta'lim-tarbiyani esa ruhiy, jismoniy harakatlar – toat-ibodatlar orqali anglash lozim, deb ta'kidlaydi.

Muhammad al-G'azzoliyning ilmiy merosidagi ma'naviy-axloqiy qarashlari pedagogik ahamiyati beqiyosdir. Asarlarda axloqiy tarbiyaning asosi axloq va axloqiy me'yorlar bilan birgalikda islomiy ta'lim-tarbiya juda chiroyli bayon etilganki, uni o'rgangan har bir yosh avlod ajodolarva mos voris bo'lib yetishadi.

Ta'lim va-tarbiya azaldan yoshlarni tarbiyalashda muhim rol o'ynab kelgan diniy kitoblardan bo'lmish "Quroni karim", payg'ambarimizning o'gitlari, hadislar, G'azzoliy singari allomalar yaratgan asarlar ta'lim-tarbiya manba sifatida xizmat qiladi. Islomiy ta'lim-tarbiya bir necha asr oldin ta'lim muassasalarida jotiy etilib, yoshlar shariyat qoidalarini asosida tarbiyalangan. IX-XII asrlardan boshlab Imom Buxoriy, Imom at-Termiziylardan Qu'roni karim tavsiri, hadislarining mazmun mohiyatini anglagan holda o'rgatishga harakat qilganlar, keyinchalik G'azzoliy ham o'zining asarlarida islomiy ta'lim-tarbiyaning muhim jihatlarini ochib berib, dunyoni diniy va ilmiy jihatdan anglashga, tarbiyaviy jihatdan avlodlar tarbiyasida muhim ahamiyatga ega ekanligi asoslagan.

G'azzoliy "Haqiqatga eltuvchi yo'l" nomli asarida o'zini ilmga bag'ishlagan haqiqat tolibi sifatida o'z hayot hikoyasini bayon etadi va barcha toliblariga o'z yo'lidan adashmaslikni hamda zamonning alodovlariga aldanib qolmaslikni, hushyor bo'lishni maslahat bergan.

G'azzoliy Qur'on va sunnatning intellektual va ma'naviy dunyosida yashagan. U o'z hissalari bilan din olimlari jamiyatini boyitdi. G'azzoliydagi ilmning turli sohalarini birlashtirishdagi qobiliyati faqatgina uning shaxsiy hunarining emas, ayni paytda bir faylasuf va olim sifatida ulg'ayishiga imkon bergan intellektual-ma'naviy iqlimning ham ta'siridir. G'azzoliy ilmni eng ustun fazilat deb hisoblaydi. U ilmga ega bo'lganlar katta hurmat ko'rgan madaniy muhitda yetishgan. Shubhasiz, bu holat Qur'onning ilmga bergan ahamiyatidan kelib chiqadi. G'azzoliyning asarlarining asosida Qur'onni tavsiri bayon etilgan.

Qur'onda ilm so'zi 750 dan ortiq joyda zikr etilgan. Ilm ma'lumotdan tashqari, yana ham keng va asosli tushunchaga yo'naltiradi. U ham bo'lsa, oqil insonlardan mag'zini chaqishi talab qilingan "ishorat" (oyat) sifatida xizmat qiladi, faqatgina insonning dunyoni anglash ongini kengaytirishini maqsad qilmaydi, ayni paytda unga ahloqiy mas'uliyat va bir ma'naviy tuyg'uning shakllanishida yordam beradi. Haqiqiy ilm insonni komillikka yetaklaydi, chunki ilm har bir borliqning manbaiga eltuvchi yo'ldir.

Shu nuqtaiy nazardan qarar G'azzoliyning ma'naviy axloqiy qarashlari bo'lajak tarbiyachilarnigina emas, jamiyatning barcha qatlamlarini axloqiy jihatdan tarbiyalashga xizmat qiladi, qolaversa jamiyatni kamolotga chorlab ma'naviy huzur baxsh etadi.

G'azzoliyning ilmiy va ma'naviy-ahloqiy qarashlari o'z davrida madrasalarda joriy etilgan va ilmi toliblarga o'rgatila boshlangan. Madrasalar butun islom olamida oliy ta'lim maskani bo'lib, bu esa islom bilimlarini shahar markazlaridan tashqariga chiqarishga va turli xil islom jamoalarini umumiy madaniy loyihada birlashtirishga yordam bergan.

Muhammad al-G'azzoliyning ma'naviy-ahloqiy qarashlari ijtimoiy munosabatlar hamda shaxs xatti-harakatini tartibga solishga, jamiyat tomonidan tan olingan va rioya qilinishi zarur bo'lgan xulq-atvor qoidalari, mezonlari yig'indisi sifatida axloqiy me'yorlar to'g'risidagi bilimlar, o'quvchilar ongiga ta'lim-tarbiya jarayonida singdirilib borish, axloqiy tarbiyaning natijasi o'quvchilarda axloqiy ong, axloqiy faoliyat ko'nikmalari va axloqiy madaniyatning shakllanishida benihoyat o'rinli manbadir. Umuman olganda axloqiy ong - ijtimoiy ong shakllaridan biri bo'lib, jamiyat tomonidan tan olingan va rioya qilinishi zarur bo'lgan xulq-atvor qoidalari, mezonlari, shuningdek, milliy mafkuraning o'quvchilar ongida aks etishiga namoyon bo'ladi.

Xulosa qilib aytganda, o'zining benazir mehnatlari bilan butun dunyoda "Hujjatul Islom" unvoni bilan ulug'lanib kelayotgan Imom Abu Homid G'azzoliy asarlari islom dini mohiyatini barcha nozik jihatlarigacha e'tiborga olib, teran tafakkur va idrok etish, tushunish xususiyatlari bilan ajralib turadi. Abu Homid G'azzoliyning asarlarida e'tiqod masalalarga alohida munosabat bildirilib, mehr-muhabbat bilan yo'g'rilgan sifatlar, shubhasiz, talabalarda insoniy sifatlarning shakllanishida va rivojida muhim rol o'ynab, ulug' maqsad hamda vazifalarini amalga oshirishda manba bo'ladi.

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SUN'IY INTELLEKT TARIXI, RIVOJLANISH BOSQICHLARI HAMDA INSONLAR HAYOTIDAGI O'RNI

Annotatsiya. Ushbu maqolada hozirgi kunda dolzarb mavzuga aylangan "Sun'iy intellekt" haqida ma'lumotga ega bo'lasiz. Maqola davomida Sun'iy intellekt o'zi nima?, Sun'iy intellektning tarixi, rivojlanish bosqichlari?, Sun'iy intellektning insoniyatga xavfi bormi? kabi savollarga javob topishga harakat qilamiz.

Kalit so'zlar: Sun'iy intellekt, Intellektual mulk, BIMT, Raqamli O'zbekiston, ITpark, Bir million dasturchi, Yoshlar texnoparklari, Face-ID, Maxsus rejim.

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HISTORY OF ARTIFICIAL INTELLIGENCE, DEVELOPMENT STAGES AND ITS PLACE IN HUMAN LIFE

Abstract. In this article, you will learn about "artificial intelligence" which has become a hot topic these days. In the article what is artificial intelligence? History of artificial intelligence, stages of development? Is artificial intelligence a threat to humanity? We will try to find answers to such questions.

Keywords: Artificial intelligence, Intellectual property, ICT, Digital Uzbekistan, ITpark, One million programmers, Youth technoparks, Face-ID, Special regime.

Bugungi kunda mamlakatimizning rivoji yo'lida iqtisodiy globalizatsiyasi bilan bir qatorda intellektual mulk huquqi va uning himoyasi ham muhim

ahamiyat kasb etadi. Chunki, intellektual mulk himoyasi davlatning innovatsiyalar orqali o'z sanoatini yuksaltirishdan tashqari, xorijdan texnologiya transferi, investitsiya qilish va aholini ish bilan ta'minlash sohasida o'ziga xos "kalit" bo'ladigan vosita hisoblanadi. Mamlakatimizda iqtisodiyot tarmoqlariga innovatsiyalarni joriy etish mexanizmlarini takomillashtirish, uning raqobatbardoshligini ta'minlash, faol tadbirkorlik va innovatsion faoliyatni rivojlantirishga qaratilgan sharoitlarni yaratish, intellektual mulkning ishonchli huquqiy himoyasini ta'minlash borasida izchil chora-tadbirlar amalga oshirilmoqda.

Sun'iy intellekt o'zi nima?

Sun'iy intellekt deganda insonning mantiqiy va ijodiy funksiyalarini bajaruvchi intellektual sun'iy tizim tushuniladi. Ushbu atama, shuningdek, o'rganish va muammolarni hal qilish kabi inson aqli bilan bog'liq xususiyatlarni namoyish etadigan har qanday texnologiyaga nisbatan ham qo'llanilishi mumkin. Sun'iy intellektning ideal xususiyati - bu aniq maqsadga erishish uchun eng yaxshi imkoniyatga ega bo'lgan harakatlarni baholay olish va amalga oshirish qobiliyatidir. Hozirda sun'iy intellekt turli amallarni bajarishga mo'ljallangan algoritim hamda

dasturiy tizimlardan iborat va u inson ongi bajarishi mumkin bo'lgan bir qancha vazifalarning uddasidan chiqqa oladi. Olimlar sun'iy intellekt bilan tajriba o'tkazishga ishtiyoq bilan qarashsada, ko'p odamlar bu hodisadan ehtiyot bo'lishadi. Hatto Tesla rahbari Elon Mask ham buni insoniyat uchun "asosiy tahdid" va urush va ishsizlikning mumkin manbasi deb atagan.

Sun'iy intellektni tarixi, rivojlanish bosqichlari?

Sun'iy intellektni ilmiy yo'nalish sifatida rivojlantirish faqat EHM yaratilgandan keyin mumkin bo'lgan. Bu XX asrning-yillarida sodir bo'lgan. Bu vaqtda N.Viner (1894-1964) yangi fan kibernetika bo'yicha o'zining asosiy ishlarini yaratadi. Sun'iy intellekt atamasi 1956 Stenford universiteti (AQSh) dagi xuddi shunday nomdagi seminarda taklif qilingan. Seminar hisoblash emas, balki mantiqiy vazifalarni ishlab chiqishga mo'ljallangan. Sun'iy intellektni fanning mustaqil sohasi deb tan olingandan keyin tezda uni ikkita asosiy yo'nalishlarga: neyrokibernetika va "qora quti" kibernetikasiga bo'linishi sodir bo'lgan. Va faqat hozirgi vaqtda bu qismlarni yana bitta butuncha birlashishining tendentsiyasi sezilmoqda [1].

Sun'iy intellektni amaliy qo'llashda katta ilgariga surilish 70 yillarning o'rtalarida ro'y berdi, bu vaqtda inson tafakkurining universal algoritimini qidirish o'rniga mutaxassislar-ekspertlarning aniq bilimlarini modellashtirish va bilim eng muhim tarkibiy qismi bo'lgan dasturiy vositalar va tizimlarni ishlab chiqish g'oyasi kelgan.

70 yillarda sun'iy intellekt sohasidagi mutaxassislar vazifalarni yechishning umumiy usullari va bu usullardan universal dasturlarda foydalanishni qidirib, inson tafakkurining murakkab jarayonini modellashtirishga harakat qilganlar. Ammo bunday dasturlarni ishlab chiqish

judayam qiyin ish bo'lgan, chunki bitta dastur yecha olishi mumkin bo'lgan vazifalar sinfi qanchalik keng bo'lsa, aniq vazifani yechishda uning imkoniyatlari shunchalik kattaroq bo'lgan.

80 yillarda dasturchilarning harakatlari axborotlarni taqdim etish va qidirish usullarini ishlab chiqishga jalb qilingan. Axborotlarni taqdim etish usullari - bu muammolar va vazifalarni uni yechish mumkin bo'lishi uchun shakillantirish usullaridir. Qidirish usullari esa - bu judayam katta hajmda xotira va vaqt talab qilmaslik uchun yechimni borishini boshqarishning ajoyib usulidir. 80 yillarning ohirida sun'iy intellekt bo'yicha mutaxassislar vazifalarni yechishda dasturlarning samaradorligi ko'proq ular egalik qiladigan bilimlarga bog'liqligini tushunib yetadilar.

90 yillarni boshlarida butunlay yangi kontseptsiya qabul qilingan. Uni mohiyati shundan iboratki, dasturni intellektli qilish uchun uni ba'zi bir predmetli sohadagi yo'lgina yuqori sifatli maxsus bilimlar bilan ta'minlash kerak. Shunday qilib, ishlab chiqilayotgan sun'iy intellekt tizimlari bilimlarning yaxshi rivojlangan bazasiga ega bo'lishi kerak. Hozirgi vaqtda bu kontseptsiya ekspert tizimlarini loyihalashtirishda to'liqroq rivojlangan [2].

BIMT Birlashgan Millatlar Tashkilotining ixtisoslashgan muassasasi bo'lib, a'zo davlatlar uchun intellektual mulk, sun'iy intellekt, siyosat, axborot va hamkorlik xizmatlari bo'yicha global forum hisoblanadi. Barcha mamlakatlarning iqtisodiy, ijtimoiy va madaniy rivojlanishi uchun ixtirolar va ijodkorlikni targ'ib qilish vakolatining bir qismi sifatida, a'zo davlatlar BIMTdan intellektual mulk va sun'iy intellekt siyosatini muhokama qilish uchun forum o'tkazishni so'rashdi.

"BIMTning 2019-yildagi texnologiya tendensiyalari - Sun'iy intellekt" yig'ilishida nazariyadan amaliy qo'llanishga o'tayotgan sun'iy intellekt bilan bog'liq ixtirolar namoyish etildi. Sun'iy intellekt sohasidagi o'zgarishlarni tezlashtirishga yordam bergan bir qator omillar mavjudligi aytib o'tildi. Uchrashuvda BIMT Bosh deirektori Frensis Garri "Sun'iy intellekt hayot tarzimiz va ishimizni o'zgartirish orqali dunyoga chuqur ta'sir ko'rsatadigan yangi raqamli chegaradir" deya ta'kidlab, BIMT muvozanatli va samarali xalqaro intellektual mulk tizimini rivojlantirishga rahbarlik qilishini va barchaning manfaati uchun innovatsiyalar va ijodkorlikni qo'llab-quvvatlashini e'lon qildi [3].

Sun'iy intellektni insoniyatgaxavfi bormi?

Sun'iy intellekt haqidagi bahs- munozalar qariyb 50 yillardan buyon davom etib kelmoqda. Mutaxassislar hanuzgacha aniq bir to'xtamga kelishgani yo'q. Ba'zilar uni ommalashib odamlarning o'rnini egallashi natijasida, odamlar orasida ishsizlikning kengayib borishini o'ylashmoqda. Mutaxassislarning boshqa bir guruhi sun'iy intellektga ijobiy munosabatda bo'lish kerakligini uqtirishmoqda. Hatto IT-sohasidagi millardlar ham bunga o'z fikrlarini bildirishmoqda.

Jumladan, SpaceX asoschisi Ilon Mask Sun'iy intellektning butun boshli sivilizatsiyani barbod qilishiga ishonchi komil. Maskning fikricha, "Sun'iy

intellekt insoniyat sivilizatssiyasi uchun asosiy xavfdir. Sun'iy intellekt mehnat bilan bog'liq muammolarni keltirib chiqaradi. Sababi robotlar hamma ishni bizdan ko'ra yaxshiroq bajarishadi. Ilg'or texnologiyalar ortidan quvish natijasida, kompaniyalar sun'iy intellekt ortidan quvish natijasida, kompaniyalar sun'iy intellekt ortidan kelib chiqadigan xavf-xatarni ko'rmay qolishlari mumkin" [4].

Shuningdek Microsoft rahbari Bill Geyts ham uning zarari haqida to'xtalib o'tadi.

"Bir necha 10 yildan so'ng, robotlar ishning katta qismini bajara boshlagach, sun'iy intellekt shu qadar kuchayib ketadiki, yakunda u bizni havotirga sola boshlaydi, bu borada Elon Maskning fikriga qo'shilaman. Ammo nega bu savol boshqalarni tashvishlantirmayotganiga hech tushunaolmayman."- deydi Bill Geyts.

"Boshqalar" deganda Geyts Facebook egasi Mark Sukerbergni nazarda tutgan bo'lsa ajab emas. Chunki, Mark Sun'iy intellektga nisbatan ijobiy munosabatda ekanligini bildirar ekan: Yangi texnologiyalar har doim ham yaxshilik yoki yomonlik qilish maqsadida yaratilishi mumkin. Sun'iy intellektning keng tarqalishi ortidan keladigan ijobiy natijani esa yaqin 5-10 yil ichida ko'ramiz", deya Elon Maskning fikriga e'tiroz bildirgan edi [5].

Hozirgi kunga kelib ba'zi davlatlarda robot hamshiralar, o'zi yurar avtomabillar, turli xil xizmatlarga mo'ljallangan dronlar xizmatidan foydalanish yo'lga qo'yilgan. Olimlar imkon qadar ularni inson qiyofasiga o'xshatishga harkat qilishmoqda. Ko'rib turganingizdek sun'iy intellektni hayotimizdagi o'rni kundan kunga ortib bormoqda. Sun'iy intellekt foydami yoki zarar? Kabi savollarga turli xil javoblar berishmoqda. Menimcha bu bahs-munozaralar hali uzoq davom etadi.

So'nggi yillarda yurtimizda sun'iy intellekt texnologiyalarini joriy etish, ularni keng qo'llash, raqamli ma'lumotlardan foydalanishni kengaytirish, sohani jahon talablari darajasida rivojlantirishga qaratilgan ko'plab islohotlar amalga oshirildi. Mazkur sohani rivojlantirishga qaratilgan harakatlar jadallashmoqda. Jumladan, faoliyati kengayib borayotgan "IT park"lar, "Bir million dasturchi", "Yoshlar texnoparklari" mazkur sohaning barqaror rivojiga juda katta umid uyg'otadi. AQSh, Germaniya, Yaponiya, Fransiya, Koreya, Kanada kabi 30 dan ortiq davlatlarda sun'iy intellektni rivojlantirish strategiyalari qabul qilingan.

Robotlarni yaratishda insoniyatga xavf tug'dirmaslik yo'llarini o'ylab qo'yish ham zarar emas.

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BIOCHEMICAL STRUCTURE OF SOME PROTEINS IN BLOOD PLASMA

Annotation: The article provides information on the formation of cavities and apoptotic bodies in the cytoplasm.

Keywords: Apoptosis, implantation, organogenesis, ceramidase, sphingosine, embryogenesis.

Plasma proteins can be broadly classified into two groups: those, including albumin, that are synthesized by the liver, and the immunoglobulins, which are produced by plasma cells of the bone marrow, usually as part of the immune response.

A number of plasma proteins have the ability to bind certain molecules (their ligands) with a high affinity and specificity. These proteins can then act as a reservoir for the ligand and help control its distribution and availability by transporting it to tissues. Binding to a protein can also render a toxic substance less harmful to the tissues. Major binding proteins and their ligands are shown in Table 1.

Albumin. Albumin serves as an osmotic regulator and is a major transport protein

Albumin is the predominant plasma protein. It has no known enzymatic or hormonal activity, and accounts for approximately 50% of the protein found in human plasma. Its normal concentration is 35–45 g/L. With a molecular weight of about 66 kDa, albumin has highly polar nature and dissolves easily in water. At pH 7.4, it is an anion with 20 negative charges per molecule; this gives it a high capacity for non-selective binding of many ligands. It also plays a critical role in maintaining colloid osmotic pressure of the plasma.

Table 1. Transport proteins and their ligands

Proteins	Ligands
Cation binding	
Albumin	Divalent and trivalent cations, e.g. Cu^{2+} , Fe^{3+}
Ceruloplasmin	Cu^{2+}
Transferrin	Fe^{3+}
Hormone binding	
Thyroid-binding globulin (TBG)	Thyroxine (T4), tri-iodothyronine (T3)
Cortisol-binding globulin (CBG)	Cortisol
Sex hormone-binding globulin (SHBG)	Androgens (testosterone), estrogens (estradiol)
Hemoglobin/protoporphyrin binding	
Albumin	Heme, bilirubin, biliverdin
Haptoglobin	Hemoglobin dimers
Fatty acid binding	
Albumin	Nonesterified fatty acids, steroids

The rate of albumin synthesis (14–15 g daily) depends on nutritional status, especially on the extent of amino acid deficiencies. Its half-life is about 20 days. Importantly, although the albumin level reflects the nutritional status in the longer term, in hospitalized patients the short-term changes in plasma albumin concentration are usually due to changes in hydration/

Albumin is the primary plasma protein responsible for the transport of hydrophobic fatty acids, bilirubin, and drugs

Albumin can bind (and thus solubilize) a range of substances that include the long-chain fatty acids, sterols, and several synthetic compounds. The transport of long-chain fatty acids underpins much of the body's distribution of energy-rich substrates. There are numerous fatty acid binding sites on the albumin molecule, with variable affinities. The highest affinity sites are believed to lie in the globular segments within specialized clefts of the albumin molecule (Fig. 1).

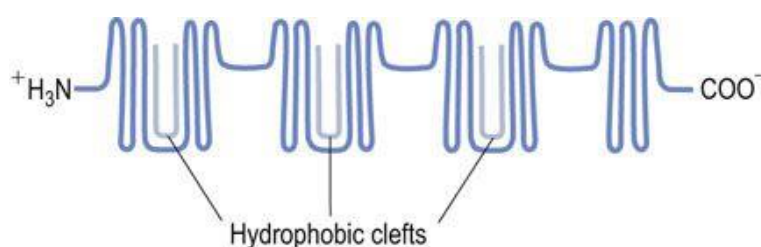


FIG.1 Molecular model of human albumin. The hydrophobic clefts are globular segments of albumin that bind fatty acids with high affinity.

In addition to binding fatty acids, albumin binds unconjugated bilirubin (Chapter 30). The sites within the albumin molecule are also capable of binding a variety of drugs, including salicylates, barbiturates, sulfonamides, penicillin and warfarin. This is of great pharmacologic relevance. Such interactions are weak and the ligands become easily displaced by substances competing for a binding site. Somewhat surprisingly, albumin is not essential for human survival and rare congenital defects have been described where there is hypoalbuminemia or complete absence of albumin (analbuminemia).

Proteins that transport metal ions. Transferrin transports iron

The binding of ferric ions (Fe^{3+}) to transferrin protects against the toxic effects of these ions. In inflammatory reactions, the iron–transferrin complex is degraded by the reticuloendothelial system without a corresponding increase in the synthesis of either of its components; this results in low plasma concentrations of transferrin and iron.

Ferritin is the major iron storage protein found in almost all cells of the body

Ferritin acts as the reserve of iron in the liver and bone marrow. The concentration of ferritin in plasma is proportional to the amount of stored iron; therefore measurement of plasma ferritin is one of the best indicators of iron deficiency.

Ceruloplasmin is the major transport protein for copper

Ceruloplasmin helps export copper from the liver to peripheral tissues, and is essential for the regulation of the oxidation reduction reactions, transport, and utilization of iron (Fig.2). Increased concentrations of ceruloplasmin occur in active liver disease and in tissue damage.

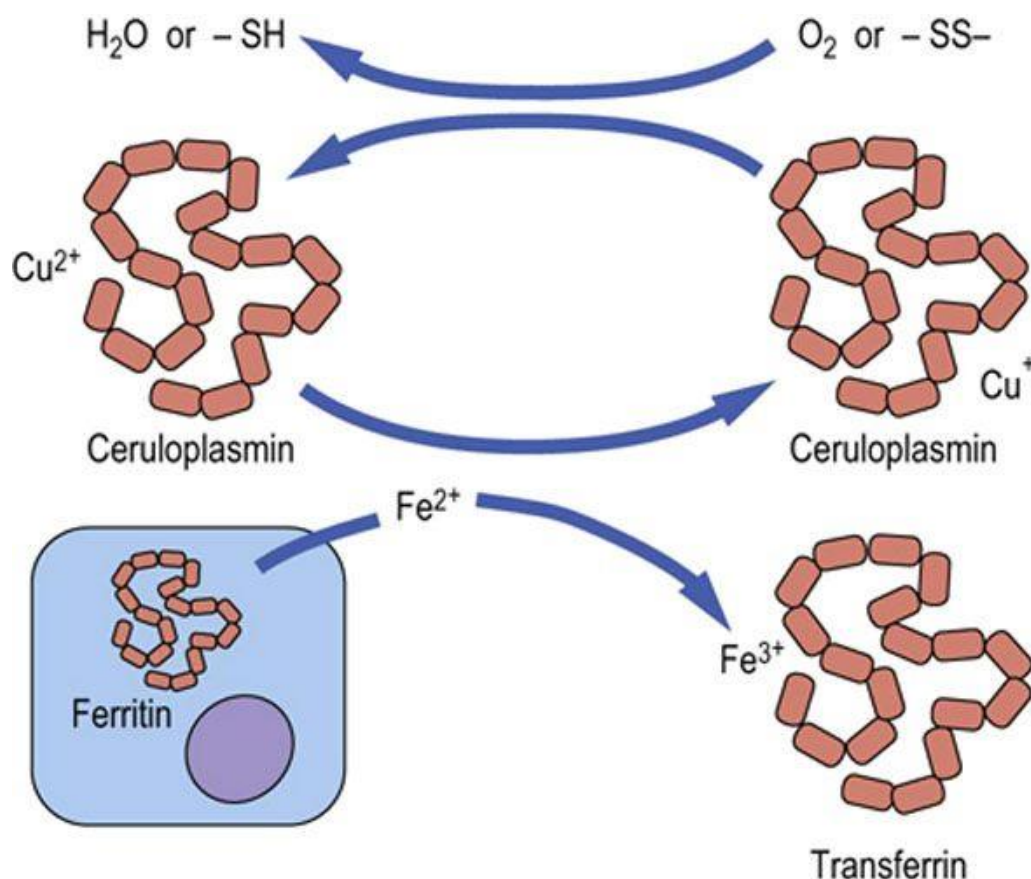


FIG.2. Plasma ferroxidase activity of ceruloplasmin. Oxidation of Fe^{2+} by ceruloplasmin permits the binding and transport of iron by plasma transferrin. The cuprous ion (Cu^{2+}) bound to ceruloplasmin is regenerated by reaction with oxygen or with oxidized thiol groups.

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**DAVLAT HOKIMIYATI TARMOQLARI O'RTASIDA MUVOZANATNI
TA'MINLASHNING HUQUQIY MEXANIZMLARINI
TAKOMILLASHTIRISHNING DAVLAT BOSHQARUVI
FAOLIYATIDA O'ZIGA XOS JIHATLARI**

Annotatsiya: Ushbu maqolada davlat hokimiyati tarmoqlari o'rtasida muvozanatni ta'minlashning huquqiy mexanizmlarini takomillashtirishning davlat boshqaruvi faoliyatida o'ziga xos jihatlari yoritib berilgan.

Kalit so'zlar: davlat, hokimiyat, boshqaruv, muvozanat, huquqiy mexanizm, davlat boshqaruvi faoliyati.

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**SPECIFICS IN THE ACTIVITIES OF PUBLIC ADMINISTRATION OF
IMPROVING LEGAL MECHANISMS FOR ENSURING BALANCE
BETWEEN BRANCHES OF STATE POWER**

Annotation: This article covers specific aspects in the activities of Public Administration of improving the legal mechanisms for ensuring balance between branches of state power.

Keywords: state, power, management, balance, legal mechanism, activities of Public Administration.

Har qanday davlat hokimiyatining tarmoqlarini muvozanatini ta'minlashning birdan bir asosi qonun ustuvor bo'lgan holatda ta'minlanishi barchamizga ayon.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoev o'zining 2017-yil 22-dekabr kungi Oliy Majlisga qilgan murojaatnomasida "Hokimiyatning vakillik organlari va ijro hokimiyati idoralari o'rtasida yaqin hamkorlikni ta'minlaydigan usul va uslublarni takomillashtirib, o'ta markazlashgan boshqaruvdan bosqichma-bosqich voz kechish lozim" degan fikrlarini alohida qayd etish joiz.

O'zbekiston Respublikasi Konstitutsiyasining 11-moddasida O'zbekiston Respublikasi davlat hokimiyatining tizimi – hokimiyatning qonun chiqaruvchi, ijro etuvchi va sud hokimiyatiga bo'linishi prinsipiga asoslanishi belgilab qo'yilganligidan kelib chiqib, davlat hokimiyati bo'linishi prinsipining muhim

tarkibiy qismi - hokimiyat tarmoqlari o'rtasidagi o'zaro tiyib turish va manfaatlar muvozanati tizimidir. Qayd etish joizki, "o'zaro tiyib turish va manfaatlar muvozanati" tizimining hokimiyatlar bo'linishida tutgan o'rni va roli an'anaviy ravishda huquqshunos, tarixchi, siyosatshunos va boshqa sohadagi mutaxassislarning e'tiborini jalb qilib kelgan. Deyarli barcha demokratik davlatlar tomonidan asos sifatida qabul qilingan ushbu tizim nafaqat hokimiyat tarmoqlarining mustaqilligi va o'zaro hamkorligini, balki ular o'rtasida o'zaro tiyib turish va o'zaro nazorat jarayonini konstitutsiya va qonunlarda belgilangan doirada amalga oshirishni ta'minlaydi.

Qonun chiqaruvchi hokimiyatning maqsad, vazifalari va funksiyalari. Qonun chiqaruvchi hokimiyatning maqsadi bevosita davlat hokimiyatining bo'linish prinsipining maqsadi bilan uzviy bog'liq bo'lib, fikrimizcha, qonun chiqaruvchi hokimiyatning asosiy maqsadi xalq hokimiyatchiligini ta'minlash, qonunlar, davlat byudjeti va boshqa davlat ahamiyatiga molik dasturlarni kabul kilish, hukumat faoliyatini nazorat qilishdan iboratdir. Qonun chiqaruvchi hokimiyatning vazifa va funksiyalari belgilangan normalar bir-biriga yaqin bo'lsa-da, mazmun jihatdan bir-biridan tubdan farq kiladi. Adabiyotlarda qonun chiqaruvchi hokimiyat bo'lmish parlamentning asosiy vazifasi sifatida qonun chiqarish ko'rsatilgan. Bizningcha ham ushbu fikr to'g'ri bo'lib, bunda qonun chiqaruvchi hokimiyat birinchi navbatda jamiyatdagi ijtimoiy munosabatlarni qonunlar qabul qilish yo'li bilan tartibga solishi lozim.

Ijro etuvchi hokimiyat hokimiyatlar bo'linishiga asoslangan davlat hokimiyatining mustaqil tarmog'i bo'lib, u hozirgi zamon mamlakatlari davlat boshqaruvida muhim amaliyat kasb etadi. Zero, davlat hokimiyati boshqa tarmoqlari hujjatlarining ijrosi aynan ushbu tarmoq zimmasiga yuklangan.

Xorijiy davlatlar konstitutsiyalaridagi ijro etuvchi hokimiyat bilan bog'lik normalar tahlili shuni ko'rsatmoqdaki, aksariyat davlatlarda ijro etuvchi hokimiyat tushunchasi o'rniga hukumat tushunchasi qo'llanilgan. Bunda qayd etash joizki, xorijiy davlatlar konstitutsiyaviy huquq nazariyasida "hukumat" atamasi turli mazmunlarda talqin etiladi. Ayniqsa, yuridik nuqtai nazardan ushbu atama turlicha ifodalanadi. O'z navbatida, hukumat tushunchasining eng keng tarqalgan ta'rifiga ko'ra, hukumat - bu mamlakatni boshqarayotgan organlar va institutlar majmuidir. Bunda mazkur ta'rifda parlament xam boshqaruvning alohida elementi sifatida tushuniladi.

Tor ma'noda karaganda esa, "hukumat" bu - ijro etuvchi hokimiyatdir. Yana bir ta'rifga ko'ra "hukumat" - bu mamlakatda ijro etuvchi hokimiyatni amalga oshiruvchi, umumiy vakolatlarga ega bo'lgan, davlatning kollegial organidir.

"Sud hokimiyati - Konstitutsiya va qonunlarda belgilangan vakolatlar doirasida inson va fukarolar, davlat organlari, korxona, muassasa, tashkilotlarning huquq va qonuniy manfaatlarini himoya qilish, huquqqa doir nizolarni hal qilish borasidagi faoliyatni amalga oshiruvchi davlat organlari tizimidir".

Aristotel “Siyosat” asarida har kanday davlat tuzumi o‘zida uch unurni - birinchisi, davlat ishlarini mukammal qiluvchi qonun chiqaruvchi, ikkinchisi magistraturalar, uchinchisi sud idoralari kamrab olganligini ta’kidlaydi.

Shuningdek, mazkur masala borasida Prezidentimiz Sh.M.Mirziyoev o‘zining “Erkin va farovon demokratik O‘zbekiston davlatini birgalikda barpo etamiz” asarida «Kuchli davlatdan - kuchli fuqarolik jamiyati sari» degan muhim tamoyilni amalga oshirishda biz avvalo ana shu ijtimoiy institutlarning kuch va imkoniyatlariga tayanamiz. Shu munosabat bilan xalq hokimiyatining eng muhim poydevori sifatida jamoatchilik nazorati institutini kuchaytirish bo‘yicha mamlakatimiz Konstitutsiyasining 32-moddasida, shuningdek, «Davlat hokimiyati va boshqaruvi organlari faoliyatining ochiqligi to‘g‘risida», «Ijtimoiy sheriklik to‘g‘risida»gi qonunlar va boshqa hujjatlarda muhrlab qo‘yilgan talablarning ijrosini ta‘minlashga alohida e‘tibor qaratamiz degan fikrlarni bildirganligi bizning fikrimizni tasdig‘i sifatida ko‘rish mumkin.

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PECULIARITIES OF THE USE OF ARTIFICIAL INTELLIGENCE IN THE EDUCATIONAL PROCESS

Abstract. The article is devoted to the types of artificial intelligence systems according to their origin, development and capabilities, as well as the factors that improve the quality of education through its application in the educational process. As well, it is studied the experience of developed countries' artificial intelligence systems' application in education and the application of artificial intelligence systems in education system of the country.

Key words: artificial intelligence, intellect, computer, smart school, robot, science fiction, robot teachers.

Introduction. Artificial intelligence has become one of the most important technologies in the world today. At the beginning of the last century, many of the scenes that we can only see in movies and various science fiction novels are becoming a reality with the introduction of artificial intelligence into our lives.

Today, in world practice, Canada, Singapore, the United Arab Emirates, Finland, Japan, China, Italy, Tunisia, the United Kingdom, the United States, Sweden, Mexico, the European Union, Kenya, Denmark, France, Australia, the Republic of Korea, India and Germany. such states have announced strategies for the development of artificial intelligence.

Relevance of the topic. Today's demand is to ensure the rapid and widespread use of artificial intelligence technologies in world practice, as well as the use of such digital data in the life of our country, the creation of favorable conditions for the training of qualified personnel in this field.

The term artificial intelligence was first proposed at the Dortmund conference in 1956 by John McCarthy and his colleagues Marvin Lee Minsky, Nathaniel Rochester, and Claude Shannon. John McCarthy is credited as the author of this term. During this time, a great deal of scientific research has been done and is being done, as a result of which the field of application of artificial intelligence is expanding rapidly. Today, artificial intelligence is effectively used in the development of healthcare, energy, mining, agriculture, education, engineering, voice assistants, online chat and communication and software [1].

Before defining the concept of artificial intelligence, we need to know what intelligence is. Intellect - (lat. Intellectus³ - to know, understand, comprehend, mind) human mental ability; the ability to accurately reflect and change life, the environment in the mind, to think, to study, to know the world and to accept social experience; the ability to make a decision in solving various

problems, to act rationally, to anticipate events. The structure of the intellect includes cognition, memory, reasoning, and mental processes. The development of intelligence depends on social factors such as innate talent, brain capacity, vigorous activity, life experience. The level of intelligence is determined by the concentration of human activity, as well as the results of psychological tests.

From the concept of "intellect" discussed above, it can be concluded that intelligence belongs only to human beings and is a specific measure of human mental ability. It has become possible for psychologists to determine a person's intellectual level through experimentation using special methods.

The definitions of the concepts of artificial intelligence and intelligence are different. The main reason for this is that brain features have not yet been fully explored. The human brain contains countless secrets. However, we do not fully know the working methods and principles of the brain, our basic knowledge about the functioning of the brain is limited to neurons and their activities. For maximum research of the brain, it is first necessary to understand and explain the functioning of the brain. This resulted in a neurology and accordingly a brain-based learning approach. By analyzing the working algorithm of the brain, a great contribution can be made to the development of computers or smart machines [2].

A brief analysis of the scientific works of other scholars on the subject. The issues of development of artificial intelligence systems are reflected in the research conducted by Uzbek scientists S. Gulomov, B. Begalov, M. Kamilov, T. Bekmurotov, Sh. Madrahimov, N. Ignatev.

Russian scientists M. Akhmetov, A. Bazaeva, L. Bocharova, A. Lobanov conducted research on the development of artificial intelligence systems and their use in education.

A unified, clear definition of the concept of artificial intelligence does not yet exist. One of the main reasons for this is the diversity of interpretations of scientists working in different fields of science.

Purpose. There are ideas about the emergence, development and capabilities of artificial intelligence systems, as well as improving the quality of education through their use in the educational process. The experience of developed countries in the use of artificial intelligence systems in education, the issues of their application in the education of our country are studied.

The main part. The author of the term artificial intelligence, John McCarthy himself, has given several definitions of artificial intelligence. He described artificial intelligence as "the science and engineering of creating human-like intelligent machines, especially intelligent computer programs." Accordingly, a computer can be described as artificial intelligence if it demonstrates human behavior such as thinking, problem solving, meaning creation, and generalization, i.e., it can use high-level cognitive abilities. According to Nils Nilsson, another great scientist, author of his research on artificial intelligence and numerous scientific publications in the field, "artificial

intelligence is a theory aimed at creating an imitation of natural intelligence." It can also be described as a series of algorithms that mimic artificial intelligence - the human mind.

From the above, it can be understood that research on artificial intelligence has shown that everything in the universe works within a certain algorithm. Accordingly, consciousness is the result of a mathematically very complex algorithm. For most authors of artificial intelligence today, the brain is a structure that performs its functions based on the laws of the external world. This situation means that artificial intelligence has a rational property.

The development and transformation process of artificial intelligence is parallel to the development of computers, i.e. transistors. However, this idea should not lead to the conclusion that artificial intelligence is only related to computer technology. On the contrary, it shows that artificial intelligence is a field that is directly related to many disciplines, from medicine, engineering and industry to psychology, and all of them are structured according to their needs.

At present, we can divide artificial intelligence into three types based on its ability to analyze various scientific literature.

Weak artificial intelligence or narrow AI. Weak artificial intelligence is a type of artificial intelligence that is capable of performing a specific task with intelligence and is the most common and currently available type. Narrow artificial intelligence cannot operate outside the scope and limitations of Google because it is only intended for a single thematic task. That is why it is also called narrow artificial intelligence. Apple Siri is a good example of narrow artificial intelligence, which works within limited limits and predefined capabilities. In addition, playing chess, the operation of self-driving machines, speech recognition and image recognition are examples of narrow artificial intelligence.

General artificial intelligence. General artificial intelligence is a type of mind that can perform any intellectual task as efficiently as a human being. General artificial intelligence is a system that is intelligent and human-like. At present, there is no such system that represents general artificial intelligence and can perform any function perfectly as a human being. Researchers around the world are now focusing on developing machines with common artificial intelligence. Systems with general artificial intelligence are still being researched and it takes a lot of effort and time to create such systems [3].

Perfect artificial intelligence. Perfect artificial intelligence is the level of intelligence of systems, machines can surpass the human mind and perform any task better than a person with the ability to know. This is the result of general artificial intelligence. Some of the key characteristics of strong artificial intelligence include: the ability to think, reason, solve puzzles, draw conclusions, plan for themselves, learn, and communicate. Perfect artificial intelligence is still a hypothetical concept of artificial intelligence.

The world economy is going through an important period associated with the transformation of industries in the context of the global pandemic, the

digitization and mobilization of this process, the introduction of artificial intelligence in all areas.

One such area is the education system, where many understand the use of artificial intelligence in education as 'robot teachers', which is slightly different from the reality. Artificial intelligence can be found in personalized education systems, data retrieval, chat-bots, special education systems for children, inclusive education systems, learning process monitoring systems, swimmer knowledge assessment systems. Using such systems can not only increase the knowledge of swimmers, but also reduce the workload of teachers.

One of the important requirements for the organization of modern education with the help of artificial intelligence is to achieve high results in a short time without spending too much mental and physical effort. To provide certain theoretical knowledge to swimmers over a period of time, to develop in them the skills and competencies for a particular activity. Assessing the level of knowledge, skills and abilities acquired by them requires a high level of pedagogical skills from the teacher. The implementation of this important task requires the integration of traditional methods of teaching in secondary schools with advanced pedagogical and information technologies [4].

According to the Ministry of Education of Russia, in 2021, schools will begin testing "Artificial Intelligence" training modules. By 2024, artificial intelligence classes will be taught in half of all schools under the regular curriculum.

Artificial intelligence classes will be introduced in Korean public schools from the second semester of 2021. When topics are included in the school curriculum next year, high school 2nd and 3rd graders can take an artificial intelligence course or take artificial intelligence math lessons.

China and the United States are leaders in research and education in the field of artificial intelligence. In addition to the location of world-renowned institutions of higher education and research in these countries, countries have fully regulated the mechanisms that support innovation and provide a large amount of financial assistance to institutions. As a result, China and the United States are attracting more and more educated professionals from around the world.

In order to develop science in our country, great strides have been made, and life itself shows that great results can be achieved in the socio-economic spheres through the use of digital technologies in every field.

As noted in the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis, the development of the digital economy is one of the most important and priority areas for Uzbekistan in the coming years.

As another confirmation of these priorities, the draft decree of the President of the Republic of Uzbekistan on "Strategy for the development of artificial intelligence in Uzbekistan in 2021-2022" was discussed, based on the

tasks set out in the Strategy of Innovative Development of the Republic of Uzbekistan for 2019-2021.

The purpose of the decree is to systematically launch national research and development activities in the field of artificial intelligence and to effectively reform education.

The main task of the strategy is to rationalize the mobilization of human resources and encourage the creation and use of digital products in achieving the goals set in the strategy for the development of artificial intelligence in 2021-2022.

In accordance with the Strategy "Digital Uzbekistan - 2030" and in order to accelerate the introduction of artificial intelligence technologies and their widespread use in our country, to provide access to digital data and their high quality, to create favorable conditions for training qualified personnel in this field. Resolution No. PQ-499b of 17 February "On measures to create conditions for the accelerated introduction of artificial intelligence technologies" was adopted. The resolution aims to develop a single legal framework for the development and use of artificial intelligence technologies in the economy and social sphere of the country, in the system of public administration, responsible security and transparency.

It should be noted that the introduction of the "Smart School" program, developed on the basis of artificial intelligence systems, in the education system has several advantages.

Automatic assessment of the quality of knowledge. Artificial intelligence can offer several ways to do this. Although it cannot completely replace human evaluation, it can be qualitatively closer to it.

Smart School software based on artificial intelligence systems also saves teachers' time in schools; identification of gaps in education in a short period of time by swimmers, disciplines, topics, classes; analyzing the mental and physical development of swimmers and creating a number of other opportunities that facilitate school management.

Human memory is not perfect, and the program reminds teachers and parents of information about swimmers' education and even provides separate warnings for situations where they are not actively participating in lessons and have poor coordination.

Tracking swimmers' behavior. On the basis of artificial intelligence systems, various analyzes are carried out, which allow to observe the spiritual, spiritual, moral processes of students, as well as the transfer of knowledge. As a result, on the basis of the program, swimmers contribute to the development not only mentally and physically, but also spiritually.

At the same time, the Smart School program identifies the gaps that need to be addressed individually with the learner and on which topics by creating gaps in the learning process, interruptions in the learning process, low-learning learners and gifted learners in the disciplines.

In addition, the application of artificial intelligence in the educational process will force teachers to change. In particular, as a result of the cooperation of teachers with the "Smart School" program, schools will help to teach students faster, more efficiently and better. This leads teachers to work on Facebook and improve the quality of teaching.

The introduction of artificial intelligence systems in schools will optimize and automate the work of many teachers. This allows teachers to spend more time working with their students and improving the quality of education.

Many scientists are debating the future of artificial intelligence. The fact is that while some are concerned that people's privacy may be compromised and even abused, other scientists are positive about it. They point out that self-driving machines in an artificial intelligence system can be used to calculate the most beneficial, least harmful option with the lowest risk and the lowest losses. Another controversial situation with artificial intelligence is related to human employment. Many industrial enterprises, which seek to automate certain jobs using intelligent techniques, are stepping up people's efforts to reduce the workforce. This also gives people a bad impression of artificial intelligence [5].

Conclusion. Artificial intelligence continues to transform education in the form of the following processes:

- in the process of globalization and scientific and technological progress, the importance of artificial intelligence in the education system is growing;
- new dimensions and criteria can be created for students and swimmers using artificial intelligence through testing and assessment systems;
- more effective and widespread use of differentiated and individualized education has been created;
- feedback, which plays a very important role in education, can be automated to meet the needs of students with artificial intelligence.

There is an opportunity to change any industry through artificial intelligence technology, but the possibilities are not limitless.

The main disadvantages of artificial intelligence are that

- any inaccuracies in the data - affect the result;
- the accuracy of the entered data ensures the error-free operation of artificial intelligence systems;
- a system of artificial intelligence created for one industry does not work for another.

This means that a system designed for agriculture cannot be used in medicine. Either the system designed to detect fraud cannot control the car or provide legal assistance. In other words, these systems are characterized by a very narrow specialization.

Systems are designed to perform a single thematic task, and they are far from multitasking like humans. Furthermore, self-study systems are not independent. The descriptions of artificial intelligence technology that we have

built on television and movie screens are still elements of fantasy. However, computers that can analyze complex data to learn and improve certain skills are rare.

We must not forget that every technology that is created must always serve humanity, improve its living standards, human development.

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DEHQON XO‘JALIKLARI FAOLIYATINING ISTIQBOLLI RIVOJLANTIRISHGA TA‘SIR ETUVCHI OMILLAR

Annotatsiya. Dehqon xo‘jaliklari faoliyatining istiqbolli rivojlantirish ta‘sir etuvchi omillar nazariy jihatlari yoritilgan. Dehqon xo‘jaligi faoliyatining rivojlanishi uchun yangi yondashuvlarni, model va usullarni izlash hamda joriy etish haqida keng bayon etilgan. Dehqon xo‘jaligi faoliyatining rivojlanishiga ta‘sir etuvchi omillar o‘rganilgan.

Tayanch so‘zlar: Dehqon xo‘jaligi, sog‘lom iste‘mol, agrar sektor, agrar tarmoq, qishloq xo‘jalik ekinzorlari va ko‘chatzorlari, chorvachilik, tabiiy-iqlim, sabzavotchilik, bog‘dorchilik, tabiiy-iqlim sharoit, meva-sabzavotchilik va uzumchilik.

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FACTORS AFFECTING THE PROSPECTIVE DEVELOPMENT OF FARM ACTIVITIES

Abstract. The theoretical aspects of the factors influencing the prospective development of the agricultural holdings are highlighted. The search for and implementation of new approaches, models and methods for the development of agricultural activities is widely described. Factors affecting the development of agricultural activity have been studied.

Key words: Agriculture, healthy consumption, agrarian sector, agrarian network, agricultural fields and nurseries, animal husbandry, natural climate, vegetable growing, horticulture, natural climatic conditions, fruit and vegetable growing and viticulture.

Kirish. O‘zbekiston Respublikasi qishloq xo‘jaligini rivojlantirishning 2020-2030 yillarga mo‘ljallangan strategiyasini tasdiqlash to‘g‘risida.

Mamlakatimiz keng ko‘lamli islohotlar tufayli agrar sohada ham tub burilishlar sodir bo‘lmoqda, jumladan O‘zbekiston Respublikasi Prezidentining "Fermer, dehqon xo‘jaliklari va tomorqa yer egalarining huquqlari va qonuniy manfaatlarini himoya qilish, qishloq xo‘jaligi ekin maydonlaridan samarali foydalanish tizmini tubdan takomillashtirish chora-tadbirlari to‘g‘risida"gi 2017 yil 9 oktabrdagi PF-5199-son Farmoni, shuningdek O‘zbekiston Respublikasi Prezidentining "Fermer, dehqon xo‘jaliklari va tomorqa yer egalari faoliyatini yanada rivojlantirish bo‘yicha tashkiliy chora-tadbirlar to‘g‘risida"gi 2017 yil 10 oktabrdagi PQ 3318-sonli Qarorining qabul qilinganligi nafaqat fermerlik harakatini balki butun qishloq xo‘jaligini yanada yuqori darajada taraqqiy etishiga zamin yaratildi.

O‘zbekiston Respublikasi Prezidentining 2017 yil 9 oktabrdagi PF-5199-son Farmoni qabul qilindi. Farmonga asosan, endilikda fermer xo‘jaliklari faoliyatida tubdan o‘zgarish, ya’ni fermer xo‘jaliklarida bosqichma-bosqich ko‘p tamoqli faoliyat yo‘lga qo‘yish ishlari amalga oshiriladi. Unga ko‘ra, faqatgina qishloq xo‘jaligi mahsuloti ishlab chiqarish bilan shug‘ullangan fermer-tadbirkorlarimiz bozor talablaridan kelib chiqib o‘zlarida qo‘shimcha yo‘nalishlarni joriy qiladi. Ushbu talabga javob bermaydigan, ko‘p tarmoqli faoliyatni yo‘lga qo‘ymagan subektlar 2022 yilning 1 yanvaridan boshlab yangilik va yangilanishga intiluvchan, yangi g‘oyalar asosida ish yuritishga qobiliyatli, tadbirkorlik qilish, nafaqat o‘zining, balki butun xalqimiz dasturxonini to‘kin bo‘lishiga hissa qo‘shishga tayyor bo‘lgan shaxslar, ayniqsa yoshlarga joylarini bo‘shatib beradilar [1].

Adabiyotlar tahlili. Berdiev A.H. Qishloq xo‘jaligini rivojlantirishda klaster tizimining istiqbollari, Sanjar Sadullaev, Shaxzoda Umarovalar dehqon va tomorqa xo‘jaliklari yerlaridan foydalanish samaradorligini oshirish yo‘llari. Sun’iy intellekt texnologiyalari optimallikka yaqin sharoitlarda kechadigan avtomatlashtirilgan jarayonlar va hodisalar bo‘lib, statistik ma’lumotlarning kritik massasi to‘planishi natijasida yaxshilanish imkoniyatiga ega [4]. Ular katta hajmda va katta tezlikda xalq xo‘jaligining turli sohalari (iqtisodiy faoliyat turlari)ga kirib boradilar [5]. Noravshan to‘plam axborotlarini guruhlariga ajratish, ularni qayta ishlash, yaxshi shakllanmagan jarayonlarni modellashtirish va prognoz qilish modellari D.T. Muxammadiyeva [6,7,8] va T.F.Bekmuratov tadqiqotlarida o‘rganilgan.

Tadqiqot metodologiyasi. Dehqon xo‘jaliklari faoliyatini tashkil etish va boshqarish hamda ular rivojlanishini tahlil va prognoz qilishning iqtisodiy-matematik va ekonometrik usullari tadqiqotning metodologik jihatlarini tashkil etadi. Tadqiqotda axborotlar noravshanligini tashkil qiluvchi to‘plamlar va unga kiruvchi omillar tahlil qilishning uslubiy yonddashuvi asoslanadi. Noravshan to‘plamlar axborot bazasi asosida prognozlash hamda optimallashtirishning imitatsion modellari ishlab chiqiladi va ular fermer xo‘jaligi ma’lumotlari asosida sinab ko‘riladi.

Tahlil va natijalar muhokamasi (asosiy qism). Keyingi yillarda mamlakatimiz qishloq xo'jaligini isloh qilish, xususan sohada davlat boshqaruvi tizimini takomillashtirish, bozor munosabatlarni keng joriy qilish, qishloq xo'jaligi mahsulotlarini yetishtiruvchi, qayta ishlovchi va sotuvchi sub'ektlar o'rtasidagi munosabatlarning huquqiy asosini mustahkamlash, sohaga investitsiyalarni jalb qilish, resurs tejamkor texnologiyalarni joriy etish hamda qishloq xo'jaligi mahsulotlari ishlab chiqaruvchilarni zamonaviy texnikalar bilan ta'minlash borasida muayyan ishlar amalga oshirilmoqda.

Ushbu maqsadga erishish uchun quyidagi vazifalar belgilanadi:

- aholining ijtimoiy himoyaga muhtoj qatlamini oziq-ovqat bilan ta'minlash mexanizmlarini takomillashtirish, shuningdek, qishloq xo'jaligi mahsulotlari ishlab chiqaruvchilarini ijtimoiy ob'ektlar bilan integratsiyalash;

- boshqoli don yetishtirishda davlat intervension xaridlar tizimini joriy qilish, qishloq xo'jaligi va oziq-ovqat mahsulotlari narxlarini davlat tomonidan tartibga solish mexanizmidan bosqichma-bosqich voz kechish hamda boshqoli donni kvota asosida bozor narxlarida sotib olish mexanizmini joriy etish;

- sog'lom iste'mol madaniyatini targ'ib qilish bo'yicha uzoq muddatli dastur ishlab chiqish;

- xalqaro darajada tan olingan uslubiyatlar va ilg'or tajribalar asosida oziq-ovqat xavfsizligini baholash tizimini joriy qilish hamda doimiy monitoring qilish;

- ijtimoiy ahamiyatga ega mahsulot turlari ishlab chiqarishni intensivlashtirishga doir tarmoq dasturlarini ishlab chiqish;

- chorvachilikda mahsuldorlikni oshirish, baliq va parranda go'shti, shuningdek, sut ishlab chiqarishni barqaror intensivlashtirishga qaratilgan tadqiqot ishlarini olib borish.

Ma'lumki, ayni paytda qishloq xo'jaligi ishlab chiqarishida dehqon xo'jaliklari yetakchilik qilmoqda. Bu xo'jaliklarda 63,6 foizdan ziyod qishloq xo'jaligi mahsuloti yaratilmoqda. Shu bilan birga fermer xo'jaliklari ham qishloq xo'jaligi sohasini yanada rivojlantirishga salmoqli hissasini qo'shib kelmoqda. Ularning ulushi 34,7 foizni tashkil qiladi. Shuni ta'kidlash kerakki, 2019 yil boshi holatiga ko'ra, umumiy ekin maydonida 83,8 foiz, shu jumladan don ekinlari yer maydoni – 85,2 foiz, paxta ekin maydoni 83,8 foiz fermer xo'jaliklariga tegishli, kartoshka va sabzavot ekin maydoni esa ko'proq dehqon xo'jaliklariga ulushlariga to'g'ri keladi (ularga mos ravishda 86,4 va 68,4 foizni tashkil etgan). Ammo dehqonchilik mahsulotlarini ishlab chiqarish tarkibini ko'radigan bo'lsak, dehqon xo'jaligiga 50,8 foiz, fermer xo'jaliklariga 48,2 foiz to'g'ri keldi. Bunda don va paxta hosili asosan fermer xo'jaliklari tomonidan ishlab chiqarilmoqda (ularga mos ravishda 78,7 va 99,4 foiz). Qolgan dehqonchilik mahsulotlari (kartoshka, sabzavot, meva, rezavorlar va uzum) dehqon xo'jaliklari tomonidan yaratilmoqda.

Agar qishloq xo'jaligi mahsulotlarning ishlab chiqarish sur'atini kuzatadigan bo'lsak, don ekinlari, paxta, sut mahsulotlari va qorako'l terini

ishlab chiqarish hamda qo'y va echkilar soni o'sish sur'atlari fermer xo'jaliklari, go'shtni ishlab chiqarish hamda parrandalar soni o'sish sur'ati esa – qishloq xo'jaligi korxonalarida yuqori, qolgan qishloq xo'jaligi mahsulotlarini ishlab chiqarish bo'yicha o'sish sur'atlari dehqon xo'jaliklarida kuzatilgan. Hududlar kesimida kuzatadigan bo'lsak, dehqon xo'jaliklarning yalpi hududiy mahsulotidagi eng yuqori ulushi Surxondaryo (69,3 %), Navoiy (68,0 %), Buxoro (68,4 %), Namangan (68,0 %) viloyatlarda, fermer xo'jaliklarining eng yuqori ulushi - Samarqand (42,5 %), Sirdaryo (40,9 %), qishloq xo'jaligi korxonalarining ulushi Toshkent (4,3 %), Navoiy (3,1 %) viloyatlarda eng yuqori ekanligi kuzatilgan.

Yerdan foydalanish unumdorligini kuzatadigan bo'lsak, garchi Qashqadaryo (13,6 %), Jizzax (10,3 %) va Samarqand (10,1 %) viloyatlarda eng ko'p ekin maydoni bo'lsa ham, ammo 1 gektar yer maydonidan olingan daromad Navoiy (39813,0 ming so'm), Andijon (33889,9 ming so'm) va Toshkent (28091,7 ming so'm) viloyatida yuqori [6].

Meva-sabzavot mahsulotlarini qayta ishlab chiqaruvchi korxonalar, xususan, qishloq xo'jaligi mahsulotlari marketingining shakllanishi va rivojlanishiga ko'plab omillar ta'sir etadi. Ularni quyidagi guruhlariga ajratish mumkin:

- a) tabiiy-iqlim sharoitlar;
- b) moddiy-texnik va ilmiy-texnologik sharoitlar;
- v) tashkiliy-iqtisodiy sharoitlar;
- g) ijtimoiy sharoitlar.

Har bir omil o'z funksional vazifalarida bir-biri bilan uzviy bog'lanib ketadigan bir nechta belgilardan iborat.

Tabiiy-iqlim sharoitlar agrar mahsulotlar bozori faoliyat ko'rsatishining eng muhim omillaridan biri bo'lib, barcha sohalarida inson faoliyati ularga bog'liq. Muayyan tabiiy-iqlim sharoitlar yil davomidagi quyoshli kunlar soni, yog'adigan yog'inlar va ularning davriyligi, umumiy harorat, yer sifati, uning joylashuvi va reliefi, sug'orish uchun ishlatiladigan suvning mavjudligi, toza havo va hokazolar bilan tavsiflanadi.

O'zbekiston sabzavotchilik, bog'dorchilik va uzumchilik uchun qulay hudud hisoblanib, mamlakatimizda jahon bozorida talab yuqori bo'lgan meva, uzum va sabzavotlarning ko'plab turlari yetishtirib kelinadi. Agar meva-sabzavot va uzum mahsulotlari ishlab chiqaruvchi korxonalar bozorning tegishli segmentlarida harakat qilishsa, ularning ishlab chiqargan mahsulotlari raqobatbardoshligi oshadi.

Tahlillarimiz ko'rsatishicha, meva-sabzavot va uzum mahsulotlari raqobatbardoshligini oshirish vazifalarini hal etishda yangi bozorlarni topish va o'zlashtirish muammosi yil sayin dolzarb ahamiyat kasb etmoqda. Shu munosabat bilan har qanday korxonada bu sohadagi tadqiqot, tahliliy ishlarni olib borish juda muhim hisoblanadi. Yangi bozorlar mahsulot raqobatbardoshligini va sotish faoliyatining rentabelligini keskin o'zgartirishi,

shuningdek, mahsulotni yangi bozorga chiqarib, uning hayot siklini uzaytirishi mumkin.

Shuni inobatga olish kerakki, talabning mavsumiy o'zgarib turishi tufayli bir mahsulotni har xil davlatlarning turli nuqtalarida muvaffaqiyatli sotilishiga erishsa bo'ladi. Yangi bozorlarda sotuvlar hajmining oshishiga esa, birinchi galda, arzon ishchi kuchi, soliqlar va bojxona to'lovlarining ancha past darajasi hamda yangi bozorlardagi bir qator boshqa omillar hisobidan erishish mumkin. Yana bir gap. Tovarining raqobatbardoshligini yanada oshirish uchun, agar ichki bozorda uning raqobatbardoshligi keskin pasaygan bo'lsa, yangi bozorlarga chiqishga urinish juda muhim.

Tabiiy-iqlim sharoitlar omilining xususiyatlaridan biri shundaki, inson hali bu sharoitlarni o'z hohish-istaklari bo'yicha o'zgartirishga qodir emas, u tabiat ofatlarining zarbalarini yumshatishi mumkin, xolos. Bunday sharoitlarda ilm-fan yutuqlaridan foydalanish, meva, uzum va sabzavot yetishtirish texnologiyalarini takomillashtirish va hokazolar.

Sabzavotchilik, bog'dorchilik va uzumchilikda unchalik mexanizatsiyalashmagan texnologik jarayonlarning mavjudligi konstruktorlar va olimlarni birinchidan, oson mexanizatsiyalashtiriladigan navlarni, ikkinchidan, yangi mexanizatsiya vositalarini yaratishga undashi lozim.

O'zbekistonda sabzavotchilik, bog'dorchilik va uzumchilik sohasida chuqur ilmiy tadqiqotlar o'tkazish uchun barcha shart-sharoitlar yaratilgan. Respublikada ikkita ixtisoslashgan ilmiy tadqiqot instituti va qishloq xo'jalik yo'nalishidagi oliy o'quv yurtlarida bir nechta kafedralar mavjud.

O'z ilmiy ishlanmalari va ilg'or xorijiy tajribalarni uyg'unlashtirish qishloq xo'jaligi mahsulotlari bozorining ko'plab muammolarini samarali hal qilishga va shu tariqa insonlarning doimiy o'sib boradigan ehtiyojlarini, ayniqsa, assortiment va sifat jihatidan to'laroq qondirishga imkon beradi.

Qishloq xo'jaligi uchun minitexnikalar ishlab chiqarish masalalarida taraqqiyot mavjudligiga qaramay, yakka tartibdagi kichik dehqon xo'jaliklari hali o'z agrar mahsulotlari ishlab chiqarishida zamonaviy mexanizatsiya vositalaridan keng foydalanish imkoniyatidan mahrumlar.

Agromahsulotlar ishlab chiqarishda xo'jalik yuritishning bu shakllari infratuzilmasi rivojlangan mintaqalar va sabzavotchilik, bog'dorchilik hamda uzumchilikka ixtisoslashgan tog'oldi hududlarida eng istiqbolli hisoblanadi. Chunki ular o'zlari joylashgan yerdan foydalanish va tarmoqlarning oqilona uyg'unlashuvini ta'minlaydi. Ular qayta ishlash korxonalarini o'z xom ashyo bazasi asosida rivojlantirish va mavjud mehnat resurslaridan oqilona foydalanish, shu tariqa aholi zich joylashgan mintaqalarda muhim ijtimoiy muammolarni hal etishga imkon beradi. [3]

Aholining qishloq xo'jaligi mahsulotlariga bo'lgan me'yor bo'yicha ehtiyoji [7]

Маҳсулот тури	Бир кишига йиллик ехтиёж (kg)	Yillik ehtiyoj (ming tonna)	Yillik ishlab chiqarish (2020 yil, ming tonna)
Kartoshka	54.8	4033.3	3143.5
Sabzi	28.2	20266.3	27686.0
Mevalar va rezavorlar	91.2	4513.1	3964.0
Uzum	15.9	11423.5	16392.0
Poliz	25.4	16825.1	21344.0
Go'sht	42.0	3301.0	2526.2
Sut	140.0	11203.0	11010.0
Tuxum (ming dona)	121.0	9683.2	7825.0

Fikrimizcha, meva-sabzavot mahsulotlari eksportini yanada rivojlantirish uchun quyidagi tadbirlarni amalga oshirish lozim:

- meva-sabzavot ishlab chiqaruvchilarga bevosita xizmat ko'rsatuvchi ishlab chiqarish va bozor infratuzilmasi faoliyatini takomillashtirish;

- meva-sabzavot mahsulotlari xalqaro bozorini doimiy o'rganish va sotish jarayonlarini takomillashtirish bo'yicha marketing xizmatlarini tashkil etish va bu xizmatlar samaradorligini oshirish;

- mintaqaviy meva-sabzavotlar bozorlarining rivojlanish tendensiyalari bo'yicha tahlillar o'tkazish, talab hajmi va taklif hajmi (alohida mahsulotlar bo'yicha) hamda bozor kon'yunkturasi koeffitsienti kabi bozorni o'rganishda foydalaniladigan bir qator ko'rsatkichlardan foydalanish;

- tashqi bozorlarni o'rganish natijalari asosida segmentatsiyalash, aniq bozordagi raqobat darajasini baholashga asoslangan holda tovar assortimenti bo'yicha xalqaro marketing strategiyalarini shakllantirish va rivojlanishni ta'minlash;

- qishloq xo'jaligi mahsulotlari eksportchilariga jahon standartlari talablariga to'liq javob beradigan xalqaro sertifikat va lisenziyalar, shu jumladan, Global GAP, ISO va boshqa hujjatlarni olishiga ko'maklashish;

- respublikaning barcha hududlarida muntazam ravishda qishloq xo'jaligi mahsulotlari eksportidagi muammoli masalalar muhokamasiga bag'ishlangan uchrashuvlarni tashkillashtirish;

- agrosanoat majmuasining meva-sabzavot etishtirish tarmog'ida marketingdan foydalanishning o'ziga xos jihatlarini ko'zda tutish;

- qishloq xo'jaligi mahsulotlari savdosi tartiblarini yanada liberallashtirish; - meva-sabzavot agroklastarlari faoliyatini rag'batlantirish;

- eksportdagi monopolistik tuzilmalarga yo'l qo'ymaslik;

- chegarani kesib o'tishda korrupsion elementlarni bartaraf etish;

- qishloq xo'jaligi mahsulotlari eksporti sug'urta mexanizmlarini takomillashtirish;

- qishloq xo'jaligi mahsuloti uchun oldindan to'lov talablarini bekor qilish.

Istiqbolda dehqon va tomorqa xo'jaliklarini yanada rivojlantirish hamda ularning qishloq xo'jaligida mustahkam o'ringa ega bo'lishlari uchun quyidagi vazifalarni hal etish lozim:

-dehqon xo'jaliklarida etishtirilayotgan mahsulotlarni hisoblash tartibini takomillashtirish, ya'ni ma'lumotlarning haqqoniylik darajasini oshirish;

-qishloq hududlarida dehqon xo'jaliklariga xizmat va ta'minot ko'rsatishga ixtisoslashgan xususiy shoxobchalarni tashkil etilishini rag'batlantirish;

-dehqon xo'jaliklarida etishtirilgan chorva mahsulotlarini kooperasiya asosida sotib olish, saqlash, tayyorlash va qayta ishlashga ixtisoslashgan korxonalarni tashkil etish; -dehqon xo'jaliklari faoliyatini moddiy-texnik resurslar bilan ta'minlashni kuchaytirish, jumladan, lizing asosida moddiy-texnika vositalarini xarid qilish tizimini ishlab chiqish va joriy etish;

-dehqon xo'jaliklari daromad va xarajatlari shakllanishini hisobga olish uslubiyotini takomillashtirish lozim. Bugungi kunda dehqon xo'jaliklari faoliyatini statistik va iqtisodiy jihatdan tahlil qilish uchun samarali va sodda hisobot tizimini shakllantirish juda muhim.

-dehqon xo'jaliklarini rivojlantirish, jumladan ular faoliyatini baholashning me'zonlari va indikatorlar tizimini takomillashtirishga yo'naltirilgan ilmiy amaliy va fundamental tadqiqot ishlarini kengaytirish.

Xulosa va takliflar Yuqoridagi o'zaro tasirlar natijasida dehqonchilik tizimlari paydo bo'ladi. Dehqonchilik tizimi belgilanishi mumkin elementlarning tanib olinadigan nisbatdagi birikmasi sifatida, ular oldindan belgilangan muddat davomida kutilgan miqdorda kutilgan standartdagi identifikatsiya qilinadigan qishloq xo'jaligi mahsulotlarini ishlab chiqaradi. 1-jadval komponentlarini taqqoslashni taklif qiladi ikkita ekstremal dehqonchilik tizimi. ko'rsatadiki, aksariyat hollarda ikki tizimning tarkibiy qismlari qarama-qarshidir komponentlar spektrining uchlari. Shuning uchun, har qanday tizimda ishlab chiqarish miqdori asosan maydon 1 birlik uchun hosil bo'lsa-da, tizim turiga keskin tasir qiladi. etishtirilgan hosilning to'g'ri bahosini olish uchun zarur bo'lgan ishlarning tabiati. Quyidagi panelda mustaqillikdan oldingi va mustaqillikdan keyingi tashqi Mo'g'uliston agrobizneslariga mos keladigan hosilni baholash yondashuvlari bilan taqqoslangan. shunga o'xshash o'lchamdagi (taxminan 1 million ga) dehqon xo'jaligining ishlab chiqarishini baholash.

Takliflar.

- sog'lom iste'mol madaniyatini targ'ib qilish bo'yicha uzoq muddatli dastur ishlab chiqish;

- xalqaro darajada tan olingan uslubiyatlar va ilg'or tajribalar asosida oziq-ovqat xavfsizligini baholash tizimini joriy qilish hamda doimiy monitoring qilish;

- ijtimoiy ahamiyatga ega mahsulot turlari ishlab chiqarishni intensivlashtirishga doir tarmoq dasturlarini ishlab chiqish;

- chorvachilikda mahsuldorlikni oshirish, baliq va parranda go'shti, shuningdek, sut ishlab chiqarishni barqaror intensivlashtirishga qaratilgan tadqiqot ishlarini olib borish.

Foydalanilgan adabiyotlar:

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THE ROLE OF LISTENING IN LEARNING ENGLISH

Annotation. In this article that is explained listening at the initial stage of learning Which is one of the most relevant topics in the modern methodology of teaching English. Speech communication is impossible without listening. Also in the article are analyzed teaching methods which are widely developing, and traditional methods when are long in the past.

Key words. Requirement, personality, methodology, education, importance, aspects, listening, speaking, reading, writing, theoretical foundations.

At the moment, schools in cities have switched to the method of developing education, and the ultimate goal is to get a harmoniously developed personality. Since education is what remains with a person after he has forgotten what he was taught, it has become important to teach children to get the necessary information themselves, and for this it is necessary to master the mechanisms of logical thinking. Naturally, the methodology of teaching a foreign language is subject to the general requirements of school education, and should become part of the developing education system.

Underestimation of listening can have an extremely negative impact on the language training of schoolchildren. The study of this type of speech activity in the methodology is not deep enough, and the term "auditing" is used in the methodological literature relatively recently. The concept of listening includes the process of perception and understanding of sounding speech. It is also known that listening is a very difficult type of speech activity. And the fact that modern school graduates practically do not possess this skill is not at all a secret. In general, listening as an action that is part of oral communicative activity is used in any oral communication subject to production, social or personal needs. Without mastering this type of activity, it is impossible to learn a language and use a foreign language at the level that is necessary at the present stage of development of society.

Listening can be a separate type of communicative activity with its own motive, reflecting the needs of a person or the nature of his activity. For example, when watching a movie, TV show, surfing the Internet, listening to a radio show, etc.

Hence, the importance and relevance of the problem of teaching listening is obvious. According to M. Lyakhovitsky, the main means of teaching a foreign language is the language environment.

The subject of the study is the process of listening at the initial stage and the ways of teaching this type of speech activity.

The purpose of this essay is to consider listening not only as a goal and means of teaching a foreign language, but also as a means of developmental learning.

1) to study the theoretical foundations of teaching listening;

2) consider new intensive approaches to teaching listening;

We aimed to prove that listening is not only one of the main means of mastering the language, but also a means that contributes to the development of a harmoniously developed personality.

It is known that approximately 70-80% of the time when a person is awake, he listens, speaks, reads, writes, in other words, is engaged in speech activity associated with the semantic perception of speech and its creation.

It is difficult to overestimate the importance of speech in the life of a person and society as a whole, as a means of transferring knowledge and experience accumulated by mankind, its spiritual development, upbringing, education, a means of establishing group contact and influencing each other. According to the definition adopted in the modern methodology, speech activity is an active, purposeful process of transmitting or receiving a message, mediated by the language system and determined by the situation of communication (activity is a system of skills of a creative nature, which is aimed at solving various communicative tasks).

In the practical course of English as a foreign language, listening is present as a goal and a means of learning. The goal of learning to listen is determined by the general objectives of the course and the stage of learning. The task of the initial stage includes the formation of basic listening skills, students must learn to understand the meaning of individual remarks of the interlocutor, as well as small coherent statements built on the studied lexical and grammatical material. Listening, as one of the forms of cognition, relies on the physiological and psychological characteristics of a person.

As an analysis of the experience of English language teachers shows, one of the significant shortcomings in their work is the lack of independence in the mental activity of students in the classroom, because the student is required only to answer the question, and not to express his own opinion. The main goal of listening is to promote understanding of the content of speech perceived by the ear, extracting information from it. The main educational unit in teaching listening is the text (audio text). In our practice, we use texts aimed at developing interest in the future profession, love for one's own land, and interest in the world around. These are such texts as "Do more, better, faster", "Forbidden by law", "Banking", etc. Its volume and nature depend on the goals and objectives of teaching in this lesson. The text itself should correspond to the age characteristics and interests of students, have a simple plot with strict logic and different forms of speech (monologue, dialogue). The subjects of such

dialogues are used: "In the bank", "On the fields of the Andijan region", "Meeting with advanced farmers", monologues on the topics "My land", "My favorite profession", "Why do I want to become an engineer?".

In our conclusion, for the perception and understanding of the content of information, the clarity and loudness of the pronunciation of the text, the ability to intonationally highlight semantic objects and logical statements, as well as the pace of speech are of particular importance. There is a special system of exercises for teaching listening, in which there are exercises aimed at working out individual components.

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EFFECTS OF THE AYDAR-ARNASOY LAKE SYSTEM ON CHANGES IN THE VEGETATION OF THE KYZYLKUM DESERT

Abstract: This article analyzes the vegetation cover of Kyzylkum desert. The positive and negative effects of irrigation lakes on vegetation types, landscape formation, vegetation cover and changes over the years have been considered.

Key words: lake, tectonic depression, vegetation, ephemerality, halophytis, psammophytes ecological conditions, arid climate, soil types, ground water.

Introduction: The expansion of the abandoned irrigation lakes in terms of area leads to further changes in the landscape of Kyzylkum, various changes occur in the vegetation cover, and as a result of these changes, some types of vegetation cover disappear. The components of the landscape are inextricably linked, and changes in one component directly affect the others. Kyzylkum desert is a sandy desert in Central Asia, its total area is 300 thousand km² [1]. It is located between the Amudarya and Syrdarya rivers, and its territorially located in the territory of Kazakhstan and Turkmenistan. Uzbekistan, the terrain of the desert consists mainly of plains and part of low mountains [2]. The climate sharply continental, hot in summer and cold air masses dominate in winter. It consists of low hills and hills. One of the main components of Kyzylkum landscape is a plant cover, and the growing season lasts a long time. From early spring was observed to last until late fall. According to P.Q. Zokirov (1971) such a situation is one of the most important and characteristic features of vegetation cover of Kyzylkum desert. Despite the fact that the flora of Kyzylkum is formed and developed in arid conditions, it is different compared to other desert. The variety of plants in line here is a number of factors that serve as the first indicator the and microrelief forms of the place, soil types and their salinity, lithological structure, ground water level depends on the surface of the land and other factors. It has been determined that there are about 900 species of higher plants in the Kyzylkum desert [3]. For the information of P.Q. Zokirov according to the flora of the low mountains is the central part of Kyzylkum consists of 560 species, which are grouped into 263 genera and 48 families, Southwest in Kyzylkum 580 types of plants were found by in the arid climate condition, there is very little moisture, high air and soil temperature, ground water is much lower than the surface of the earth, and the development of plants

should be adapted to the local ecological conditions [4;5]. That is why all plant species in the Kyzylkum desert spend their vegetation period under certain natural and ecological conditions. The indicator role of desert plants in the formation of arid landscapes in that they reflect the characteristics of xeromorphism, xerophyticity, halophyticity and psammophyticity in the process of formation and gradual development in space and time. At this point, it is worth saying that ephemerals are unusual plants that grow in deserts, deserts and hills [6;7]. The vegetation period is short they grow mainly in spring and autumn when the soil is wet. Among the ephemerals, there are sedges, sedges barley, peas, yellow nutritious like peanuts. There are medicinal species such as jag-jag and poisonous species such as fly.

Xerophytes- anhydrous are plants that grow on dry land. These plants have a number of signs and characteristics. Xeromorphic plants are divided into several groups based on ecological and physiological characteristics.

Succulents-are those that collect water in their bodies, due to the viscosity of the protoplasm and the storage of a large amount of water in its cells plants that are resistant to heat, but not resistant to dehydration, this plant includes: agaves, cacti and aios, but these plants are not found in the Kyzylkum desert.

Hemixerophytes – to dehydration due to the presence of a root system that to the bottom waters cannot endure for a long time, but enough to reach water the ground. And substances heat- resistant plants due to the rapid exchange process of evaporation from the body, these plants include; goose and sorrel. So, it is worth knowing that hemixerophytes are definitely found in Kyzylkum desert.

Euxerophytes- cell protoplasm is very dark plants resistant to dehydration and heat due to slow metabolism. Wormwood, which is one of these plants, is widespread in the Kyzylkum desert.

Glophytes- in famous places growing plants. Water differs from xerophytes in that they do not have organs that allow them to save. Examples of holophytes are plants such as reed, sagittaria and sedge growing on the shores of Aydar-Arnasay and Tuzkon lakes.

Psammophytes- an old man who grows in the sands plants. The wind blows the sand when it shoots, the root is opened not to remain, sand “ko'mib” are non- flying and the rest of the seeds are buried different for produced adaptations are plants, saxophone, plants such as sugarcane, sand acacia and others. These types of plants are common not only in Central Asia but also in other regions. Common and landscape producing plant species Kyzylkum desert are white and black saxifrage as well as cherkez, kandyk, sinren, chagon, sand acacia and borjok which grow together with them. Through this information, it is possible to learn about different types of plants during the development history of the Kyzylkum desert [7]. The area of ancient irrigation lakes has expanded to the present day and the former landscape of the desert is relatively richer, some types of plants.

Some new species disappear knowing that it has increased in 1994-2000, the water volume of the system was 44,1 billion cubic meters, the area was 350 thousand hectares and the length was 250 thousand km in the territory of Turkestan region due to the fact it was not thrown away, the water volume up to 37,7 billion cubic meters the smaller one is around the lake caused some plants species are disappearing to go. Water salinity around due to the decrease increases the amount of salt to come kill plants. As a result of lowering of the water level the salinity of the water content, some shorelines receded up to 15-150 meters, and in these areas, a salt layer of 15-20 cm, and in some places even more, was formed. Such a situation is a natural situation where salt flies during strong winds and harms plants and even human health. These salts contain different types at pesticides, and these substances not only destroy the plant cover, but also cause the plants to stop growing in the soil. If this process in not stopped of measures against it are not taken, the ichthyofauna or hydroflora of the area will be threatened with extinction [8].

The decision of the cabinet of ministers, on additional measures to organize the management of the Aydar-Arnasay lake system was done. The composition of the Aydar effective from the lake system use, environmental condition Arnasay improvement, water level stabilization, water supply and salinity reduction group Republican worker on was approved by the decision. In conclusion, it can be seen from this situation that landscape of abandoned irrigation lakes of Kyzylkum tea is changing from positive to negative from year to year, and various measures and state to prevent this situation and the flora and fauna of the desert are being destroyed. It is possible to know that it is aimed not only at protecting bat also at restoring it. Plants are the source of life and their increase or decrease is in your hand and in our hands.

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Buxoro shahar 11–DMTT tarbiyachisi

MTT DA BOLALARGA EKOLOGIK TARBIYA BERISHNING SHAKLLARI VA USULLARI

Annotatsiya. Bugungi o'g'il-qizlarning voyaga yetishi, jamiyatimiz hayoti, butun Yer yuzi taqdiri uchun mas'uliyatli vazifadir. Shuning uchun ham ularning har birida tabiatga muhabbat, barcha tirik mavjudotlarga hurmat, tabiatdagi xatti-harakatlari oqibatlarini oldindan ko'ra bilish tuyg'ularini tarbiyalash juda muhimdir. Maqolada MTTda bolalarga ekologik ta'lim berishning usullari haqida so'z boradi.

Kalit so'zlar: tarbiya, ekologiya, ekologik bilim, usul, vosita, tarbiya shakllari ,ekologik madaniyat.

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FORMS AND METHODS OF ECOLOGICAL EDUCATION OF CHILDREN IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Annotation. The growing up of modern boys and girls is a responsible task for the life of our society and the fate of the entire Earth. That is why it is very important to instill in each of them a love for nature, respect for all living beings, foreseeing the consequences of their actions in nature. The article talks about the methods of providing environmental education for children in preschools.

Keywords: education, ecology, ecological knowledge, method, means, forms of education, ecological culture.

Ekologiya nima?

Ekologiya - bu tirik organizmlarning bir-biri bilan va atrof-muhit bilan aloqalarini o'rganadigan fan.

E'tibor qilsak, bugungi kunda ba'zida oddiy xatti-harakatlar me'yorlarini e'tiborsiz qoldirib, biz plastik butilka, stakanlarni tashlab yuborishimiz mumkin. ko'pchilik shunday qiladi va bularning barchasi bolalar oldida sodir bo'ladi. Lekin biz maktabgacha yoshdagi bolalarda ekologik xulq-atvor madaniyatini tarbiyalash, ularning ekologik ongini uyg'otishimiz kerak.

Bolalar xulq-atvorida ekologik madaniyat, ekologik bilimlar, amaliy ko'nikmalar, estetik tajribalar asosida shakllanadi. Maktabgacha yoshdagi bola tirik mavjudotlarga hamdard bo'lishni o'rganishi kerak: jonli mavjudot xafa bo'ladi, uni sevish kerak, hayvonlarga ozor berish mumkin emas, tabiat yaratgan

narsalarni yo'q qilishga haqqimiz yo'q. Biz bolalar ongiga o'zimizni o'rab turgan olam, barchamiz yashaydigan ulkan uy kabi tuyg'uni uyg'otishimiz kerak.

Ekologik ta'limning asosiy shakllari:

- To'g'ridan-to'g'ri ta'lim faoliyati-**Faoliyat** bolalarni tabiat bilan tanishtirish ishlarini tashkil etishning yetakchi shaklidir.

- Ekskursiyalar

- Ekologik bayramlar va hordiq

- Kundalik hayotda bolalarni tabiat bilan tanishtirish

Bugungi kunda yurtimizda maktabgacha ta'lim sohasiga alohida e'tibor qaratilmoqda. Jumladan "Ilk qadam" davlat o'quv dasturi, Maktabgacha ta'lim davlat ta'lim standarti, Maktabgacha ta'lim konsepsiyalarining ishlab chiqilishi va tadbiq qilinishi umumiy pedagogik jarayonning muhim qismidir.

Har qanday jarayonda bo'lgani kabi tarbiyachilar ham o'zlarida mavjud bo'lgan barcha ta'lim usullari va usullaridan foydalanishga harakat qilishadi.

Maktabgacha ta'lim tashkilotlarida ekologik ta'lim berishning bir necha shakllari mavjuda. Bular: **Vizual, amaliy, og'zaki**

Vizual usul – yuz marta aytishdan ko'ra, bir marta ko'rsatgan ma'qul, ayniqsa, bolalar va ularning tabiat bilan munosabatlari haqida. Ekologik ta'limda vizual usullar: kuzatishlar, rasmlarni ko'rish, modellarni namoyish qilish, slayd-shou. Vizual usullar – bolalarning bilim faoliyati imkoniyatlariga to'liq mos keladi, ularga tabiat to'g'risida jonli, aniq g'oyalarni shakllantirishga imkon beradi.

Amaliy usul – o'yinlar, tajribalar, modellashtirish. Ushbu usullardan foydalanish o'qituvchiga alohida ob'ektlar va tabiat hodisalari o'rtasidagi aloqalar va munosabatlarni o'rnatish orqali fikrlarni aniqlashtirish va chuqurlashtirish, tizimga olgan bilimlarini kiritish imkonini beradi.

Amaliy usullar bolalarni ekologik madaniyatga to'liq qo'shilishi uchun juda muhimdir.

1. Modellashtirish. Modellashtirish usuli boshlang'ich va ikkinchi darajali bolalar uchun juda mos keladi. Bu sxemalar, belgilar, figuralar yoki tasvirlar yordamida haqiqiy narsalarni (hodisalarni) almashtirish. Simulyatsiya bolalarga o'rganilayotgan obyekt to'g'risida umumiy tushuncha berishga yordam beradi.

2. Tajribalar va tajribalar. Ekologik ta'limdagi tajriba - bu o'rganilayotgan obyektni maxsus yaratilgan sharoitlarda kuzatish. Tajribaning maqsadi va maqsadi bo'lishi kerak. Tajriba jarayoni, shuningdek texnologiyalar va vositalarni o'ylab ko'rish kerak. Tajribaning o'zi mantiqiy ravishda og'zaki yoki yozma ravishda to'ldiriladi.

3. Atrof-muhit o'yinlari. Didaktik, mobil, ish stoli yoki og'zaki - o'yin, bu materialni bilish, bilish va mustahkamlashdir. O'yin ekologik tarbiya usuli sifatida bolalar bog'chasi o'qituvchilari tomonidan keng qo'llaniladi, chunki o'yin maktabgacha yoshdagi etakchi faoliyatdir.

Og'zaki usul – hikoyalar, badiiy asarlar, suhbatlar, og'zaki usullar bolalarda tabiatga nisbatan emotsional ijobiy munosabatni shakllantirishga yordam beradi.

Og'zaki usullar deganda biz suhbatlar, hikoyalar, o'qiganlaringizni yoki ko'rganlaringizni tahlil qilishni tushunamiz. Og'zaki usullarni deyarli har doim vizual usullar qo'llab-quvvatlaydi. **Suhbat** har doim har qanday o'yin, tajriba, kuzatishdan oldin turadi. Boshqa har qanday usul suhbatga hamroh bo'ladi.

Og'zaki usullardan biri bu **badiiy adabiyotni o'qish**. Bu yoki o'quv dasturi tomonidan tavsiya etilgan maxsus ekologik adabiyotlar yoki mumtoz yozuvchilarning asarlari bo'lishi mumkin. Hozirda ko'plab mualliflar tabiat, hayvonot dunyosi, atrof-muhitni muhofaza qilish muammolariga e'tibor bergan holda o'z kitoblarini nashr qildirishyapti.

Maktabgacha ta'lim tashkilotlarida bolalarga ekologik bilimlarni berishda o'yinlarning ahamiyati beqiyosdir. Didaktik o'yinlar jarayonida bolalar tabiat hodisalari, o'simliklar, hayvonlar to'g'risida o'z fikrlarini aniqlaydilar, birlashtiradilar, ko'rib chiqadilar.

Didaktik o'yinlar bolalarga tabiat obyektlari bilan ishlashga imkon beradi, ularni taqqoslaydi, individual tashqi belgilaridagi o'zgarishlarni qayd etadi.

Tajriba- Bu maxsus tashkil etilgan sharoitda olib boriladigan kuzatuv. Tajriba nafaqat bolalarda tabiatga bo'lgan qiziqishni shakllantirishga yordam beradi, balki kuzatuvchanlikni, aqliy faoliyatini rivojlantiradi. Har bir eksperimentda kuzatilgan hodisaning sababi aniqlanadi, bolalar hukmlarga, xulosalarga olib boriladi.

Ekskursiya- asosiy faoliyat turlaridan biri va maktabgacha yoshdagi bolalarni ekologik tarbiyalash bo'yicha ishlarni tashkil etishning maxsus shakli. Ekskursiyalarning afzalligi shundaki, ular bolalarni tabiiy sharoitda tabiat obyektlari va hodisalari bilan tanishtirishga imkon beradi. Ekskursiyalarda bolalar o'simliklar, hayvonlar va shu bilan birga ularning yashash sharoitlari bilan tanishadilar, bu esa tabiatdagi munosabatlar to'g'risida birlamchi g'oyalarni shakllantirishga yordam beradi. Bolalarni estetik tarbiyalashda, ularning tabiat hodisalari va ob'ektlariga estetik munosabatini shakllantirishda ekskursiyalarning o'rni katta.

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DIESEL ENGINES DEPENDENCE OF OIL CONDITION INDICATORS ON OPERATING TIME

Abstract: This article provides information on the dependence of oil condition indicators on diesel engines on operating time. The presence of fuel in the oil can be assessed by changes in its viscosity. For normal operation of the engine, it is possible to assess its condition by comparing the relationship between the change in viscosity and the working oil obtained during a certain period of operation. Usually, if the viscosity has decreased by more than 25%, it is necessary to change the oil. Such information is analyzed in the article.

Key words: Oil viscosity, Oil composition, N-pentane, benzene, drop pattern, oil pressure.

It is also undesirable to increase the viscosity of the oil during operation. Thickening of oil, as a rule, is associated with the penetration of a large amount of pollution into it. If the oil viscosity exceeds 35%, it is considered necessary to replace it [1].

The presence of fuel in the oil can also be determined by the change in the flash in the open crucible. By determining the flash point of the working oil and comparing it with the values obtained for new oil diluted with a certain amount of fuel, it is possible to estimate the amount of fuel in the oil. The accuracy of this method is low, especially for diesel engines, because diesel fuel and oil may contain the same or similar hydrocarbons. For diesel engines, more accurate results can be obtained using the ASTM D3524-86 method [2]. This method consists in gas chromatographic separation of hydrocarbons in a mixture of n-decane and oil, and then their identification. The chromatograph is calibrated using at least three mixtures containing between 0 and 12% diesel fuel, diesel fuel, and fresh engine oil.

The service life of the oil mainly depends on the increase of insoluble pollutants. One of the methods for determining the composition of insoluble particles that has been used for a long time is the "drop sample" method. A drop of working oil is dripped onto a special type of filter paper using a gauge. In the modern version, the essence of the method is to measure the opacity in several areas of the used spot with the help of a light shining through it. The concentration of insoluble products is calculated according to the calibration data of the instrument. The method allows setting the concentration of insoluble products in the range of 0.2... 3.5% of the mass.

Separation of insoluble particles from used oil can also be done with a centrifugal filter [4]. For this, the oil sample is dissolved with n-pentane, n-heptane or benzene, and a coagulant (n-butyldiethanolamine) is added to suppress the effect of dispersant additives. The residue separated by the centrifugal filter is weighed. The difference between residues when using n-pentane and benzene as solvents can indicate the amount of tar and oxidized products in the oil and in benzene.

One of the most objective methods of determining the content of insoluble particles in working oil is the thermogravimetric method. Using this method, approximately 50 g of oil is heated to 6500 C at a rate of 500 C per minute in a stream of nitrogen. After keeping the sample at 650 0C for 5 minutes, its weight is estimated. Then 10% air is introduced into the nitrogen stream to oxidize the carbon layers. The proportion of air is gradually increased to 100%. When the sample mass stabilizes, the analysis is completed. This method allows to determine the total mass of insoluble particles and coke products oxidized by air. [3].

To evaluate the effect of the filling procedure, the entire sample of vehicles observed (28 units) was divided into four groups based on the average volume of oil filling.

The volume of oil filled in the first group: from 1.5 to 3.5 liters of oil at one time;

in the second group - from 3.5 to 5.5 liters;

in the third group - from 5.5 to 7.5 liters;

in the fourth group - from 7.5 to 10 liters.

In each group, the average temperature of the oil in the crankcase and the pressure in the lubrication system were recorded. A thermometer was used to measure the temperature, it was installed instead of an oil dipstick. The oil pressure was determined by the pressure indicator on the car's instrument panel. Oil temperature indicates its quantity and ventilation. During the observation period (three years), the decrease in oil pressure is mainly due to the wear of the details, especially the crankshaft bearings. Oil consumption for soot was determined by the volume filled up to the upper mark on the dipstick. The aging rate of oil is directly proportional to temperature, so as the amount of oil added increases, so does it.

Thus, the proposed program and research methodology allow to evaluate the change in the condition of motor oil during operation and to determine the normative (limit) values of the oil condition indicators that are appropriate for its replacement. The experimental data collected and processed according to the methodology allow to obtain the parameters of the dependence of the oil condition indicators on the working time.

Table 1: Parameters of engine oil condition indicators depending on working time

Status Indicators*	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	R^2
η , sSt	15,01	-0,728	0,0695	-0,0022	0,961
<i>C</i> , mgKON/g	10,037	-0,616	0,048	-0,0014	0,952
t_v , °S	229,8	-5,591	0,69	-0,0254	0,98
<i>Z</i> , sm ⁻¹	52,46	55,6	-3,45	0,173	0,883
ρ , kg/m ³	884,2	-1,505	0,168	-0,007	0,982

* η -kinematic viscosity, sSt; S - alkaline number, mg KON/g; t_v - flash temperature, °C; *Z* - pollution, cm-1; ρ - density, kg/m³.

Table1 shows that according to the R^2 reliability parameter *b*, all *k* indicators of a high level of relationships are consistent with analytical gaps.

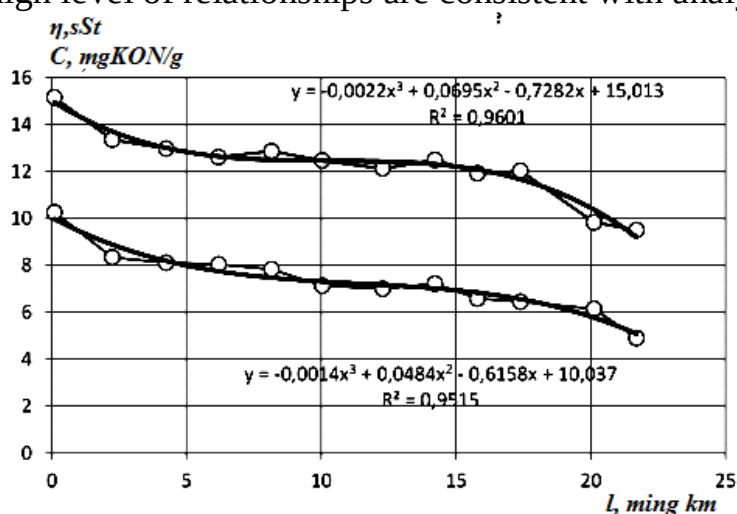


Figure 1 - Change in the number of diarrhea *C* and composition η in the process of motor oil processing for KAMAZ-EURO vehicles [6-7].

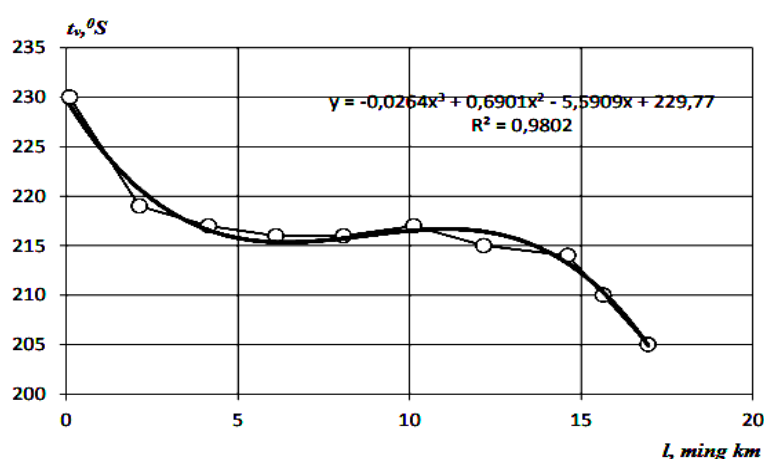


Figure 2 - T_v temperature change when running motor oil for KAMAZ-EURO vehicles [6-7].

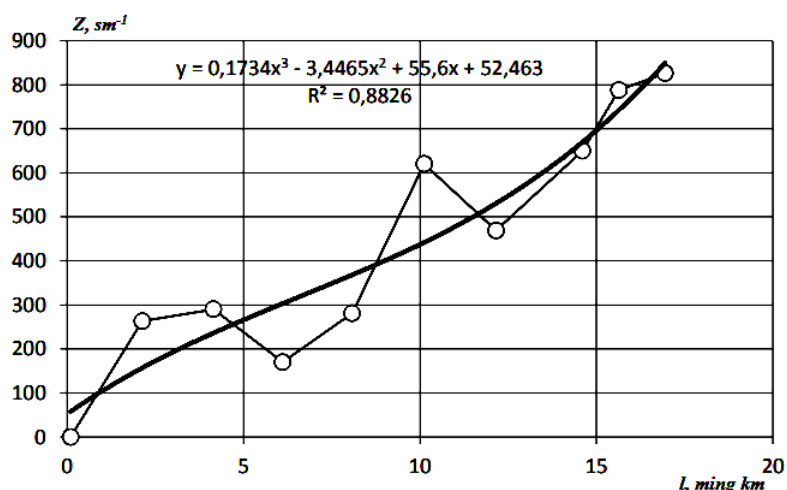


Figure 3 - Z change in the pollution when running motor oil for KAMAZ-EURO vehicles [6-7].

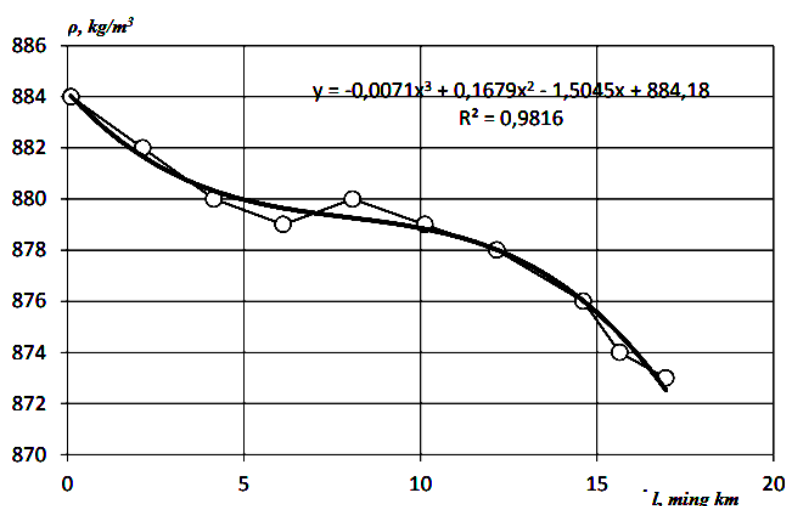


Figure 4 - R change in the density of motor oil for KAMAZ-EURO vehicles during operation [6-7].

Processing of oil filling data for the control cars made it possible to obtain the distribution of the filled oil volume and determine its parameters (Table 2).

Table 2. T killed oil size distribution parameters

Indicators	Average cost	Variation Coefficient
One-time filling capacity, <i>l</i>	3,6	0,292
Comparative filling, <i>l/thousand km</i>	1,78	0,289

As can be seen from Table 2, the amount and periodicity of oil filling is twice as high as the recommended indicators [6]. In addition to the periodicity of oil filling, the volume of filled oil also affects the reliability of the engine.

All indicators of the oil condition in the crankcase change during operation mainly in a third-order polynomial with a high degree of reliability. These relationships should be used to develop oil change and refill standards. In fact, the volume and frequency of oil filling are twice the recommended values,

which have a large variation. In the actual procedures of oil filling, the oil temperature changes by 13-14 °C or 15-16% [5]. This causes a corresponding change in the speed of changes in the technical condition of the engine (with changes in the pressure in the lubrication system - up to 40-44%) and the speed of aging of the oil by 75-80%.

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PSYCHOGENIC DISORDERS IN COVID-19

Resume: The COVID-19 pandemic, which began in early 2020, combined all the signs of an emergency situation: the high speed and scale of the spread of the disease, high mortality and the presence of risks to the population due to serious damage to health, as well as serious material losses and violations of normal living conditions of people. Studies show that the emotional reactions of the population demonstrate typical stages of responding to natural disasters as the severity of mental disorders gradually increases.

This article provides information about the mental complications of the coronavirus pandemic and the clinical features of mental disorders associated with it.

Keywords: mental disorder, psychogeny, COVID-19, pandemic, mental complications.

Relevance. "COVID-19", that the need to take retaliatory measures has become extremely important [2]. The World Health Organization (WHO) is taking all measures by specialists to find effective measures to combat this phenomenon and develop a prevention strategy. to discuss the coronavirus pandemic, experts were invited not only in the field of epidemiology, healthcare, but also applied statistics, data processing, the use of digital technologies and new methods, social and natural sciences, research in the field of media and journalism and other related scientific disciplines. As for the direct impact of COVID-19 on the mental well-being of the population, more than 3,000 articles on this topic have already been published [3,5].

At the present stage of its development, humanity is faced with a global problem in the form of a new coronavirus infection COVID-19. "COVID-19", the social sphere and human health are still unknown [6]. The unpredictable nature of mutations and the rate of spread of the virus cause uncertainty and panic in the world community.

The pandemic has changed priorities in society. The increase in the number of infected and fatal cases has forced many countries to take drastic measures, including complete social isolation, the closure of preschool institutions and educational institutions of various levels, the suspension of labor

interaction at a number of industrial enterprises and the introduction of new forms. [4].

Fear and anxiety in these diseases have led to stressful reactions to possible or real threats at times when faced with uncertainty and self-doubt [5]. Thus, it becomes clear that people will experience additional fears in the context of the COVID-19 pandemic [4].

The constant fear of contracting coronavirus and significant changes in our daily lives increase the negative impact on the human psyche [1,6]. All these factors can upset even a healthy person. And in people who are weak in high nervous activity, this condition is more aggressive and naturally leads to destabilization of the mental state [2,3].

The purpose of the study. The aim of the study is to assess mental complications and psychogenic disorders in different age groups of people in the conditions of the COVID-19 epidemic.

Materials and methods of research. The object of the study is 65 respondents aged 56 to 17 years, they are divided into 6 age groups, namely: 25 respondents (1 group) in the age group of 14-17 years; 10 – 26-35 years (2 groups); 13 – 36-45 years (3 groups); 12 years-46-55 years (4th group); 6-56-64 years old

Research results. Studies have shown that the development of the COVID-19 epidemic has significantly affected the psycho-emotional state of people of different ages. The preventive measures taken were the same in all the surveyed population groups. The data that the respondents received about the epidemic was also contained from the same sources. The analysis of respondents' responses revealed a direct relationship between the level of awareness of infection and the level of anxiety ($r = +0.55$), as well as the presence of chronic diseases and the level of reactive and personal anxiety ($r = +0.61$; $r = +0.59$).

The results obtained for anxiolytic diseases demonstrate characteristic features depending on the age category of respondents. Thus, the lowest level of RT is observed in the age groups of 36-45 years and over 65 years, but at the same time, the highest level of RT is observed in the same groups. and in these groups, low-level LT indicators came out with zero results. This adequately shows the differences in the mental and emotional state of this category of respondents.

Fear during the coronavirus pandemic, the growth of panic diseases is associated with the epidemic and the subsequent threat of the spread of infection. This is also facilitated by the forecast of the epidemiological situation, contradictory and alarming information from the main sources of information about the economic and social aspects of the respondents' lives.

It is safe to assume that prolonged anxiety, due to the absence of significant differences in anxiety disorders depending on gender, leads to an exacerbation of mental disorders of respondents between men and women.

During the development and spread of the COVID-19 epidemic, anxiety disorders of the mental state affect all age categories of people, but low and high anxiety disorders are characteristic of the age group of 36-45 years and over 65 years.

Conclusion. Thus, studies and observations have shown that cases of infection of the COVID-19 nervous system are rare, and neurological diseases can occur both at the beginning of infection and in the absence of characteristic symptoms of the disease. Neurological diseases associated with COVID-19 had clinical manifestations of various structures of the nervous system – the central nervous system, peripheral nervous system and cranial nerves, as well as mental disorders.

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METHODS OF USING SIMILAR GAMES IN VOLLEYBALL TRAINING

Abstract: Teaching beginners (or kids) a sport like volleyball is definitely difficult task. However, if you approach it properly, then it would definitely be much easier to teach and motivate new up comers to get started on the right path ...

In this article, I breakdown the best beginner and kids` friendly drills I know that will help build their skills slowly and surely.

Key words: higher educational establishment, students, traditional games, physical education, physical potential.

1. Triangle passing drill

As the name suggests, here the players need to stand in a triangular formation. 2 players need to stand side by side and face the third player who will be in front of them.

The 2 players will be the receivers and the player in front will be the server. The server will start to bounce the ball in the middle of the two players.

Both the players need to start swapping the places rapidly. They need to stop in the middle, get their foot placed correctly and pass the ball back to the server.

This will continue till each player gets to hit the ball 10 times. This drill will enhance the passing capabilities and the stability of the player.

2. Serve and run drill

Serving is a crucial skill in volleyball. But a server cannot serve and wait at the serving line. He needs to rush back to his position and get ready for any possible counter shot from the opponent.

To ensure that the player can move swiftly back to his position, the coach must use the serve and run drill.

Under this, the players must stand in a line across the serving line. The player will serve the ball as soon as the coach blows the whistle.

After serving he must rush as fast as possible, bring back the ball and pass it to the second player.

If the ball fails to cross the net or goes out of bounds, then the player needs to rush to take the ball back, get back to the position and serve again.

This drill enhances both the serving capabilities and **overall volleyball agility** ...

3. Butterfly passing drill

As discussed earlier, passing is by far the most important part of volleyball. Butterfly passing drill enhances this skill of players.

Players need to stand across the outside line of the court. The coach will stand in the middle and coordinate the passing.

Players have to receive and pass the ball back to the coach. This drill also improves the ball handling of the players.

4. Passing and setting drill

This is a classic drill to acclimatize the players to the environment of the court. The coach needs to divide the players into groups of six and place them traditionally across both sides of the court.

Then the game will start in such a way that one side will only pass, while the other will only set.

This way players will gain expertise in the role assigned to them. After a while, the role allotted will be interchanged. This way both the groups will be able to practice as setters as well as passers.

5. Ball bounce drill

This drill helps the player to improve his concentration and ball control. The player needs to stand straight and start bouncing the ball on his hand.

At first, he needs to hit the ball with one hand twice and then change the hand. For example, if the person is starting his drill with his right hand, then he needs to shift to his left hand and bounce twice.

This must go on alternatively. After this, a variation can be added. The person then needs to bounce the ball high once and then low. This will further increase the ball control of the player.

6. Setter drill

As we know how important setting is in the game, this drill helps an individual in this aspect. Here the person will throw the ball up in the air, jump and grab the ball in the setting position.

This will help the beginner player to get into the setter position fast. Also, an individual will gain more control over the ball.

7. Dribble hitting drill

here the player needs to dribble the volleyball like basketball. The only difference here is that the person should not dribble the ball with his fingers, rather he needs to use his whole hand for it.

The ball will force back with force after controlling such force, the player will gain more confidence in his game.

The ball will start sitting in the centre of the hand, and it'll improve the passing and other aspects of the game as well.

How to motivate a beginner for volleyball

Keeping a player motivated throughout the journey is critical. The motivation graph of a beginner is volatile ...

At times it can go sky high and sometimes it can be very low. Below are some tips that a coach can use to keep the player's motivation high ...

Create an intense environment: it is a psychological fact that people work well in an intensely competitive environment. If a coach can create such an environment during a training session, then players are bound to show more interest in the game.

Make drills fun: Tough and intensive training sessions cannot go on for a long time. Players need rejuvenation and a bit of fun as well. The coach must mould the drills accordingly and make the process more enjoyable for players (Check these **fun ideas to make volleyball practice enjoyable**)

More participation: participation in a tournament also motivates players. Tournaments are not always about winning they offer a lot of valuable learnings to players. Participation in more and more tournaments will provide players with the essential exposure they need and keep them motivated in their journey.

7 kid-friendly Volleyball Drills

There are some kids that find **volleyball very hard to learn** ... The drills below will make the process much easier for them ...

1. Bump drill

This drill comes in handy to enhance the ball control of the child. Here every child is given a volleyball and asked to bump it in good hitting form.

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INTERNATIONAL ASPECTS OF EFFICIENCY OF TOURISM INVESTMENT

Abstract: The article describes the international aspects of investment effectiveness in the field of tourism, in which the investment process of the European countries in the field of tourism and their conditions and opportunities are covered in detail.

Keywords: Hotel, industry, investment, tours, travel, infrastructure, economy.

Currently, the tourism industry is a powerful driving force for the development of world economic processes. According to the WTO, there are six regions of the world tourism market, including Europe, Asia-Pacific, America, South Asia, Africa and the Middle East, among the directions for the development of international tourism. In each of these regions, there are developed countries of tourism growth. As for 2020 and 2021, 415 million international trips were made in 2021, which is 4% more than in 2020, which means that the number of international trips has decreased by 72% compared to 2019. According to the UNWTO report, the largest number of arrivals in 2020 were recorded in the Caribbean (+63%), the Mediterranean (+57%) and Central America (+54%) [6]. Also, according to UNWTO data, the economic contribution of tourism to the world gross domestic product in 2021 will be 1.9 trillion. dollars, which is 19% more than in 2020 and 46% less than in 2019. In 2021, an average of \$1,500 was spent per tourist on a trip, while in 2020 it was \$1,300, a 15.5 percent decrease [6]. In order to determine the factors of the creative impact of tourism investments, there are very few studies related to the analysis and calculation of indicators on tourist flows and incomes, because they do not have a complete picture of the relationship between the entrepreneurial situation of the regions and the enterprises' investment activity, and the goal of the tourism sector is to accelerate the development of time and regions and entire countries. For example, the purpose of business tourism is to establish international and domestic business relations, primarily between countries, to form a competitive infrastructure that requires investments with maximum profitability and efficiency for its development under the influence of external and internal factors. according to the level of investment activity of regions [5]. In the economy of a number of foreign countries, tourism expenses directed at

visiting tourist exhibition facilities are currently the most important lever and mechanism of budget formation at the local level and in the world economy. The World Economic Forum (WEF) annually assesses the competitiveness of the tourism industry. The study is formalized with a corresponding report containing the competitiveness index (t&t) calculated for the economy of about 150 countries. The calculation of the index includes 90 parameters combined into a number of groups in certain areas. In order to create favorable conditions for further development of tourism (travel sector), it is considered one of the areas of assessment of its attractiveness.

According to the results of the research, the analysts of the World Economic Forum (WEF) said that the most attractive countries for tourism investment are Switzerland, Austria and Germany, with an index of 5.68; 5.46 and 5.41 points respectively. Russia took 39th place in this ranking, although it was 20th in terms of natural and cultural resources, 105th in attracting investment in tourism and only 98th in security [1]. In March 2022, the Government of the Russian Federation approved amendments to the legislation aimed at increasing the sustainability of tourism infrastructure facilities, which will allow tourism investors to put them into use as soon as possible. This is primarily due to the abolition of the current administrative permits, which can provide a "green corridor" for investment projects in the tourism industry and operational cooperation in making investment decisions. In addition, for the low cost and attractiveness of domestic tourism, the sale of tourist trips with the help of cashback has been revived, which allows a partial return of funds for the trip.

Within the framework of the "Tourism" project, various discounts are offered to tourists on domestic trips, including purchases of trips on motor ships and rail trips. Despite the similar approach to the development of domestic tourism, the problems of investment effectiveness should be the focus of attention of all countries. Investment efficiency issues should be considered in the context of different world forces, not only in terms of the impact of the pandemic and compensation for the losses of investors due to the change in the direction of tourist flows, but also based on a comparative analysis. [2]

The effectiveness of investment investments should be considered as the most important levers of the management mechanism of this process, starting from the study of the investment environment and innovation potential. As the object of analysis, we choose countries such as the United States and China. The United States of America is a highly developed economy and tourism industry. In addition, the United States, like Russia, is a regionally differentiated country. The similarity with the Chinese economy is that China is a country that is rapidly increasing its economic potential in the direction of tourism development and the competitiveness of tourism products that meet international standards. Most of the investment performance evaluation methods used to develop the investment potential of the tourism industry in America can be conditionally divided into the following components: direct and indirect financial methods, as

well as non-financial methods. In practice, these methods of investment efficiency may vary according to local characteristics. In a separate state, individual conditions are drawn up for each investor depending on the cost of investment in the direction of tourism development and its efficiency. For example, investments aimed at the development of tourist objects of priority for the state can use the preferential investment regime, and their effectiveness will be much higher. The priority directions of tourism business are the areas that can create the greatest effect for a given country (region) and thereby create a synergistic effect. Much attention is paid to the process of attracting foreign investors to the country. To date, several thousand special programs have been proposed by state governments to promote economic development, including the tourism industry. These programs provide various incentives for foreign investors. These various incentives are to be implemented in the so-called "enterprise zones" of which there are about one and a half thousand in the United States. In America, the method of information advertising is used to increase the efficiency of investments, which gives investors the right to choose the direction of investment that has the best results for them - these are public and private investments.

This investment financing tool is especially typical for the transport infrastructure of large tourist centers and other large tourism projects. Regarding the effectiveness of investment in tourism in China, foreign investment, which usually imports the latest technologies, has a special place in this process. China is not neglecting its development to invest in tourism and other sectors that make up the country's economic potential. A special place was given to the promotion of attracting foreign capital, and even large-scale measures were developed in the field of direct state investment. In the 1980s, the creation of special economic zones in China began, a tax regime was established, which is characterized by particular liberalism, especially in the opening of new tourist facilities, their efficiency is determined by the first importance. They even started to create special sites such as madeinchina.com, which reflect the country's investment opportunities and investment efficiency [3].

Another way to increase the efficiency of investments and increase the investment attractiveness of regional entities was the method of clustering in the tourism industry, which is widely used in America, Asia-Pacific countries, and Europe. Cluster technologies have high investment potential and, accordingly, investment efficiency, because the formation of tourism cluster infrastructure provides the investor with the necessary resources at all stages of its development, operation and full maturity. The effectiveness of investing in such integrated structures is characterized by a low level of risk, since there are no many administrative and financial barriers. In this context, the experience of clustering in Austria is interesting, where investment resources are concentrated and distributed among the most important areas of tourism development, and investment efficiency is supported by the organization of competitiveness

centers. An important aspect of the development of integrated structures such as tourism clusters is that not only large investment projects are supported, but also medium and even small tourism businesses that do not play a decisive role, especially small accommodation facilities., but it is distinguished by deep processes of development of the tourism business, which is the core of the cluster, by obtaining benefits for cluster structures and a stable accommodation services market.

If we try to take into account the positive experience of increasing the effectiveness of investments in the tourism industry, then it is understood, first of all, from the point of view of directing efforts to the sphere of state support for investments. For example, in the United States of America, from the federal level to the level of individual regions or tourist areas, there is sufficient investment potential and investment activity of investment objects.

The state strategy should be built in such a way that it allows influencing the resource, financial and other key markets that can ensure the profitability of the main business processes of the tourism industry. The implementation of state policy measures in the field of tourism investments also implies the improvement of the legal framework and tax regulations, which enable the activation of the business activities of private business entities, the activation of the investment of large companies in the development of tourism and its leading sectors. [4]

In order to evaluate the effectiveness of capital investments in the tourism sector, the experience of Turkey, which creates special economic zones for renting vacant areas on the Mediterranean coast, is of great importance in order to develop tourism in the direction of building hotels and hotels. (international class hotels with preferential lending and rent relief).

The experience of establishing free economic zones on the coast of Turkey and developing tourism based on preferential investment processes has shown the effectiveness of using the advantages of the country's geographical location and attracting foreign capital. In other words, bureaucratic formalities are reduced to a minimum level in the process of assessing the efficiency of investments, attracting private foreign investors, redistributing profits and transferring them to another country. There are also many relaxations in the field of taxation, including customs regulation, price fixing, attracting qualified specialists of the hotel business from foreign countries, where the development of chain hotels is widely popular. Turkey's experience is also interesting in terms of promoting regional development and attracting tourism business to investment activities.

The Egyptian government uses a special taxation system to invest in tourism development, according to which investors are exempted from paying taxes for ten years from the date of the initial investment, and the reconstruction or expansion of tourist facilities is exempted from paying taxes. even local cultural attractions, exhibition objects for tourists. In the state of Panama,

tourism-oriented investments are also exempted from duties and related taxes for a period of 20 years. Even in an island country like Barbados, which is considered the center of world tourism, measures are being taken to develop tourism and increase the efficiency of investment. In 2003, the Law "On Investment Enterprise" was adopted here, and its implementation led to a large-scale increase in investments in the tourism sector. In six years, due to this Act, investments of 800 US dollars were attracted to the island of Barbados. Bulgaria, Montenegro, Baltic countries deserve the experience of attracting investments in tourism and evaluating their effectiveness in former socialist countries with similar economic development. Foreign investment projects proposed for implementation in Bulgaria are reviewed and evaluated in detail by the Directorate General for Foreign Investments under the Office of the President of Bulgaria Rumen Radev. At the same time, the tourism sector, technological level and environmental safety, as well as the geographical composition of tourist areas, resource potential, financial opportunities and profitability are used as criteria of investment effectiveness. Most machinery and equipment imported to Bulgaria as part of foreign investment are exempt from customs duties. For the benefit of specialized funds engaged in the installation and installation of equipment for an investment project, a five percent tax is levied only on imports. In Bulgaria, capital investments in tourism industry projects with an "incentive certificate" are also exempted from local corporate tax, sometimes even completely.

The experience of investing in the tourism sector of Montenegro is interesting, where public loans are widespread. The loan amount is determined as a percentage of the total amount of invested capital:

- capital investments in world-class tourist centers - 40%;
- capital investments in tourist areas - 30%;
- capital investments in construction projects of small residential facilities, including dormitories - 15%.

The above system of benefits applies only to projects with a "state-supported blue flag", which means that, according to the Montenegrin government, they can contribute to the development of tourism in general or a particular tourist region. Therefore, it is important to follow the main directions of the country's socio-economic development strategy, to develop tourism in a sustainable manner. In a number of countries, in particular, in the Baltic countries, special investment funds (SIF) are being established in order to create conditions for investment entrepreneurship in the banking sector. Business activity in a certain region of the country, their rates are strictly different. The same process of attracting foreign investors to the hotel business as the most important component of tourism is being implemented in the Republic of Belarus. A distinctive feature of investment business in this country is the exemption of hotel services from corporate income tax for a period of 3 years. In this republic, any foreign investor can participate in investing in tourism

infrastructure, as well as carry out joint business activities in the field of tourism on the basis of franchising, or establish joint ventures with Belarusian investors without facing significant bureaucratic obstacles. In Georgia, another former Soviet republic, as well as in Belarus, there may be efficiency-oriented forms of investment, such as franchising, syndication, or contract management, in the tourist complex. New forms of investment in tourism infrastructure and hotel business have appeared in Georgia.

Thus, in the context of the proposed methodological approach, further development of the methodology for studying the effectiveness of investments in tourism implies the formation and development of the methodology for evaluating the effectiveness of economic and social direction under the pressure of external sanctions.

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AMIR TEMUR DAVLATINING QUDRATI

Annotatsiya: Temuriylar davri ma'naviyati yurtimiz tarixidagi zarhal harflar bilan bitilgan ulkan xazinadir. Bunday ma'naviy meroslarni o'rganish, ularning mislsiz ma'nolaridan ma'naviy ozuqa olish, yosh avlodni ham bunday ma'naviy ozuqalardan bahramand etib borish va shu yo'l orqali xalq, millat, Vatan, jamiyat taraqqiyotiga hissa qo'shish – biz avlodlarning muqaddas burchlarimizdandir.

Kalit so'zlar: davlat, ma'naviyat, madaniyat, temuriylar davri ma'naviyati.

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THE POWER OF AMIR TEMUR'S STATE

Abstract: The spirituality of the Timurid era is a huge treasure in the history of our country, inscribed in gilded letters. To study such spiritual heritage, to receive spiritual nourishment from their unprecedented significance, to give pleasure to the younger generation and thereby contribute to the development of the people, nation, Fatherland, society – this is the sacred duty of generations.

Keywords: state, spirituality, culture, spirituality of the Timurid era.

Amir Temurning siyosat maydoniga qadam qo'yishida ijtimoiy-siyosiy vaziyat bilan birga, uning shaxsiy fazilatlari va imkoniyatlari katta rol o'ynaganligini inkor etish mumkin emas. Chunonchi Amir Temurning navqiron yoshlik yillari ona yurtining bag'rikeng dala-yu dashtlarida ot choptirib, chavandozlik, jismoniy chiniqish, merganlik, harbiy o'yin va mashq sirlarini puxta egallash bilan o'tganligi unda o'z yurtiga nisbatan cheksiz mehr-muhabbat, ota-bobolar o'gitlariga sadoqat, vatandoshlar or-nomusi uchun kurashish, yurtdoshlarning sha'ni va nufuzini himoya qilishni barcha narsadan ustun qo'yish kabi xislatlar egasi bo'lgan dovyurak bahodir bo'lib yetishishida o'ziga xos zamin bo'ldi.

Amir Temur buyuk davlat arbobi va yuksak ma'naviyatga ega bo'lgan dono hukmdor bo'lib, ham siyosiy ham ma'naviy jihatdan juda katta tarixiy ahamiyatga egadir. Bular:

1. Amir Temur XIV asrdayoq mamlakat va mintaqalararo munosabatlarni chuqurlashtirib iqtisodiy makonga birlashtirishga harakat qildi. Integratsiyani ishlab chiqib Buyuk ipak yo'li o'tgan mamlakatlar o'rtasida madaniyatlar muloqotini boshlab berdi.

2. Amir Temur davlat tizimi va boshqaruvni tashkil etishda o'ziga xos maktab yaratdi, adolatli jamiyat qaror toptirishda qonun ustivorligiga rioya qildi.

3. Amir Temur davlatchilik tamoyillarini rivojlantirdi, uni aql-idrok salohiyatiga, taktik va strategik asosida shakllantirdi.

4. Amir Temur sadtanati ma'naviyat va oliy darajadagi madaniyatga yo'g'irilgan saltanat edi...

Sohibqiron piru komil shayx Bahovuddin Naqshbandiyni: "Kam egin, kam uxla, kam gapir", - degan pandu nasihatlariga amal qilgan. SHuningdek, Amir Temur ham arkonu davlatga, barcha mulozimlarga: "Kam englar – ocharchilik ko'rmasdan boy-badavlat yashaysizlar, kam uxlanglar – mukammallikka erishasizlar, kam gapiringlar – dono bo'lasizlar", - deya nasihat qildi.

Piru komillarning ma'naviy yuksaklik darajalarni bizlar tasavvur qila olmaymiz. Faqat o'qib bilganimizki, qalbni poklash borasida ular Alloh muhabbatini qozongan kishilardir.

Biz – vorislar, ma'naviy barkamollik timsollari bo'lgan buyuk ajdodlarimizning qoldirgan boy ma'naviy meroslari, noyob pand-nasihatlarini chuqur o'rganish, shuningdek, yosh avlodga o'rgatish ham faxr, ham sharaflilik burch deb o'ylaymiz.

Amir Temur o'zi barpo etgan buyuk davlatni milliy va axloqiy qadriyatlariga tayanib idora qildi. Bu esa jamiyatni adolat, insonparvarlik mezonlari asosida boshqarishga, mamlakatda osoyishtalik, tinchlik, totuvlik saqlanib turishiga olib keldi. Temur o'z qo'li ostidagi rahbarlardan, sarkardalardan ham axloqli, odobli, adolatli bo'lishni talab qildi. U o'zining «Tuzuk»larida rahbarlarning axloqli, adolatli bo'lishi jamiyat, davlat va millat uchun qanday katta ahamiyatga ega ekanini ko'rsatib berdi.

Amir Temurning davlat boshqaruv tizimi butun xududda yagona markazlashgan siyosiy tartib asosiga qurilgan edi. Davlat o'z tarkibiy tuzilishiga ko'ra xarbiy-siyosiy tartiblarga asoslangan edi. Amir Temur o'ziga qadar mavjud bo'lgan davlatchilikning sakkizta asosiga amal qiladi:

- davlat siyosiy jihatdan mustaqil bo'lishi;
- davlat va jamiyatning siyosiy yaxlitligi buzilmasligi;
- davlat va jamiyat muayyan qonunlar, tartiblar, mafkura asosida boshqarilishi;
- boshqaruv tizimi muvofiqlashtirib turuvchi qoidalar shakllangan bo'lishi;

- jamiyatdagi ijtimoiy-iqtisodiy munosabatlar ahvoli davlat e'tiborida bo'lishi;

- fan va madaniyat ravnaqi to'g'risida doimiy qayg'urish;

- har bir davlat shart-sharoiti, tartiblariga ko'ra davlat jamiyat ichki taraqqiyoti masalalarini tashqi dunyodagi mavjud omillardan foydalangan holda olib borishi;

- davlat tepasidagi kuchlar o'tmish, zamona va kelajakni teran tafakkur, mustahkam imon, g'oyat yuksak ma'naviyat va millatparvarlik ila anglamog'i.

Amir Temur davlatchilikning bu asoslariga to'qqizinchisini, ya'ni, jamiyat rivoji va barcha ijtimoiy tabaqalar, manfaatlarini ta'minlashini qo'shdi. Boshqaruv ikki idoradan: dargox va vazirlik (devon) dan iborat bo'lgan.

Tarixdan ma'lumki, temuriylar deb nom olgan sulola Movarounnahr, Afg'oniston, Eron, Ozarbayjonda XIV asr 70-yillaridan XVI asr boshlarigacha

hukmronlik qiladi. Temur va uning avlodlari davrida Turonzaminda madaniy taraqqiyotda sezilarli siljishlar ro'y beradi.

Sohibqiron Amir Temurning buyuk saltanati juda katta va boy ma'naviy zaminga qurilgan, uning davlatining asosiy ustuni ma'naviylik bo'lgan edi. Mana shu poydevor Temurning "Temur tuzuklari" asarida bayon qilingan. "Temur tuzuklari"da barcha voqealar Amir Temur nomidan hikoya qilinadi. Asarda Amir Temurning asosiy doktrinasini - jamiyatga, ijtimoiy-siyosiy hayotga qarashi, birlashgan qudratli feodal davlatning siyosiy va axloqiy tamoyillari ifodalangan.

"Tuzuqlar" ikki qismdan iborat. Birinchi qismda jahon tarixida mashhur fotih, sarkarda va iste'dodli davlat arbobi sifatida nom qoldirgan Amir Temurning 7 yoshidan to vafotiga qadar kechgan hayoti va ijtimoiy-siyosiy faoliyati, aniqrog'i, uning Movarounnahrda Markaziy hokimiyatni qo'lga kiritish, feodal tarqoqlikka barham berish va markazlashgan davlat tuzish, qo'shni yurt va mamlakatlarni, masalan, eron hamda Afg'onistonni o'z tasarrufiga kiritish, Oltin O'rda hukmdori To'xtamishxon (1376-1395), butun Yevropaga qo'rquv va dahshat solgan Turkiya sultoni Boyazid Yildirim (1389-1402)ga qarshi va, nihoyat, buyuk jahongirning Ozarboyjon, Gruziya va Hindistonga qilgan harbiy yurishlari ixcham tarzda bayon etilgan. Ikkinchi qism jahongirning nomidan aytilgan va uning toj-u taxt vorislariga atalgan o'ziga xos vasiyat va pandnasihatlaridan iborat. Shuning uchun buyuk bobomizning fan va madaniyat sohasiga bo'lgan buyuk hurmati, beg'araz homiyligining tub mohiyatini uning ma'naviyatga ijobiy munosabati, bu sohadagi axloqiy dasturlarini chuqur o'rganmasdan turib, chuqur anglash mumkin emas.

Amir Temur to'la ravishda asoslangan ma'naviy talablar, ehtiyojlar, tamoyillarga tayangan holda o'sha davrda ma'naviy madaniyat taraqqiyotiga katta ishonch bilan qaraganligini ham ta'kidlash kerak. U o'z saltanatida tili, e'tiqodi, urf-odatlarini, xududlari turlicha bo'lgan kishilarning hamjihatligi uchun ham ko'p qayg'uradi. Jahonning turli mamlakatlaridan keltirilgan minglab

hunarmandlarni ish bilan ta'minlaydi, ular o'rtasidagi munosabatlarning samimiy bo'lishiga e'tibor beradi.

“Temur tuzuklari”dagi ko‘plab fikrlar hozir ham o‘z ahamiyatini yo‘qotgani yo‘q. Temuriylar davrida yaratilgan bunday noyob ma’naviy meroslarni o‘rganish va asrab-avaylash bizlarning insoniy burchimizdir.

Temur va temuriyzodalar yaratgan moddiy va ma’naviy meros hozirgi kunda ham o‘z qadr-qimmatini yo‘qotgani yo‘q. Bu meroslarni asrab-avaylash va o‘rganish biz, yoshlarning faxrli burchimizdir.

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KURASH TO'GARAKLARIGA YOSH BOLALARNI (QIZLARNI) JALB QILISH METODLARI

Annotatsiya: Sportga e'tibor yuksalgan jamiyat sog'lom jamiyat tarzida rivojanadi. Sportning barcha turlari borki, ular shaxsning nafaqat jismoniy barkamolligini, qolaversa ma'naviy rivojlanishiga ham xizmat qiladi. Xususan, kurash sporti milliy qadriyatlar himoyasi bo'lib, o'zida milliy g'urur, iftixor va yorug' kelajakka ishonch tuyg'ularini mustahkamlashni ta'minlaydi. Kurashish san'ati ko'p xalqlarda qadim zamonlardan buyon ma'lum. Ushbu maqolada kurash to'garaklariga yosh bolalarni, xususan, qizlarni jalb qilish metodlari to'g'risida so'z yuritildi.

Kalit so'zlar: kurash to'garaklari; kurashish san'ati; polvon.

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METHODS OF ATTRACTING YOUNG CHILDREN (GIRLS) TO WRESTLING CLUBS

Abstract: A society with increased attention to sports develops as a healthy society. There are all types of sports that serve not only physical fitness, but also spiritual development of a person. In particular, wrestling is a defense of national values, and provides strengthening of national pride, pride and confidence in a bright future. The art of fighting has been known in many nations since ancient times. This article discusses methods of attracting young children, especially girls, to wrestling circles.

Keywords: wrestling circles; the art of fighting; wrestler.

Kurash sport turlaridan biri bo'lib, belgilangan qoidaga muvofiq ikki sportchining yakkama-yakka olishuvi hisoblanadi. Kurashish san'ati ko'p xalqlarda qadim zamonlardan buyon ma'lum. Kurash, ayniqsa, Yunonistonda keng tarqalib, qadimgi olimpiada musobaqalaridan doimiy o'rin olib kelgan. Milliy kurashning xilma-xil ko'rinishlari Gretsiya, Italiya, Yaponiya, Turkiya, Eron, Afg'oniston, Rossiya, O'zbekiston, Gruziya, Armaniston, Ozarbayjon, Qozog'iston va boshqa mamlakatlarda mavjud. Zamonaviy sport kurashining asosiy qoidalari XVIII asr oxiri – XIX asr boshlarida Yevropaning bir necha mamlakatlarida ishlab chiqildi. 1912-yil Xalqaro havaskorlar kurash

federatsiyasi (FILA) tuzildi (hozir unga 144 mamlakat, O'zbekiston 1993-yildan a'zo).

Yangi O'zbekistonda jismoniy tarbiya va sportni ommalashtirish, aholi o'rtasida sog'lom turmush tarzini targ'ib qilish, jismoniy tarbiya va sport sohasida aholi sog'lig'ini mustahkamlashga ko'maklashadigan aniq dasturlarni amaliyotga joriy etish, yoshlarni sportga keng jalb qilish va ular orasidan iqtidorli sportchilarni saralab olish, sport turlari bo'yicha yuqori natijalarni ta'minlaydigan mahoratli sportchilar bilan milliy terma jamoalarni shakllantirish hamda mamlakatning xalqaro sport maydonlarida munosib ishtirok etishini ta'minlash borasida izchil chora-tadbirlar amalga oshirilmoqda.

Xalqaro maydonda sport kurashining yunonrum kurashi, erkin kurash, dzyudo, sambo va boshqa turlari keng tarqalgan. Keyingi yillarda o'zbek kurashi ham alohida kurash turi sifatida dunyo miqyosida tan olina boshlandi. Kurash insonni kuchli, epchil, chidamli va irodali qilib tarbiyalash vositalaridan biri hisoblanadi. Shifokorlar nazorati ostida 12 yoshdan kurash bilan shugullanishga ruxsat etiladi. Kurash azaldan o'zbek turmush tarzining uzviy qismi bo'lganligini arxeologik topilmalar, tarixiy qo'lyozmalar tasdiqlaydi. Qadimgi Baqtriya (O'zbekiston janubi) hududidan topilgan jez davriga oid silindrsimon sopol idishda ikki polvon va ulardan biri ikkinchisini chalayotgani tasvirlangan. Shu davrga mansub boshqa arxeologik topilmada esa polvonlarning Kurash usullarini namoyish qilayotgani aks ettirilgan. Bu noyob topilmalar miloddan 1,5 ming yil ilgari ham kurash ajdodlarimiz turmush tarzining bir qismi bo'lganidan dalolat beradi. Yunon yozuvchisi Klavdiy Elian (II-III asr) va boshqa tarixiy shaxslarning yozishicha, shu hududda umr kechirgan sak qabilasi qizlari o'zlariga kuyovni yigitlar bilan kurashib tanlaganlar. Keyinchalik qizlar kuyovni shart ko'yish yo'li bilan aniqlashgan va bu shartda kurash musobaqasi bo'lgan. Bunga o'zbek xalq qahramonlik dostoni – „Alpomish“dagi Barchin shartlarini misol qilib ko'rsatish mumkin.

Ulardan biri ikki kurashuvchining biri o'z raqibining belbog'idan ushlab o'ziga tortadi, shu bilan birga o'z raqibidan qutulishning chorasini qiladi...". Bu ta'rif zamonaviy Kurash qoidalariga yaqindir. Vaqt o'tishi bilan kurash zamonaviy O'zbekiston hududida istiqomat qiluvchi aholining eng sevimli va ardoqli an'analaridan biriga aylandi. Shu ma'noda kurash o'zbeklarning qon-qoniga singib ketgan, deb aytish mubolag'a bo'lmaydi. Ushbu sport turiga bo'lgan muhabbat otalardan bolalarga meros sifatida o'tib keladi. Bugungi kunga kelib birgina O'zbekistonda kurash bilan muntazam shug'ullanuvchilarning soni ikki milliondan ortgan. Ushbu sport ishqibozlari va havaskorlarning soni esa behisobdir.

Ushbu sport turiga yosh bolalarni jalb qilish kurashga xos bo'lgan texnik-taktik va jismoniy qobiliyatlarni takomillashtirish, mashg'ulot yuklamalarini taqsimlash va rejalashtirish, maxsus va musobaqa mashqlarini bajarishni boshqarish va uni biomexanik tahlil qilish, mashg'ulot yuklamalarini texnik tayyorgarlikka ta'siri, maxsus yordamchi mashqlarni saralash va ularni

musobaqa mashqlarining biomexanik harakatlariga ta'sir ko'rsatishi yuzasidan katta talablarni qo'yimoqda. Kurash to'garagi-o'quv –mashg'ulot va tarbiyaviy ishlarni tashkil qilishning asosiy turi hisoblanadi. Ular korxonalar va ta'lim muassasalari qoshidagi sport jamoalaridan tashkil qilinadi. Kurash to'garaklari oldidagi yoshlarning jismonan barkamol bo'lishiga yordam berish va yuqori darajadagi sportchilarni tayyorlash vazifasi qo'yiladi. Kurash sport to'garagining asosini tashkil qilish uchun korxonalarda va tashkilotlarda ishlaydigan sportchilar bir joyga to'planadi. Yoshlarni kurash to'garagiga jalb qilishda har xil targ'ibot va tashviqot, suhbat, ko'rgazmali chiqishlar, sport kechalari, fotovitrinalar, e'lonlar va boshqa vositalardan foydalanadi.

Hozirgi kunda milliy kurash usullariga o'rta maktablar, kasb hunar kollejlari, oliy ta'lim tizimi jismoniy tarbiya jarayonida o'rgatilmoqda. Sport maktablarining kurash to'garaklarida mutaxassis sportchilar tayyorlashning pedagogik jarayoni davr talabiga muvofiq takomillashib bormoqda.

Malakali sportchi kurashchilar tayyorlash jarayoni ko'p bosqichli va kurashchilardan muntazam jismoniy, texniktaktik va nazariy hamda ma'naviy iroda tayyorgarligi, mashaqqatli mehnat talab etadigan pedagogik jarayon hisoblanadi. Kurash mashg'uloti – yosh sportchilarni kurash turlariga xos bo'lgan mashqlar va harakatlarga o'rgatishga qaratilgan pedagogik jarayon bo'lib hisoblanadi. Kurash mashg'ulotining maqsadi yosh kurashchilarni yuqori malakali sportchi qilib tarbiyalash va kurash turlarida sportdagi eng yuksak natijalarga erishish bilan birga ma'naviy yetuk hamda jismonan barkamol inson qilib tarbiyalash hisoblanadi. Kurash mashg'ulotlarda shug'ullanuvchilarning sog'ligini mustahkamlash, jismoniy fazilatlarini rivojlantirish jarayonlari ham muhim vazifalar bo'lib belgilanadi.

Bugungi kunda mamlakatimizda amalga oshirilayotgan qator islohotlar zamirida xalqning turmush tarzini yaxshilash, aholining barcha qatlamlarida ma'nan va jismonan sog'lom muhitni yaratish, salomatlikni mustahkamlash g'oyasi yotibdi. Shu bois ayni paytda jismoniy tarbiya va sportga e'tibor davlat ahamiyatiga molik muhim ijtimoiy-siyosiy vazifaga aylangan. Yoshlarni jismoniy tarbiya va sportga jalb etishda yuksak pedagogik mahorat, sport bilan muntazam shug'ullanish, aholi orasida sog'lom turmush tarzini keng targ'ib etish, aholining barcha qatlami, ayniqsa yosh avlodni sportga jalb qilish orqali ular salomatligini saqlash, mamlakatning iqtisodiy-ijtimoiy hayotini yanada yuksaltirish hozirgi kunning muhim masalalaridan biri bo'lib qolmoqda.

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KURASH SPORT TURIDA JISMONIY TAYYORGARLIKLAR TO'G'RISIDA TUSHUNCHA VA UNI RIVOJLANTIRISH OMILLARI

Annotatsiya: Ma'lumki, kurash sporti yoshlarning jismoniy madaniyatini takomillashtirishning asosiy vositalaridan biridir. Bundan tashqari, kurash eng qadimiy, hammabop va keng tarqalgan sport turidir. Qadimda xalqimiz ichida epchillik, chaqqonlik, kuchlilik va irodaviy fazilatlarni o'zlarida mujassam etgan kishilar ko'p bo'lgan. Ushbu fazilatlar va yuksak texnik-taktik mahoratga ega bo'lgan mashhur kurashchilarni o'zbek xalqi polvonlar deb atashgan. Ushbu maqolada kurash sport turida jismoniy tayyorgarliklar to'g'risida tushuncha va uni rivojlantirish omillari xususida so'z yuritildi.

Kalit so'zlar: Kurash; polvon; jismoniy tayyorgarlik; botirlik.

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UNDERSTANDING OF PHYSICAL TRAINING IN WRESTLING AND FACTORS OF ITS DEVELOPMENT

Abstract: It is known that wrestling is one of the main means of improving the physical culture of young people. In addition, wrestling is the oldest, most popular and widespread sport. In ancient times, there were many people among our people who embodied dexterity, agility, strength and willpower. Famous wrestlers with these qualities and high technical and tactical skills were called wrestlers by the Uzbek people. This article discusses the concept of physical training in wrestling and the factors of its development.

Keywords: Struggle; wrestler; physical fitness; bravery.

Mamlakatimizda mustaqillikning ilk yillaridan boshlab jismoniy tarbiya va sportni rivojlantirish hamda ommaviylashtirishga alohida e'tibor qaratib kelinmoqda. O'zbekistonda jismoniy tarbiya va ommaviy sportni yanada rivojlantirish istiqbollari to'g'risida ko'plab sayi xarakatlar olib borilsada, milliy kurash turining dunyo arenalariga olib chiqish va etakchilikni ushlab turish uchun belbog'li kurashnichilarni texnik usullarini takomillashtirish jismoniy sifatlarinig rivojlantirish dolzarb mavzulardan biri bo'lib qolmoqda.

Jismoniy tarbiya va sport hamda sportning barcha turlari insonning sog'lig'ini saqlash va mustahkamlash uchun muhim vosita bo'lib xizmat qiladi.

Insonni tarbiyalash, uning jismoniy sifatlarini rivojlantirish, salomatligini mustahkamlash, ish qobiliyatini oshirish, sportchilarda zarur bo'lgan ruhiy muhitni yaratishning ko'p qirrali jarayonida jismoniy tarbiya va sportning ahamiyati yuqoridir. Sog'lom insonlarni tarbiyalashda yordam beradigan sport kurashining har xil turlari jismoniy tarbiya tizimida muhim o'rin egallaydi. Shu jumladan, kurash turlari ham jismoniy tarbiya tizimida o'z o'miga ega.

O'zbek xalqi qadimdan kurashni insonni jismoniy tarbiyalash vositasi deb qaragan. Xalq o'zida kuchlilikni, chidamlilikni, iroda va botirlikni mehnatkash xalqning axloqiy sofliğini mujassamlashtirgan kurashchi-polvonlarga hurmat bilan munosabatda bo'lgan. Diniy va oilaviy bayramlarda, ba'zan esa odatdagi kunlarda ishdan bo'sh vaqtlarda kurash musobaqalari o'tkazilgan. Bu musobaqalar Navro'z bayrami kunlari keng avj olib, ommaviy xalq chempionati sifatida o'tkazilgan. Bellashuvlarda turli shahar va qishloqlardan kelgan kurashchilar ishtirok etgan. Kurashchilar juftini tanlashda ularning vazni ko'z bilan chamalab aniqlangan. Bellashuv oldidan kurashchilar oyoqqo'llar chigilini yozish mashqlari sifatida gavgani uqalash, silash kabi mashqlarni qo'llaganlar. Kurashchilar an'anaviy kiyimda musobaqalashgan. Farg'ona qoidasi bo'yicha kurashuvchilar paxtali choponda, Buxoro qoidasi bo'yicha kurashuvchilar esa paxtasiz avra to'n kiyib kurashganlar. Ikkala kurashda ham kurashchilarning bellari belbog' bilan bog'langan. Kurashuvchilar ba'zan mahsi kiyib, asosan, oyoqyalang kurashishgan. Kurashuvchilarning bunday kiyinishi hozirgi kungacha saqlanib qolgan. Sport faoliyati ma'naviy, aqliy, mehnat, estetik va boshqa turdagi tarbiya bilan chambarchas bog'liq. Mashg'ulotning turli bosqichlarida oldinga qo'yilgan maqsadlarga erishish, qiyinchiliklarni yengib o'tishga intilish ma'naviy tajriba, iroda sifatleri, mustaqil fikrlash, mehnat qilish, sport g'alabalari va mag'lubiyatlariga matonatli bo'lishni shakllantiradi. Milliy kurash bo'yicha o'quv-mashg'ulotlarning sog'lomlashtiruvchi yo'nalishi sport mahoratining bir tomonga o'sishi va sog'liq, jismoniy rivojlanganlik, shug'ullanuvchilarning tayanchharakat apparati, yurak-qon tomiri, nafas olish hamda asab tizimini mustahkamlash orqali ifodalanadi. Ushbu tamoyilga amal qilmaslik, ayniqsa, boshlang'ich sport tayyorgarligi bosqichlarida, o'smir kurashchilarda muntazam, ba'zi hollarda esa surunkali kasallanishga olib keladi va ommaviy razryadli sportchilarning kurash bilan shug'ullanmay qo'yishlarining asosiy sababi hisoblanadi.

Dastlabki o'rganish bosqichida eng asosiy vazifa o'quvchilarda Milliy kurashning o'rganilayotgan harakatini to'g'ri bajarish uchun zarur bo'lgan tasavvurlarni yaratishdan iborat. Ushbu bosqichning xususiyatlari quyidagilar: vaqt va makonda harakatlarning yetarli darajada aniq bo'lmasligi; mushak kuchlanishlarining noaniqligi; ortiqcha harakatlarning mavjudligi; kurash texnik harakatlarini bajarishda fazalar yaxlitligining buzilishi. Bunda shug'ullanuvchilar ko'pgina ortiqcha kuch sarflaydilar va usullarni ko'pgina gavgda mushaklarini zo'riqtirish bilan bajaradilar. Tez toliqib qolish va ayniqsa yosh kurashchilarda ish qobiliyatining yetarli darajada bo'lmasligi ana shularga

bog'liq. Jismoniy fazilatlar, harakatlar bajarish jarayonlarida harakat maqsadiga muvofiq o'zaro bog'liqlikda namoyon bo'ladi. Jismoniy fazilatning birining yuqori darajada rivojlangan bo'lishi boshqa fazilatlarni ham takomillashuviga olib keladi. Jismoniy tayyorgarlik jarayonlarida jismoniy fazilatlarni uyg'un rivojlantirishga katta e'tibor qaratish kerak. Jismoniy tayyorgarlik darajasi ortib borish bilan kurashchilar maxsus fazilatni takomillashtirishga harakat qiladilar. Ko'p holatda bunday tayyorgarlik jismoniy fazilatlarni nomutanosib rivojlanishiga ham olib kelishi mumkin. Og'ir yuklama bilan bajariladigan statik mashqlar tezkorlik bilan bajariladigan harakatlarni egallashga to'sqinlik qilishi mumkin. Tezkorlikni rivojlantirish uchun esa og'ir yuklamalarni bajarish maqsadga muvofiq emas. Bunga og'ir atletikachilarni sport o'yinlari harakatlarini bajarishdagi qiyinchiliklari yoki sprinterlarni og'ir yuklarni ko'tarishda paydo bo'ladigan qiyinchiliklarini misol qilish mumkin. Shuning uchun sportchilar jismoniy tayyorgarliklarini tashkil etishda jismoniy fazilatlarni o'zaro muvofiqlikda rivojlantirishga e'tibor qaratish kerak. Buning uchun mashg'ulotlarning haftalik tartibiga sport o'yinlari, suzish, kurash, gimnastika va akrobatika hamda kuch mashqlarini bajarish uchun bir kun ajratish kerak. Kurashchilarni jismoniy fazilatlarni rivojlantirishda maxsus sifatlarni ham tarbiyalashga katta e'tibor berish kerak. O'zbek xalq og'zaki dostonlari va ertaklaridan xalq botirlari polvonlari va o'zlarini jismoniy mashqlar bilan chiniqtirilganlarini bilamiz. Hozirgi davrda sport mashg'uloti sportchining jismoniy va ma'naviy sifatlarini rivojlantirishga, uning bilim darajasini to'xtovsiz kengaytirishga qaratilgan holda har tomonlama tarbiyalash jarayonini tashkil qilgandagina to'liq pedagogik natijaga erishiladi. Sport trenirovkasining shunday yo'nalishi jismoniy tarbiya tizimining umumiy prinsiplariga mos keladi. Sport qayd etilganidek, yagona maqsad bo'lmasdan shaxs qobiliyatni har tomonlama rivojlantiruvchi, ijodiy va ongli faoliyatiga tayyorlovchi vositalardan biridir.

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HIGH RISKS OF ANTIBIOTIC RESISTANCE AFTER COVID-19 IN UZBEKISTAN

Abstract: After COVID-19 pandemic, it turned out that antibiotic resistance is getting more and more actual problem in Uzbekistan. Because of overusing antibiotics in pandemic period bacteria are becoming stronger against ordinary antibiotics. The paper was intended to make society tuned in front of status quo in medicine. To stay against bacterial resistance against antibiotics we have to use medications appropriately.

Key words: bacterial infections, post-COVID-19, pandemic, antibiotics, resistance, bacteria, infections.

Introduction

Antibiotic resistance is a growing concern in the medical community, as bacteria continue to evolve and develop resistance to the drugs used to treat them. The emergence of COVID-19 has further exacerbated this issue, as the widespread use of antibiotics to combat secondary bacterial infections in COVID-19 patients has led to an increase in antibiotic resistance. This article will explore the high risks of antibiotic resistance after COVID-19 and the measures that can be taken to mitigate them.

The Risks of Antibiotic Resistance

Antibiotic resistance occurs when bacteria evolve to become resistant to the drugs used to treat them. This can occur through a variety of mechanisms, including mutations in the bacterial genome, horizontal gene transfer, and selective pressure from antibiotic use. The overuse and misuse of antibiotics have been major drivers of antibiotic resistance, as bacteria are exposed to these drugs at sublethal doses, allowing them to develop resistance over time.

The emergence of COVID-19 has further heightened the risks of antibiotic resistance. COVID-19 patients are often prescribed antibiotics to treat secondary bacterial infections that can arise during the course of the disease. This has led to a surge in antibiotic use, which in turn has created a favorable environment for the development and spread of antibiotic-resistant bacteria.

Moreover, COVID-19 has disrupted the supply chains of antibiotics, which has led to shortages of these drugs in many parts of the world. This has forced healthcare providers to use antibiotics more sparingly, which can lead to suboptimal dosing and treatment outcomes. Additionally, the COVID-19 pandemic has created an environment in which infection prevention and control

measures have been strained, leading to increased transmission of antibiotic-resistant pathogens.

Mitigating the Risks of Antibiotic Resistance

To mitigate the risks of antibiotic resistance after COVID-19, several measures can be taken. First, healthcare providers should ensure that antibiotics are used judiciously and only when necessary. This can be achieved through the implementation of antibiotic stewardship programs, which promote the appropriate use of antibiotics and monitor antibiotic prescribing practices.

Second, infection prevention and control measures should be strengthened to reduce the transmission of antibiotic-resistant pathogens. This can include measures such as hand hygiene, environmental cleaning, and the use of personal protective equipment.

Third, research and development efforts should be accelerated to develop new antibiotics and alternative treatments for bacterial infections. This can be achieved through increased investment in basic and clinical research, as well as incentives for pharmaceutical companies to develop new antibiotics.

Conclusion

Antibiotic resistance is a significant threat to global health, and the emergence of COVID-19 has heightened these risks. The overuse and misuse of antibiotics during the COVID-19 pandemic have created a favorable environment for the development and spread of antibiotic-resistant bacteria. To mitigate these risks, healthcare providers should ensure that antibiotics are used judiciously, infection prevention and control measures should be strengthened, and research and development efforts should be accelerated to develop new antibiotics and alternative treatments for bacterial infections. By taking these measures, we can reduce the risks of antibiotic resistance and ensure that we have effective treatments for bacterial infections in the years to come.

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O'ZBEK KURASHI BO'YICHA BO'LAJAK O'QITUVCHI- MURABBIYLARNING KASBIY KOMPETENSIYASINI SHAKLLANTIRISH

Annotatsiya: Mazkur maqolada o'zbek milliy kurashi, rivojlanish tarixi, shakllanish jarayonlari, nazariy asoslari, shuningdek milliy kurashning boshqa kurashlar bilan o'xshashligi, sport turlari tizimida tutgan o'rni, texnikasi hamda taktikasi, o'rgatishning pedagogik texnologiyalari xususida fikr yuritiladi.

Tayanch atamalar: kurash, milliy kurash, sport, sport turi, texnika, taktika, texnologiya, o'zbek kurashi.

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BUILDING PROFESSIONAL COMPETENCE OF FUTURE TEACHERS-COACHES ON UZBEK WRESTLING

Abstract: This article discusses the Uzbek national wrestling, history of development, formation processes, theoretical foundations, as well as similarities of national wrestling with other wrestling, its place in the system of sports, techniques and tactics, pedagogical technologies of teaching.

Key words: wrestling, national wrestling, sport, sport, technique, tactics, technology, Uzbek wrestling.

Bugungi yosh avlodni voyaga yetkazish, uni barkamol inson qilib tarbiyalash, jismoniy sifatlarini rivojlantirish, salomatligini mustahkamlash, keyingi faoliyat samaradorligini oshirish, ruhiy – ma'naviy salohiyatini yuksaltirishda sport va jismoniy tarbiyaning ahamiyati ortib borayotganligi alohida ahamiyat kasb etmoqda. Zero, jismonan baquvvat, ruhan tetik, ma'nan barkamol avlod kelajak poydevori, ilmiy – texnik taraqqiyotning tayanchidir.

O'zbek xalqining an'anaviy sport turlaridan biri bo'lmish kurash uch yarim ming yillik tarixga ega. Kurash o'zbekcha so'z bo'lib, u qator qadimiy sharq adabiy manbalarida yakkama-yakka olishuv va ijtimoiy ko'ngilochar sport turi sifatida tilga olingan.

O'tmishda ajdodlarimiz milliy udum va urf-odat sifatida to'y-hashamlarda, bayramlarda, katta ma'rakalarda va hatto davlatlar, hukmronlar

o'rtasiga nizo tushgan paytlarda ham kurash tushishgan. Ikki raqib polvonlari o'rtaga chiqib kurash tushishgan va nizo, qirg'inbarotsiz, urushsiz, qon to'kishsiz hal etilgan. Chunki xalq o'z polvonining mardligiga adolatli ekanligiga, halolligiga ishonishgan va ularga tayanib ish tutishgan. Bu va shunga o'xshash masalalarni kengroq va chuqurroq tahlil qilish, Amir Temur, Pahlavon Mahmud, Zahiriddin Muhammad Bobur, Jaloliddin Manguberdi, Husayn Boyqaro kabi sarkarda va amirlarning kurash o'yiniga bo'lgan behad hurmatlarini bilib olishda —Jismoniy madaniyat tarixi va boshqarish fanidagi ma'lumotlarga tayanadilar. Mazkur fanni o'rganish jarayonida mamlakatimiz va chet ellarda xalqaro sport harakatlari qatorida kurash turlari ning rivojlanishi, O'zbekiston kurashchilari va sportchilarining Osiyo, jahon va Olimpiya o'yinlarida ishtiroklarini bilib olish imkoniyati yaratiladi. Sportchini, murabbiyni va tashkilotni iqtisodiy-huquqiy statusi, jismoniy madaniyati va kurash sohasida mutaxassislarni tayyorlash istiqbollari, uzoqqa mo'ljallangan maqsad va vazifalar tarzida muayyan sportchi-kurashchilar manfaatlarini himoya qilishning nazariy asosi sifatida qaraladi.

O'zbek kurashining eng ardoqli an'analari va maxsus kiyim bosh, musobaqalarni o'tkazish joyi va bellashuvning davom etish muddati kabi xalqaro sport me'yorlarini o'zida mujassam etdi. Sport mutaxassislari Komil Yusupov tomonidan ishlab chiqilgan kurash qoidalari to'laligicha xalqaro sport talablariga javob berishini e'tirof etdilar. Kurash qoidalarining asosiy afzalliklaridan biri shundaki, ular yotgan holda bellashuvni davom ettirilishiga yo'l qo'ymaydi. Darhaqiqat, asrlar silsilasidan, davrlarning murakkab sinovlaridan mardona o'tgan, chinakam mardlar, munosib raqiblar bahsi bo'lgan o'zbek milliy kurashi mustaqillik yillarida hayotbaxsh ruh kasb etib keng jahon bo'ylab quloch yoyganligi bayramlar, sayllar, turli mahaldagi musobaqalar, Olimpiya o'yinlarida, yana arenalarda paydo bo'lganligi haqidagi ma'lumotlar, mazkur fan orqali talabalar diqqatiga havola etiladi.

O'zbek xalqining qadimgi qadriyati, faxri, g'ururi bo'lgan o'zbek kurashi bo'yicha tuzilgan —Xalqaro Kurash Assotsiatsiyasini qo'llabquvvatlash to'g'risidagi Respublika Prezidentining farmoni qabul qilingandan so'ng (fevral, 1999-yil) Respublikada milliy kurashga e'tibor kuchaytirildi.

Respublika ta'lim muassasalari umumiy o'rta, o'rta maxsus va kasb-hunar ta'limi, oliy ta'lim maktablarida kurash bo'yicha mashg'ulotlar o'tkazila boshlandi, seksiyalar tashkil qilindi, turli mavqedagi turnirlar o'tkazilmoqda. Bu esa oliy ta'lim maktablarida o'qitiladigan —Milliy kurash turlari va uni o'qitish metodikasi fanini o'qitishni yanada takomillashtirish, uni o'rganishning samaradorligini oshirish yo'llarini, qonunlarini, texnologiyalarini ishlab chiqishni taqozo etadi. Bu esa O'zbek kurashi bo'yicha bo'lajak o'qituvchi-murabbiylarning kasbiy kompetensiyasini shakllantirishni talab etmoqda. Mavzumizning dolzarbligi milliy kurashni o'quvchi-yoshlarga o'rgatishni va keng jamoatchilikka tadbiq etishni taklif etadi.

Hozirgi kunda ta'lim maqsadini amalga oshirish ta'lim funktsiyalari, muammoli-modulli xususiyatlari, o'qitish vositalari va ta'lim mazmunini amalga oshirish darajalari, ta'limni jadallashtirish va shaxsga yo'naltirilgan - umumiy pedagogik, xususiy pedagogik, lokal (modul)li ta'lim kabi o'qitishning xususiyatlaridan kelib chiqib, A.Ya. Savelev, S.A.Smirnov, M.A.Chashanov, V.P.Bespalko, V.M.Shatalov, E.N.Shiyanov, M.I.Maxmutov, L.A.Yutsyavichene, D.V.Chernilevskiy va boshqalar tomonidan ta'lim texnologiyalari ishlab chiqilgan. Respublikamiz ta'lim muassasalarida esa o'qitishning muammoli, shaxsga yo'naltirilgan, mujassamlashtirilgan, modulli, rivojlantiruvchi, dasturlashtirilgan, differenlashtirilgan, faol, o'yin kabi texnologiyalari N. Avliyoqulov, N. Sayidaxmedov, B. Farberman, O'. Tolipov, M. Usmonboyeva, B. Xo'jayev, Sh.Olimov tomonidan ilmiy nazariy jihatdan asoslanib amalda qo'llanilmoqda. Xullas, mazkur texnologiyalar mustaqil fikr yuritish, faol o'zlashtirish, ijodiy tafakkurni shakllantirish va rivojlantirish, kafolatli natijaga erishishni yo'lga qo'yishga yordam beradi. Zero, bunda bilish, tushunish, anglash, ajrata olish, o'z-o'zini nazorat qilish, aniqlashtirish o'z faoliyatini baholash kabi amallar doimiy harakatda bo'ladi.

Xulosa qilib aytganda, milliy kurash, ya'ni o'zbek milliy kurashi va uning rivojlantirishini, mamlakatimiz hayotida emas balki jahonga tanitishga loyiq sport turi ekanligi etirof etish lozim.

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BLOKCHEYN TEXNOLOGIYASI VA UNING QO'LLANILISH SOHALARI

Annotatsiya. Maqolada blokcheyn texnologiyasi, uning qo'llanilish sohalari haqida ma'lumotlar keltirilgan. O'zbekistonda joriy etilishi, afzalliklari tahlil qilingan.

Kalit so'zlar: blokcheyn, texnologiya, tranzaktsiya, kriptovalyuta, pul o'tkazmalari, xavfsizlik, ma'lumotlar bazasi.

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BLOCKCHAIN TECHNOLOGY AND ITS SCOPE

Abstract. The article provides information about blockchain technology and its areas of application. Its implementation in Uzbekistan and its advantages are analyzed.

Key words: blockchain, technology, transaction, cryptocurrency, money transfer, security, database.

Kirish. 2007 yilda o'g'irlikni bartaraf qiluvchi va tranzaksiyalarni tezlashtiradigan innovatsion raqamli imzo usuli – blokcheyn joriy etildi. U bank tizimlarining muammolarini hal qilish uchun mo'ljallangan edi, ammo texnologiya boshqa tarmoqlar uchun ham foydali bo'lib chiqdi.

Axborot texnologiyalari iqtisodiy va ijtimoiy taraqqiyotning asosiy dvigatelidir. So'nggi o'zgarishlar tufayli xalqaro bank tizimi vujudga keldi, minglab online xizmatlar va tovarlarga ega global tarmoq rivojlandi, so'z erkinligi yangi bosqichga ko'tarildi. Ammo Internet yangi muammolarni keltirib chiqardi. Internet xizmatlarining har qanday faol foydalanuvchisi tizimdagi kamchiliklarni, katta pul komissiyalari, sekin ishlash va xavfsizlik "teshiklari" kabi ta'sirchan miqdordagi kamchiliklarni keltirib chiqardi. So'nggi yillarda xavfsizlik muammosi fuqarolarning asosiy tashvishiga aylandi: tajovuzkorlar kartalardan pul o'g'irlash, shaxsiy akkauntlarni buzish, qurilmalarga masofadan virus yuqtirish, bank serveriga hujum qilish, ijtimoiy tarmoq ma'lumotlarini "to'kib yuborish" kabilar tarqalib ketdi.

Xavfsizlik sohasidagi yutuqlarga qaramay, ma'lumotlarni sun'iy shifrlaydigan dasturiy ta'minot (soft) ko'pincha himoya qilish uchun javobgardir, ma'lumotlarni uzatish texnologiyalarining o'zi esa juda zaif. Bunday holda, uchinchi shaxs har doim bitimning kafolati sifatida ishlaydi. Bu uchinchi shaxs: bank, notarius yoki kafil bo'lishi mumkin.

Blokcheyn – zamonaviy iqtisodiyotning qutqaruvchisi, kriptovalyuta esa moliyaviy inqilob deb ataladi. Ko'p odamlar texnologiyaga ishonchsizlik bilan qarashadi, chunki aldovdan qo'rqishadi.

Ko'pchilik kriptovalyutani blokcheyn deb o'ylashadi. Bitkoin, Eter (inglizcha: Bitcoin, Ethereum) va boshqa kriptovalyutalar blokcheyn texnologiyasidan foydalanadi.

“Blokcheyn” va “bitkoin” atamaları axborot makonida deyarli bir vaqtning o'zida paydo bo'lishi tufayli, chalkashliklar vujudga keldi. An'anaviy valyutalarni blokcheyn orqali konvertatsiya qilish va o'tkazish mumkin emasligi uchun, maxsus pul standarti - bitkoin ishlab chiqildi.

Adabiyotlar tahlili. D.A.Belyayeva blokcheyn texnologiyasini amalga oshirish va foydalanishning afzalliklari va kamchiliklari tahlil qildi [3]. A.Yakubov milliy va xalqaro huquqiy hujjatlar, olimlarning tadqiqotlari asosida O'zbekiston qonunchiligida blokcheyn texnologiyalari asosida yaratilgan mahsulotlar (kriptovalyuta, tokenlar, smart kontrakt)ning huquqiy maqomini aniqlashga qaratilgan tahlil o'tkazib, milliy qonunchilikni takomillashtirishga qaratilgan takliflarni ilgari surgan [6]. N. To'raqulova tomonidan intellektual mulk huquqi obyektlarining muhofazasini samarali ta'minlashda blokcheyn texnologiyalarining ahamiyati tahlil etilgan. Blokcheyn texnologiyasining asosiy jihatlari, ya'ni markazlashtirilmaganligi, raqamli ma'lumotlarning shaffof, maxfiy va ishonchli tarzda foydalanuvchilar o'rtasida tez va qulay ma'lumotlar almashinuvi imkoni borasida muallifning fikrlari keltirilgan [5]. E.Mo'minovaning maqolasida blokcheyn texnologiyasiga ta'rif berilgan, qo'llash sohalari haqida fikr yuritilgan [4].

Metodologiya va metodlar. Bugungi kunda raqamli aktivlar (tokenlar, kripto-aktivlar va boshqalar) hamda blokcheyn texnologiyasini rivojlantirish iqtisodiy faoliyat samaradorligini oshirish, oshkorligini ta'minlash va moliyaviy bitimlar xarajatlarni kamaytirish uchun istiqbolli yo'nalishlaridan biri hisoblanadi. O'zbekiston Respublikasi Prezidentining 2018 yil 3 iyuldagi «O'zbekiston Respublikasida raqamli iqtisodiyotni rivojlantirish chora-tadbirlari to'g'risida»gi PQ-3832-sonli qarorini qabul qilinishi mamlakatimizda kripto-aktivlar sohasini rivojlantirdi, investitsion jozibadorlikni oshirdi va mamlakatimizning ilg'or texnologiyalar va innovatsiyalarni joriy etishga sodiqligini yana bir bor namoyon etdi. Qarorda kripto-aktivlar aylanmasi sohasida innovatsion loyihalarni amalga oshirish, blokcheyn texnologiyasi va boshqa zamonaviy raqamli texnologiyalarni joriy etish, shu jumladan kripto-aktivlarni emissiya qilish (tokenlarni yaratish va boshlang'ich taqsimotini

amalga oshirish) bo'yicha pilot loyihalarni amalga oshirishda sub'yektlarga ko'maklashish, «Milliy mayning-pul»ni yaratish nazarda tutilgan edi.

O'zbekiston Respublikasi Prezidentining 27.04.2022 yildagi PF-121-son Farmoniga asosan "O'zbekiston Respublikasi Istiqbolli loyihalar milliy agentligi to'g'risida Nizom", va ilovadagi "Kripto-aktivlar aylanmasi sohasidagi tartibga solish maxsus rejimi («Tartibga solish qumdoni» maxsus rejimi) to'g'risida Nizom tasdiqlandi [1]. Ushbu qaror maqolani yozishda metodologik asos bo'lib xizmat qildi. Mavzuni yoritishda tahlil, umumlashtirish metodlaridan foydalanildi.

Muhokama va natijalar. *Blokcheyn – inglizcha “Blockchain” – “blok” va “zanjir” so'zlaridan hosil bo'lgan. Texnologiya ma'lumotlarni ketma-ket ma'lumotlar bloklari shaklida uzatadi, bloklar shifrlangan bo'ladi va bir nechta kompyuterlarda tarqatiladi.*

Butun Internet serverlar orqali ishlaydi. Yuqori darajadagi qurilmalar har kuni milliardlab so'rovlarni, shu jumladan bank tranzaksiyalarini (operatsiyalarini), messenjerlarda xabarlarini yuborishni, fayllarni yuklab olishni va boshqalarni boshqaradi. Tabiiyki, markazlashtirilgan xizmat katta moliyaviy xarajatlarni talab qiladi. Texnik vositachilardan tashqari, yuridik vositachilar ham mavjud. Masalan, moliyaviy korxona shaxsiy guvohnomasiz onlayn-kredit bermaydi. Barcha ma'lumotlarni saqlab bo'lmaydi, shuning uchun qonuniy momentlarni tekshirish uchun mas'ul bo'lgan uchinchi tomon ma'lumotlar bazalari mavjud. Pul o'tkazmalari o'zlarining "mehnatlari" uchun komissiya talab qiladigan vositachilik servislari bo'lmaydi. Hattoki odamlar bir-birining qarshisida yashasa ham, mablag'larni bir bankdan boshqasiga yuborilishi foizlarga tortiladi.

Servislar o'rtasida pul va ma'lumotlarni "o'tkazilishi" ishlov berish vaqtini oshiradi va mijozlar barcha harakatlar uchun pul to'laydilar. Shuning uchun bugungi kunda mijozlar doimiy ortiqcha to'lovlardan charchagan. Hatto komissiyasiz xizmat ko'rsatish ham pulni uchinchi shaxsga ishonishni anglatadi. Kafil vazifasini bajaruvchi bank bankrot bo'lishi, hujumga uchrashi yoki texnik nosozliklarga duch kelishi mumkin. Korxonalarining moliyaviy barqarorligi juda shartli va foydalanuvchilar doimiy bosim ostida bo'lishadi. Bitta global inqiroz natijasida kompaniya o'z faoliyatini to'xtatishi mumkin.

Ma'lum bo'lishicha, onlayn pul o'tkazmasini amalga oshirishni yoki hujjatlarni topshirishni istagan ikki mijoz o'rtasida har doim vositachi bor. Vositachisiz operatsiyalarni texnik va qonuniy ravishda qayta ishlash mumkin bo'lmaydi. Ammo blockchain uchinchi shaxslarni butunlay chiqarib tashladi. Asosiy afzalliklari:

- eng qiyin operatsiyalar bir necha daqiqada amalga oshiriladi;
- vositachilarning yo'qligi tranzaksiyalarni arzonlashtiradi va ularning tezligini oshiradi;
- ma'lumotlar markazlashtirilmagan serverda saqlanadi: u minglab kompyuterlarga tarqatiladi, shuning uchun uni o'g'irlash mumkin emas.

Blockchain ma'lumotlar taqsimoti tamoyiliga, ma'lum bir desentralizatsiyalangan xizmatga asoslangan. Ya'ni, operatsiyalar uchun uchinchi shaxslar (serverlar va kompaniyalar) emas, balki foydalanuvchilarning o'zlari javobgardirlar. Haqiqiylik kafolati sifatida boshqa shaxs, korxona yoki davlat tuzilishi emas, balki ma'lum bir qiymatga ega raqamli yozuv turadi. Bunday holda, ma'lumotlar shifrlanadi va bir nechta qurilmalar o'rtasida taqsimlanadi.

Hech kim blokcheynni boshqarmaydi, barcha hisob-kitoblar avtomatlashtirilgan tizim tomonidan boshqariladi va nazorat qilinadi; saylovlarni soxtalashtirish, sud tizimini aldash, hujjatlarni soxtalashtirish yoki boshqa shaxsni taqlid qilish kabi hatti-harakatlarga yo'l qo'yilmaydi. Blokcheynni "Butunjahon Hisob Kitobi" (World Wide Ledger) hamda "Qimmatbaho Narsalar Hisobini Yuritish Kitobi" deb ham nomlaydilar. Mulkdorlarning huquqlari shaffof va mustahkamlangan. Tranzaktsiya vaqtining qayd etilishi va PKI nafaqat ikki karra xarajatning oldini oladi, balki i tarmoqdagi har bir bitkoinga bo'lgan mulkiy huquqni qayd qiladi. Bitkoindan tashqari bu har qanday qimmatbaho narsa bo'lishi mumkin, shu jumladan intellektual huquq ham [8].

Dastavval, blokcheyn texnologiyasi moliya va bank sektorlarida jadal foydalanilgan. Hozirgi kunda ushbu texnologiyaning qo'llanish sohalari ijtimoiy munosabatlarning rivoji bilan bevosita bog'liq bo'lib, deyarli barcha sektorlarda, xususan, transport, ta'lim, meditsina, jinoyat protsessi, davlat xizmatlari, turizm, qishloq xo'jaligi, ko'chmas mulk va h.k. [2]. Blokcheyn texnologiyasi intellektual mulk egalari xavfsizlik va raqamli aktivga kirishga intilayotgan mualliflik huquqini buzuvchilardan, shu jumladan mumkin bo'lgan buzg'unchilardan kuchli himoyani ta'minlaydi. Blokcheyn texnologiyasi telekommunikatsiya tarmoqlarida intellektual mulk obyektlarini muhofazasi va himoyasini ta'minlashda, uchinchi shaxslar tomonidan muallif ruxsatisiz foydalanishni cheklashga, oldini olishga xizmat qiluvchi vositadir. Ushbu texnologiyaning asosiy vazifasi axborotni saqlash uslubi bo'lganligi sababli, blokcheynda har qandan turdagi axborotlar, shu o'rinda, raqamli va raqamlashtirilayotgan ma'lumotlar zanjir ko'rinishida saqlanishi mumkin. Blokcheyn texnologilari o'z o'rnida ma'lumotlarning saqlanishining samaraliligi va xavfsizliligi nuqtai nazaridan jamiyat hayotida muhim rol o'ynaydi.

O'zbekiston FHDYo yagona elektron tizimiga blokcheynni joriy etish Yevropa Ittifoqi tomonidan moliyalashtirilayotgan hamda Birlashgan Millatlar Tashkilotining O'zbekistondagi Taraqqiyot Dasturi (BMTTD) va O'zbekiston Respublikasi Adliya vazirligi hamkorligida tatbiq etilayotgan "O'zbekiston qishloq hududlarida davlat xizmatlari ko'rsatishni takomillashtirish va boshqaruv darajasini oshirish" (IPSD) loyihasi doirasida xavfsizlikni yaxshilash va davlat xizmatlaridan foydalanishni tezlashtirish orqali fuqarolarning hayotini yaxshilash maqsadida amalga oshirilayotgan tadbirlardan biridir [7]. Markaziy Osiyoning eng jadal rivojlanayotgan davlatida ushbu texnologiyani davlat muassasalarida puxta o'ylangan holda qo'llash aholi turmush darajasini yaxshilash, tengsizliklarni kamaytirish va milliy miqyosda Barqaror Rivojlanish

Maqsadlariga erishish imkonini beradi. Yevropa hududi va undan tashqaridagi ko'plab mamlakatlar tajribasiga tayangan holda, hozirgi kunda O'zbekistonda FHDYo tizimida, keyinchalik esa Davlat soliq qo'mitasi va Sog'liqni saqlash vazirligida joriy etishni nazarda tutgan tarzda, blokcheynni sinovdan o'tkazish yo'lga qo'yildi.

Blokcheyn uchun huquqiy asos doimiy innovatsiyalar va tajribalarni qo'llab-quvvatlashga qaratilgan bo'lishi kerak. Blokcheynni davlat funksiyalariga kiritish turli sohalarda qonuniy va tartibga soluvchi talablarga rioya qilishni talab qiladi. Bular kripto aktivlarini tartibga solish, smart-shartnomalarni bajarilishini ta'minlash, raqamli identifikatsiyani tartibga solish, ma'lumotlarni himoya qilish, ma'lumotlar maxfiyligi va yaxlitligini o'z ichiga oladi. Davlat sektorida bunday raqamli innovatsiyalarni qo'llab-quvvatlovchi siyosiy muhitini yaratish zarurati allaqachon "Raqamli O'zbekiston 2030" strategiyasida belgilangan.

O'zbekistonda FHDYo uchun blokcheyn yechimini ishlab chiqish uchun IT-kompaniya yollandi. 2022-yilda kerakli IT infratuzilma o'rnatildi, u avvalroq sotib olingan tarmoq server uskunalari bilan takomillashtirildi. O'zbekiston FHDYo tizimiga blokcheynni joriy etish oxirgi ikki yil davomida milliy ustuvor vazifa bo'lib kelmoqda. Uning qo'llanilishi butun mamlakat bo'ylab aholi, jumladan, qishloq joylarda yashovchi 15 million fuqaro va aholining ijtimoiy himoyaga muhtoj qatlamlari (jumladan, chekka hududlardagi keksalar, nogironlar, ayollar va yoshlar) manfaati uchun davlat xizmatlarini onlayn taqdim etishni o'zgartirishga ko'mak beradi.

Yevropa Ittifoqi va BMT Taraqqiyot dasturi davlat xizmatlariga blokcheynni joriy etishdan tashqari, fuqarolar turmushini yaxshilashga, xususan, "yagona darcha" tamoyilidan foydalangan holda yangi Davlat xizmatlari markazlarini (DXM) ishga tushirish orqali ko'mak bermoqda. Bu tashabbuslar O'zbekistonda 2017-yildan buyon amalga oshirilayotgan keng ko'lamli islohotlar maqsadlarini o'zida aks ettirib, davlat hokimiyati va boshqaruvi organlarini birinchi navbatda aholi ehtiyojlarini qondirishga yo'naltirishga qaratilgan [9].

Xulosa. Blokcheyn texnologiyasi orqali ko'plab iqtisodiy va moliyaviy operatsiyalarni bajarish imkoni borligi tufayli ko'plab mamlakatlar va yirik korxona rahbarlari bu texnologiya insonlar hayotiga yanada chuqur kirib borishini bashorat qilmoqdalar [4].

Mazkur texnologiya o'z o'rnida, minglab virtual kompyuterlarni jamlagan bo'lib, foydalanuvchilar ushbu o'zlari uchun alohida yaratilgan tegishli kalit bilan tranzaksiyalarini amalga oshiradilar. Statistik ma'lumotlarga ko'ra, 2021 yil avgust oyining o'rtalarida, mazkur texnologiya, ya'ni blokcheyn hamyoniga ega bo'lgan 75.6 milliondan ortiq foydalanuvchi butun dunyo bo'ylab ro'yxatga olingan [5, b.988-989].

Bugungi kunda mazkur sohani rivojlantirish borasida quyidagi vazifalarni hal qilish maqsadga muvofiq:

- raqamli texnologiyalar sohasida mahsulot va xizmatlar eksporti hajmini oshirish;
- kripto-aktivlar aylanmasi va blokcheyn texnologiyasi sohasida kadrlar tayyorlash va malakasini oshirish uchun asos yaratish;
- O'zbekiston Respublikasining xalqaro maydonda innovatsiyalarga ochiq va investitsiyaviy jozibador mamlakat sifatida imidjini oshirish.

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PATHOPHYSIOLOGICAL BASES OF DIAGNOSIS AND SURGICAL TREATMENT OF RECURRENT THYROTOXIC GOITER BY MODERN METHODS

Resume: Recurrent is a common autoimmune disease characterized by the development of goiter and, as a rule, endocrine ophthalmopathy. The pathogenesis of the disease is mainly due to the production of thyroid-stimulating autoantibodies (TSI), which act as thyroid-stimulating hormone (TSH) and lead to hyperfunction and proliferation of thyrocytes.

In the treatment of this disease, the surgical method is one of the most effective in the treatment of DTZ and allows you to quickly eliminate thyrotoxicosis. The predicted outcomes of surgical treatment of DTZ are: euthyroidism (the most favorable outcome), hypothyroidism and recurrence of thyrotoxicosis. The functional state of the remaining thyroid gland after surgery does not depend on its size.

This article examines the factor determining the postoperative status of the thyroid gland - the activity of thyroid-stimulating antibodies and the functional activity of thyrocytes, at-rtg titers and the ratio of antibodies to thyroid oxidase (at-TPO).

Key words: thyroid diseases, surgical intervention, thyrotoxicosis, thyroid gland.

Introduction. Thyrotoxicosis is a set of pathophysiological, clinical-laboratory and anatomical-morphological disorders resulting from an excess of thyroid hormones and (or) their enhanced effect on tissues, organs and systems [7].

Most often (in 75-80%) CT is associated with diffuse toxic goiter (DTZ). However, in practice, this figure is even higher, since a number of other morphological and etiopathogenetic variants of CT have an evolutionary relationship with DTZ or other common positions [3].

The epidemiology of thyroid diseases depends on many factors and conditions: geochemical, demographic, social, environmental, climatic, etc.

To the greatest extent, the frequency of thyroid pathology is affected by iodine intake. For example, the frequency of endemic and nodular goiter is increased in iodine-deficient regions, and the frequency of DTZ, AIT and other autoimmune thyropathies is higher in places with high iodine content and consumption.

Due to the numerous and not always clear effects on thyroid morbidity, the data of different authors on the frequency of CT vary significantly. In women, this indicator varies from 1 to 3%, among men it is an order of magnitude lower. The incidence is 5-6 cases per 100,000 population per year.

Radioactive iodine therapy, widely used in the USA and Western Europe, which is a fairly effective method of treating DTZ, leads over time to the development of hypothyroidism in almost all patients [1,2], it is also necessary to take into account the risk of thyroid cancer, breast cancer, infertility and severe osteoporosis in premenopausal women [3]. Surgical treatment occupies a significant place in the therapy of DTZ, providing the patient with the fastest achievement of the euthyroid state, however, like any surgical intervention, it is accompanied by a number of characteristic complications [3,6].

The purpose of the study. Improving the effectiveness of surgical treatment of patients with diffuse toxic goiter by creating a system that includes modern preoperative preparation, modified surgical intervention tactics and correction of postoperative functional disorders.

Materials and methods of research. To accomplish this task, we selected a total of 56 patients with recurrent thyrotoxicosis and conducted examinations on them

The results of the study. Long-term results of surgical treatment of diffuse toxic goiter in the region of goiter endemia show that 30.1% of patients have hypothyroidism, 7.9% have a recurrence of thyrotoxicosis and 62% have euthyroidism in the period from 1 to 10 and over years after surgery. The outcomes of surgical treatment depend on high-quality preoperative preparation, an individual approach to choosing the volume of surgical aid and differentiated rehabilitation treatment in the long-term postoperative period.

Medical methods of preoperative preparation of patients with diffuse toxic goiter in 7.2% of cases do not allow to eliminate thyrotoxicosis, due to the development of drug complications and refractoriness to thyrostatic drugs. The introduction of efferent, quantum therapy methods, modern antioxidants and enterosorbents into preoperative preparation makes it possible to achieve a state of clinical euthyroidism and reduce the duration by 4.5 ± 1.2 k/ day.

Intraoperative IR photosonding with targeted puncture biopsy in 97.5% of cases makes it possible to quickly, with minimal economic costs, assess the nature and prevalence of the pathological process in the thyroid gland and choose an adequate amount of surgical aid.

The use of plasma argon coagulator during surgery creates reliable hemostasis, minimal damage to surrounding tissues, reduces the duration of surgery by 24.3%.

The inclusion of VLOK in the complex therapy of postoperative hypothyroidism makes it possible to achieve the state of clinical euthyroidism in 76% of patients using low doses of thyroid hormones. VLOK has a temporary,

favorable clinical effect. To stabilize the positive effect of laser exposure, repeated courses of treatment should be carried out after 3-6 months.

Ethanol destruction of "thyroid residues" under ultrasound control makes it possible to achieve remission of thyrotoxicosis in 65.2% of patients with relapse of the disease and to avoid repeated operations in persons with high operational risk.

Complex therapy of postoperative laryngeal paresis, including drug treatment, physical therapy, correctional and pedagogical influence and psychological relief, allows to increase its effectiveness, shorten the treatment period and leads to labor and social rehabilitation of 87.5% of patients.

After operations, patients should be under the supervision of an endocrinologist and a surgeon. Examinations should be carried out 3, 6, 12 months during the first year after surgery, then -2 times a year, which will allow timely diagnosis of functional disorders and make corrections to treatment, improve the quality of life of patients.

Conclusion. Effective concentrations of D- and L-isomers of thyroxine are similar to those of steroid hormones that give a similar antioxidant effect, and are 10^{-5} M.

At a physiological concentration of 10^{-6} M, both forms of the hormone have an antioxidant effect in the subcellular fractions of the rat cerebral cortex, regardless of the presence of biological activity.

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OILAVIY MAROSIM QO'SHIQLARINI O'RGANISHNI TO'GARAK VA MILLIY BAYRAMLAR ASOSIDA AMALGA OSHIRISH

Annotasiya: Umumiy o'rta ta'lim maktablarida musiqa madaniyati fanini o'qitish jarayonida o'quvchi-yoshlarning ma'naviy-axloqiy fazilatlarini oilaviy marosim qo'shiqlari vositasida shakllantirish, vatanparvarlik tuyg'usini rivojlantirishning pedagogik asoslari haqida fikr-mulohazalar bayon etilgan.

Kalit so'zlar: Xalq og'zaki ijodi, xalq qo'shiqlari, allalar, laparlar, mavsumiy qo'shiqlar, ayyom va marosim qo'shiqlari, hayit va bayram qo'shiqlari, marsiyalar, xalq qo'shiqlarining tarkibi, yakka ijro, jamoa bo'lib kuylash, musiqa tinglash, musiqa asboblari, ma'naviy-axloq, fazilat, milliy tarbiya.

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IMPLEMENTATION OF LEARNING FAMILY CEREMONIAL SONGS BASED ON CIRCLE AND NATIONAL HOLIDAYS

Abstract: In the process of teaching the science of music culture in general secondary schools, opinions are expressed about the pedagogical foundations of the formation of spiritual and moral qualities of students through family ritual songs, and the development of a sense of patriotism.

Key words: folklore, folk songs, allas, lapars, seasonal songs, ayom and ritual songs, Eid and holiday songs, marches, composition of folk songs, solo performance, collective singing, listening to music, musical instruments, spiritual morality, virtue, national education.

Maktabda musiqa ta'limi jarayonida oilaviy marosim qo'shiqlarini o'rganishda birgina musiqa darslari bilan kifoyalanib qolmaslik kerak. Demak, musiqiy ta'lim – tarbiyaning faol shakllaridan o'rinli foydalanish joizdir. Xususan, dars jarayonida, ya'ni sinfdan tashqari musiqa to'garaklarida o'quvchilar ansambllarini tuzish va turli xil bayramlarda o'z konsert dasturi bilan ishtirok etish shunday ahamiyat kasb etadi. Shunga ko'ra o'quvchilarning sinfda, ya'ni musiqa darslari jarayonida o'rgangan qo'shiqlarni, olgan bilimlarini chuqurlashtirishi va malakalarini mustahkamlash ko'p hisobdan

sinfdan tashqari vaqtlarda bajarish mumkin bo'lgan musiqa mashg'ulotlari orqali amalga oshiriladi.

Musiqa to'garaklari faoliyati xuddi ana shu nuqtai nazardan hxi samaralidir. Binobarin undan ko'zlangan maqsad va vazifalar quyidagilarni tashkil etadi:

- O'quvchilarga musiqa vositasida marosim qo'shiqlarga bo'lgan qiziqishlarini tarkib toptirish;

- Musiqa to'garaklari jarayonida va milliy bayramlar asosida o'quvchilarni milliy musiqaga bo'lgan badiy ehtiyojning qondirish;

- O'quvchilarga milliy musiqa orqali ta'lim – tarbiya berish jarayonida zaruriy bilim va malakalarni shakllantirish.

Bunday tadbirlarning zahirida o'ziga xos musakkabliklari mavjud. Ular musiqa to'garaklari va milliy bayramlarni tashkillashtirish uchun zarur bo'lgan darslar va qo'llanmalardan tartib va ijrochilar uchun cholg'ular kiyim libosini hozirlashdan iboratdir.

Maktabda qo'shiqchilik to'garaklarini tashkillashtirishda avvalom bor maxsus shart – sharoit va imkoniyatlar yaratiladi. Bunda ansambil mashg'ulot uchun maxsus xona ajratiladi, texnik vosetalar xozirlanadi.

Oilaviy marosimlarni madx etuvchi vedio va audio kasetalar albatta bo'lishi shart, shu bilan birga, xonani maqsadga muofiq bo'lgan yana turli boshqa anjom va bezaklar bilan jixozlash mumkin. Bunday tadbirlarni amalga oshirishda to'garak a'zolarini faol qatnashuvini taminlash lozim, zeroki bu o'quvchilarni yana maqsad va do'stona ijodiy jamoaga birlashtirish uchun katta tarbiyaviy ahamyatga egadr.

Badiy rahbar to'garak mashg'ulotlarini o'tkazar ekan, o'quvchilarga har tomonlama bilim berishga, o'rganilayotgan har bir qo'shig'ining tub manosini anglab yetishga e'tiborini qaratilganligi muhimdir. Bunga xususan, o'rganilishi kerak bo'lgan musiqiy asarlarning tarbiyaviy ahamyati qo'shiqlardagi xalqimizning orzu – istaklari, dunyoqarashi xis tuyg'ularini o'quvchilar ongiga singdirishda dastlab eng oddiy usullardan kichik – kichik xonishdagi xalq qo'shiqlarini o'rganishdan boshlamog'i muhimdir. Shu bilan birga qo'shiqni buzmasdan to'g'ri aytishga o'rgatish ashula aytish ko'nikmalarini asta – sekin mustahkamlay borish o'quvchilarning o'zlari kuylaganda o'z tuyg'ularini ifoda qila olishlari juda muhimdir.

O'qituvchi mashg'ulot davomida har bir o'rganilayotgan qo'shiqning mazmuni bilan muntazam ravishda tanishtirib borish lozim.

Bilaguzuk

(Toshkent-Farg'ona lapar qo'shig'i)

$\text{♩} = 126$

Suv - bo' - yi da tur - gan - yi - git qo - shu ko' -

zin (o) Suz - gan yi - git bi - lak u - zu

gim - ni ol - gan - yi - git (o) Ol sang ber

gin (o) Bi lag u zu gim ni

(Xalq qo 'shiqlardan namuna)

O'qituvchi o'quvchilarga qoshiqni o'rgatish jarayonida ashula ohangiga quloq solishni, qo'shiqni qichqirmasdan, ifodali qilib aytishga xarakat qilishlikni o'rgatadi. Qo'shiqning mazmuni bilan tanishtiradi. Yurtimizda bugungi kunda xalqimiz tomonidan yaratilgan ko'plab marosim qo'shiqlari har – xil folklor tanlovlari ko'riklari va madaniy hayotimizda to'g'ridan – to'g'ri yoshlarimiz tomonidan ijro etib kelinmoqda. Ana shunday marosim qo'shiqlaridan biri xalqimiz tomonidan to'ylarda bazimlarda ijro etib kelinayotgan kuy qo'shiqlaridir. Bu qo'shiqlarda xalqimizning qadimgi xis tuyg'ularini, to'y marosimlarda kelin va kiyovga, xatna to'ylarida esa to'y bo'ladigan o'spiringa nisbatan xazil – mutoyiba bilan sug'orilgan yoqimli ohanglarni aks etganini ko'ramiz.

Bu kabi qo'shiqlarda yoshlik, go'zallik ramzi, xazil – mutoyiba va payrovi so'zlar maxsus nashrlarda chop etiladi. O'qituvchi bu kabi qo'shiqlar orqali o'quvchilarni go'zallikka bo'lgan urf-odatlarimizga bo'lgan. Bu tanga bo'lgan muhabbat his tuyg'ulari shakllantiradi.

Go'zallikka, urf-odatlarimizga, Vatanga bo'lgan muhabbat tuyg'ularni shakllantirishga milliy bayramlarimizning ahamiyati juda kattadir. Bu bayramlarda o'zbek xalqining asrlar davomida shakllanib kelgan betakror mavsum va marosimlar bilan bog'liq bo'lgan go'zal mazmunli va shaklan milliy urf-odatlarini namoyish etish orqali, o'quvchilarning axloqiy madaniyatini, vatanparvarlik tuyg'ularini shakllantirishda muhim ahamiyat kasb etadi. Chunki maktabda bayramlarga tayyorgarlik ko'rish va uni o'tkazish o'qituvchi hamda o'quvchilardan ma'lum darajada madaniyatli bo'lishni talab etadi. Shuni aytish

kerakki, o'zbek xalqi tarixi va hayotida bayramlar ko'plab mavjud. Bular mehnat, madaniyat, oilaviy, diniy yo'nalishlarga ega bo'lgan bayramlardir.

Mamlakatimizda mustaqillik shabadalari esa boshlagan dastlabki kunlardan o'q xalqimizning madaniy-ma'naviy merosiga, milliy qadriyatlariga chuqur e'tibor qaratila boshladi. Shuni aytish kerakki, dunyodagi hamma mamlakatlarda bayramlar ko'p, ammo mustaqillik, istiqloq, ozodlik tufayli O'zbekiston o'z xalqining, o'z millatining o'z taqdirini qo'lga kiritdi. Mustaqillik bayramining ahamiyatini so'z bilan ifoda etish qiyin. Uni har bir o'quvchi yuragidan his etishi lozim. Chunki mustaqillik bayrami xalqimiz uchun eng muhim bayramdir.

O'zbekiston mustaqilligini asosiy ona diyor, ona xalq, ona tilini sevish, ulug'lash, asrab avaylash tuyg'usi tashkil etadi. Inson o'z Vatanida kamol topar ekan, Vatanga muhabbat tuyg'usi bilan yashaydi. Shining uchun ham har bir o'qituvchi o'quvchilarga musvtaqil O'zbekiston, uning bayrog'i, gerbi, madhiyasi, konstitutsiyasi haqida ma'lumot berishiva ularni elim deb, halqim deb yashashga da'vat etishi lozim. Ona-Vatanga bo'lgan muhabbat, uni urf-odat va marosimlarini sevish, e'zozlash hamda uning ravnaqiga har bir o'quvchining o'z hissasini qo'shishga erishish muqaddas burchidir.

Mustaqillik bayrami kechalarini o'tkazishda dasturning mazmuni va tuzilishiga qarab milliy va zamonaviy qo'shiqlar, sherlar, raqslar galma – gal ijro etiladi. O'zbekiston mustaqilligi bayramini jozibali va qiziqarli o'tishi, o'quvchilarni onadiyorga milliy urf – odatlarga, milliy qo'shiqlarga o'zbek xalqiga bo'lgan mehr – muhabbatni oshuradi.

Xulosa qilib shuni aytish kerakki, Navro'z, mustaqillik kuni, O'zbekiston konstitutsiyasi "Mexrijot" bayramlari bilan bir qatorda respublikamizda "xosil bayrami", "paxta bayrami", "xovli to'yi", ramazon va qurbon xayiti bayramlarini qilish qobilyatini o'tkazish odat tusiga kirgan. Bu bayramlarga ijro etiladigan barcha musiqiy kuy va qo'shiqlar qatorida oilaviy marosimlar bilan bog'liq qo'shiqlarni ijro etilishi avvalombor o'zining tarbiyaviy axamyati bilan bir qatorda, o'quvchilarimizni milliy an'analarimizdan xabardor qiladi, tarixiy obidalarga, bobolari ruxi ufurib turgan asari – atiqalarga hurmat ila munosabatga bo'lishlikka undaydi. Kelajagimiz bo'lgan yosh avlod milliy, qadriyatlarimizni qadrlashga undaydi, ularni vatanga muxabbat ruxida tarbiyalaydi.

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ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARDAN CHET TILLARINI O'QITISHDA FOYDALANISH

Annatsiya: Ushbu maqolada oliy o'quv yurtlarida chet tillarini o'qitishda zamonaviy pedagogik texnologiyalarning asosiy yo'nalishlari bo'lgan; -chet tillarini talabaga yondashgan holda eslab qolish funksiyasi, turli aqliy tarbiya usullaridan foydalanish va talabaga yo'naltirilgan dasturlar haqida ma'lumot berilgan.

Kalit so'zlar: yondashuv, funksiya, raqobatbardosh, pedagogik texnologiya, metodika, audiovizual, audial vositalar.

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USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE

Annotation: In this article, the main directions of modern pedagogical technologies in teaching foreign languages in higher education institutions; - the function of memorizing foreign languages in a student-oriented manner, the use of various mental training methods and student-oriented programs are given.

Key words: approach, function, competition, pedagogical technology, methodology, audiovisual, audio tools.

Bugungi globallashuv davr insoniyatning zamon bilan hamnafas odimlashini talab etadi. Shu boisdan, turli soha mutaxassisleri o'z ona tilini mukammal bilish bilan bir qatorda, bir nechta xorijiy tillarda muloqot qila olishi maqsadga muvofiq.

Shu maqsadda chet tillarini o'qitish tizimini takomillashtirish chora-tadbirlari yuzasidan videoselektor yig'ilishlari muntazam o'tkazib kelinmoqda. Unda Davlatimiz rahbari "Mamlakatimizda xorijiy tillarni o'rgatish bo'yicha kelajak uchun mustahkam poydevor bo'ladigan yangi tizimni yo'lga qo'yish vaqti-soati keldi deb ta'kidlaydilar. Biz raqobatdosh davlat qurishni o'z oldimizga maqsad qilib qo'ygan ekanmiz, bundan buyon maktab, litsey, kollej va oliy o'quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart deb ta'kidlaydilar. Bu qat'iy talab har bir ta'lim muassasasi rahbari

faoliyatining asosiy mezoniga aylanishi lozim”, degan ta’kidlari sohadagi islohotlarni yangi bosqichga olib chiqmoqda.

Kadrlar tayyorlash milliy dasturida, ko’p marotaba pedagogik texnologiyalarni, ularni o’quv muassalarimizga olib kirish zarurligi uqtirilgan. Xozirgi kundagi pedagogikaga bag’ishlangan adabiyotlarda «Pedagogik texnologiya», «Ta’lim texnologiyasi», «Innovatsion texnologiya» kabi tushunchalar ko’p uchrab turgani bilan ularning o’zbek tilidagi ta’rifi o’rganilmoqda. Xar qanday oliy o’quv yurtlarida ta’lim-tarbiya jarayonini zamonaviy pedagogik texnologiyalar bilan ta’minlash vazifasi pedagogdan bevosita ijodiy faoliyatni xamda ishlab chiqarishga tegishli bo’lgan soxa bilimlarini talab etadi.

Oliy o’quv yurtlarida chet tillarini o’qitishda zamonaviy pedagogik texnologiyalarning asosiy yo’nalishlari quyidagilar bilan ifodalanadi:

- chet tillarini o’rganayotgan talabaning yodlashdan eslab qolish funksiyasiga o’tishi, ya’ni o’zlashtirilganini ishlatish imkonini beruvchi aqliy rivojlanish jarayoniga o’tishi;

- bilimning assotsiativ statistik modelidan aqliy xarakatni dinamik tarkibiy tizimlariga o’tish;

- o’rtacha bilimli talabaga yo’naltirilganlikdan o’qitishning tabaqalashgan va individuallashtirgan dasturlariga o’tish;

- talabaning tashqi motivatsiyasidan ichki ma’naviy irodali tartibga solinishga o’tish.

Xozirda pedagogik texnologiyaning o’ziga xos tomoni shundan iboratki, unda o’quv maqsadlariga so’zsiz erishish o’quv jarayonida loyihalashtiriladi va amalga oshiriladi. Texnologik yondashuv, eng avvalo, yuzakilikda emas, balki rejalashtirilgan natijani amalga oshirish imkonini beruvch konstruktiv, ko’rsatmali sxemada o’z ifodasini topadi. Zamonaviy pedagogik texnologiyani pedagogika fanining alohida tarmogi sifatida yoki faqat ta’lim amaliyotini muqobillashtirishga yo’naltirilgan tizim deb qarash mumkin emas. Pedagogik texnologiya bu soxadagi nazariy va amaliy izlanishlarni birlashtirish doirasidagi faoliyatni aks ettiradi. Bugungi kunda fan-texnika rivojlanishi bilan inson faoliyati chegarasi nixoyatda kengayib boryapti. Yangi texnologiyalar kirib kelmoqda. Sifat o’zgarishlari shundan dalolat beradiki, endilikda yangi metodikalarni talab etadigan va ta’lim jarayonining ajralmas qismiga aylanib borayotgan, unga o’zining ma’lum xususiyatlarini joriy etadigan yangi texnikaviy, axborotli, audiovizualli, audial vositalar xam mavjud bo’lib, ular zamonavny pedagogik texnologiyalarni real voqelikka aylantirdi.

Zamonaviy pedagogik texnologiya moxiyat-e’tibori jihatidan boshqa texnologiyalar bilan bir safda turadi, chunki ular ham boshqalari qatori o’z hususiy sohasiga, metodlari va vositalariga egadir. Biroq pedagogik texnologiya inson ongi bilan bog’lik bilimlar soxasi sifatida murakkab va xammaga ham tushunarli bo’lmagam pedagogik jarayonni ifoda etishi bilan ishlab chiqarish va axborot texnologiyalardan ajralib turadi. Uning o’ziga xos xususiyati – tarbiya

komponentlarini mujassamlashtirganidir. Pedagogik texnologiya - bu ta'lim samaradorligini oshirish uchun qo'llan **hamda pedagogika nazariyasi** va amaliyotining barcha soxalari bilan o'zaro bog'lik bo'lgan o'qitish shakllari, metodlari, vositalari, unga yondashuvlar, tizimlar, konsepsiyalar, tendensiyalar, g'oyalarning fanlararo o'zaro birikib yagona majmua tarzida ifodalanishini bildiradi. O'qituvchi tomonidan har bir mashg'ulotni yaxlit xolatda ko'ra bilish va uni tasavvur etish uchun mashg'ulot jarayonini loyilashtirib olishi kerak. Bunda talabaga u tomonidan bo'lajak mashg'ulotni texnologik kartasini tuzib olishi katta ahamiyatga egadir, chunki mashgulotning texnologik kartasi xar bir mavzu, xar bir mashgulot uchun o'qitilayotgan predmet, fanning xususiyatidan, talabalarning ehtiyojidan kelib chiqqan holda tuziladi. Bunday texnologik kartani tuzish oson emas, chunki buning uchun o'qituvchi chet tili, pedagogika, psixologiya va axborot texnologiyalardan xabardor bo'lishi, shuningdek, juda kup metodlarni bilishi kerak bo'ladi. Har bir o'tiladigan mashgulotni rang-barang, qizikarli bo'lishi avvaldan puhta uylab tuzilgan mashg'ulotning loyallashtirilgan texnologik kartasiga bog'liqdir.

Xulosa o'rnida shuni aytishimiz kerakki, texnologik yondashuv ishlab chiqarishdan olingan bo'lib, unda minglab texnologik jarayonlar loyihalashtirilgan. Ular ishlab chiqarishda kerakli natijalarga erishish garovi xisoblanadi. Bu texnologiyalarni qo'llash vaqtida xudud va ularning ijrochisi o'zgarsa ham, kerakli maxsulot chiqaveradi.

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GEOGRAPHICAL LOCATION OF OIL-GAS RESOURCES THE REPUBLIC KARAKALPAKSTAN AND THEIR USE IN INDUSTRY

Abstract: This thesis deals with geographical location of oil-gas resources of the Republic of Karakalpakstan their supply, mining and through this development the industry.

Key words: geological, prognosticated, oil, natural gas, resources, construction, gas-chemical complex, prospective, industry, Ustyurt plateau.

Karakalpakstan Republic is situated in the north-western part of Uzbekistan republic and its territory comprises 166 600 square kilometers. It is 37 % of Uzbekistan's territory. Karakalpakstan is the region, which is rapidly developing in the condition of ecological crisis. Like in other places of Uzbekistan, great novations are taking place in this region. Among our people there is the saying that "Ustyurt plateau is Alaska of Uzbekistan". Finding of oil and gas resources on the dry floor of the Aral Sea was a great pleasure for the local people. Targeted large mines were discovered from the first geological searching in this territory. They are Shakpakti, Northern Ustyurt, Kuanish mines in the concave of Southern Ustyurt. As a result of of the following geological searching and drilling works Aksholak, Berdakh and Karakalpak gas mines were discovered. Mixed oil and gas mines were discovered in the deposits of jura and paleozoic era in the Western Barsakelmes. Our first president I.A.Karimov in his speech in the extraordinary session of Zhokargi Kenes of the Karakalpakstan Republic which was held on May 2, 2002 said that "Full utilization of natural wealth of the land of Karakalpakstan considering further improvement of life conditions of the people of this land in future as the main purpose, invaluable natural wealth of Ustyurt arouse, the hope of the Karakalpak people for the future". In fact Ustyurt plateau and aquatic area of the Aral Sea is rich in natural wealth. Moreover, all the infrastructure (electricity, railway, motorway, water supply) necessary for the production of the raw material is ready here.

Oil and gas mines are being discovered on the dry aquatic area of the Aral Sea. According to the geological research information of the "Uzbekneftegaz" of Uzbekistan, "CNPC International" of China, "KNOC" of Republic of Korea and "Lukoil" of Russia which comprise of the transnational company "Aral Sea

Operating company”, organized to search and find oil and gas mines of the dried aquatic area of the Aral Sea 2 billion tons of oil and 2 trillions of cubic meter of natural gas supplies are prognosticated there. It includes 31 % of oil, 40 % of gas supplies of the entire Central Asia. If this prognosis is justified, big factories like Ustyurt gas-chemical complex will certainly be increased in Karakalpakstan.

Companies “Uzbekneftegaz” of Uzbekistan and “Gazprom”, “Lukoil” of Russia, “CNPC International” of China, “KNOC”, “Kogas” of Republic of Korea are cooperating in searching and production of oil-gas resources in Ustyurt plateau and Aral Sea aquatic area. Surgul, West and East Berdakh mines are situated in Ustyurt and Aral Sea aquatic area. The construction of the Ustyurt gas-chemical complex in Uzbekistan was finished in the beginning of this year and began to make the first production.

The construction of the Ustyurt gas-chemical complex was carried out within framework of large-scale modernization of industry of the government which was submitted by our first president I.A.Karimov. It was constructed in a fast speed with the exactingness of our president Sh.M.Mirziyoyev. This project was the first big project in oil-gas sector of not only in Uzbekistan, but also in CIS which was carried out on the basis of long-term financing. This project was fully approved by the governments of Uzbekistan and the Republic of Korea. The total cost of the project is 3,9 billion US. dollars.

Korean companies “Kogas”, “Lotte Chemical”, “STX Energy” with the total amount of 1,4 billion financial source and the invests of the natural holding company of Uzbekneftegaz”, also credits for 16 years and credit resources of total amount of 2,54 billion USD based on the principles of project financing and limited by the regress rights are the considered as credit resources. Such banks as “Asian Development Bank”, “Korea Development Bank” of Europe and Asia, “Korea Finance Corporation” (Korean Republic), “China development Bank” (Peoples Republic of China) “ING” (Netherlands), “Hermes”, “KFW”, “Bayern LB”, “Siemens Bank” (Germany) “Credit” “Suisse” (Switzerland), “Nordea”, “SEC” (Sweden), export-import agencies of Korean Republic, Germany and Sweden giving insurance payment for the banks taking part in realization of the project participated there.

Joint venture “Uz-Kor Gas chemical” with 50% charter capital belonging to Korean Corporations “Kogas”, “Lotte Chemical”, “STX Energy” and “Uzbekneftegas” was founded in May 2008, and having the 50% of charter capital worked together. Financial Consultants of the project were “ING” bank (Netherlands), consultants on legal issues were legal companies “Vinson & Elkins” and “Norton Rous” (Great Britain).

Companies “Samsung Engineering”, “GS Engineering” and “Hyundai Engineering” of Korean Republic carried out the construction of the project. The project of the construction of the enterprise was prepared by “CMAI” company of Singapore. The construction lasted for 38 months.

The project of the construction of Ustyurt gas-chemical complex was included in the best ten global projects rating and it is called the most invested project among the market of developing countries. Acceleration of reclamation of Surgul gas mine, extracting natural gas, cracking and constructing the factories producing last product was aimed. Ustyurt gas-chemical complex is producing 3,7 billion cubic meters of gas, 387 million tons of polyethylene of high solidity pyrolytic decomposition distillation product and pyrolytic oil by the refinement of 4,5 billion cubic meters of gas on the base of Surgul, North Berdakh and East Berdakh gas condensate mines with resources of 120 billion cubic meters. The only Surgul mining complex can supply with raw material for 26 years.

According to the rating issued by the well-known “Dilodjec” consulting company (Great Britain) the project of construction Ustyurt gas-chemical complex on the basis of Surgul mine according to the overall results of 2012 year took its place among the ten global investment projects of the world. Annual export volume exceeds 750 million US dollars. About 7000 people worked in construction work of the complex. Over 1000 people got regular work after the factory started to function.

As a result of reforms being carried out effectively in Uzbekistan, social and macro economical stability is being strengthened, intention and interest of foreign investors and creditors to make investments is raising. This factor is supported by the government of Uzbekistan and favorable conditions are established for foreign investors and creditors. Wide-ranging projects are being carried out on the basis of planned financing with the partnership of foremost international companies.

Our first suggestion is that we invite foreign investors to make investment in Uzbekistan without doubt. Karakalpakstan, which is prospective in oil and gas industry will live up expectations. Our second suggestion is, taking into account richness of oil and gas resources in Ustyurt plateau and the Aral Sea aquatic area large scale geological observation, geophysical, geological research, drilling works should be speeded up and based on this to increase the number of oil-gas industry enterprises in this prospective republic. Also to build a big complex of sectors, provide the people of Karakalpakstan, living under ecological crisis condition with work, to improve their life conditions, to consider turning Karakalpakstan into one of the regions of Uzbekistan with developed industries as the main aim, to dig, oil-gas resources of Uzbekistan before other countries in the world wouldn't use worldwide non-traditional energies (sunlight, wind, geothermic energies and the energy taken from the seawater surface etc.) and before oil-gas resources of Uzbekistan would not lose its value, and to start new sectors of industry from the money profited developing nanotechnology, computer technologies and promote Uzbekistan to be in the range of developed industrial countries.

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O'ZBEK VA INGLIZ TILLARIDA TO'Y BILAN BOG'LIQ LEKSIK BIRLIKLARNING LINGVOKULTUROLOGIK TADQIQI: INGLIZ TO'Y MAROSIMIMLARINI O'RGANISH

Annotatsiya. Ushbu maqolada asosan ingliz to'y marosimimlarini umumiy tasnifi berilgan, ingliz to'y marosimlariga ta'rif berilgan. Ingliz to'y marosimlari organib chiqilib ularning ma'nosiga xam tohtalib o'tilgan, shuningdek, to'y so'zi bilan bog'liq leksemalar keltirilgan va muhokama qilingan. O'zbek va ingliz to'y marosim-udumlarining o'rganishda ularning kelib chiqishi, mazmun-mohiyatini aniqlash uchun albatta tarixiy manbalardagi ma'lumotlar ko'rib chiqilgan.

Kalit so'zlar: Ingliz to'y marosimlari, leksemalar, nikoh, taklif, unashtirish, to'y an'analari.

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LINGUISTIC STUDY OF LEXICAL UNITS RELATED TO WEDDING IN UZBEKI AND ENGLISH LANGUAGES: STUDY OF ENGLISH WEDDING CEREMONIES

Annotation. In the article, a general classification of English wedding ceremonies is given and a description of English wedding ceremonies is studied. Also, English wedding ceremonies were organized and their meaning was discussed, as well as lexemes related to the word wedding were presented and investigated. In the study of Uzbek and English wedding rituals, the information from historical sources was considered in order to determine their origin and content.

Key words: English wedding ceremonies, lexemes, marriage, proposal, engagement, wedding traditions.

Kirish.

O'zbek xalqi etnografiyasining ilmiy tadqiq etish V.V.Radlov izlanishlari bilan bog'liq bo'lib, u Zarafshon vodiysi aholisi haqida qimmatli etnografik ma'lumotlar to'plab, ular asosida mahalliy xalqlar haqida etnografik risolalar yozdi. A.N.Samoylovich va P.A.Falevning qrim-tatar tili maqol va matallarini jamlagan asari, V.P.Nalivkin va M.V.Nalivkinalarning Farg'ona vodiysi ayollarining turmush tarzini aks ettiruvchi asari alohida ajralib turadi.

A.Jo'raboyev va Z.Husainovalarning tadqiqotlari o'zbek tilidagi to'y marosimi bilan bog'liq ifodalarning umumiy tadqiqiga, F.Hayitovanning tadqiqoti nikoh to'yi qo'shiqlarining lingvistik tahlili masalasiga qaratilgan bo'lsa, O.Ismanovanning ishi kelin salom janrining poetik tadqiqiga va M.Kaxarovanning tadqiqoti o'zbek etnografizmlarining sistemaviy tadqiqiga bag'ishlangan. O'zbek va ingliz xalqlari urf-odatlarining chog'ishtirma tadqiqi globallashuv jarayonida xalqlar o'rtasidagi munosabatlarda anglashilmovchiliklarning oldini olishda dolzarb bo'lib, ilmiy hamda amaliy ahamiyatga egadir.

O'zbek va ingliz to'y marosim-udumlarining tarixini o'rganishda ularning kelib chiqishi, mazmun-mohiyatini aniqlash uchun albatta tarixiy manbalardagi ma'lumotlar muhim ahamiyatga ega hisoblanadi. Ingliz oilasining asosiy o'ziga xos xususiyatlaridan bittasi bu to'ylardagi an'anaviy marosimlarga qattiq rioya qilishdir. Britaniyalik to'y an'analarning ma'noni anglatuvchi ritualar, to'ylar har doim marosimlar va an'analarda atrofida rivojlanadi.

Tadqiqot metodologiyasi. Tadqiqot mavzusini yoritishda tasniflash, tavsiflash, zidlash, qiyoslash, sotsiolingvistik tavsifiy va qiyosiy tahlil, tarixiylik, tizimli yondashuv, semantik semiotik nazariya usullar tahlil metodlaridan foydalanildi.

Natijalar va muhokamalar. Ingliz nikoh to'yidan oldin odatda ikki kishi o'rtasidagi wedding proposal/nikoh taklifi bilan boshlanadi. Bu an'anaviy ravishda uzuk an engagement ring /nishon uzuk taqdimotini va rasmiy ravishda "Will you marry me?" /"Menga turmushga chiqasizmi?" degan savolni o'z ichiga oladi. Taklif etayotgan kishi savol berish uchun hatto tizzasiga tushishi mumkin. Agar taklif qabul qilinsa, er-xotin unashtirilgan hisoblanadi. Bu chap qo'lda nishon uzugi taqilgan bilan ifodalanadi.

D.D.Manukyan, Y.A.Sorokin, D.A.Gilfanova kabi olimlar to'y marosimiga oid izlanishlar olib borib, ularning madaniy va lingvokulturologik jihatlarini tahlil qilishgan. O'zbek xalqining nikoh to'yi tizimida bir qancha to'y leksemasi bilan bogliq marosimlar mavjud: sovchilik, unashtirish, uy ko'rar (qiz ko'rar), kelin/kuyovni surishtirish bu kabi paremlar ingliz tilida mavjud ammo lingvokulturologik jihatdan farqlidir.

Shuni ta'kidlash kerakki, ingliz to'y marosimlari bilan quydagi leksemalar bogliq: Best Man/eng aqin do'st - to'y kuni kuyovga yordam beradigan yaqin erkak qarindoshi yoki do'sti. Yaqin do'st uzukni xavfsiz saqlaydilar, boshlovchilarni boshqaradilar, to'y guvohi bo'lishadi va nutq so'zlaydilar, Page boys/sahifa o'g'illari - kelinning oldidan yo'lak bo'ylab yurish - ba'zan ular uzukni olib yurishadi, Flower girl /gul qiz - yo'lak bo'ylab yurib, kelinning oldiga gul barglarini sochadi, Father of the Bride/kelinning otasi - kelinni ramziy ravishda "gives away"/"beradigan" kishi. Agar uning otasi vafot etgan bo'lsa yoki boshqa sabablarga ko'ra mavjud bo'lmasa, kelinni boshqa erkak qarindoshi, ko'pincha amakisi yoki ukasi beradi. An'anaga ko'ra, kelinning otasi to'yda nutq so'zlaydi.

Shuningdek, to'y kuni kuyov va uning yaqin do'sti kelinning kelishini cherkov ichida kutishadi. Odatda, kelinga otasi hamrohlik qiladi, u kelinlarning chap tomonida turadi. Marosim paytida kelin va kuyov o'zlarining wedding vows/nikoh va'dalarini berishadi. Nikoh qasamlari - bu nikoh marosimida er-xotinning bir-biriga bergan va'dalari. G'arb madaniyatida bu va'dalar an'anaviy ravishda mehr-oqibat, sodiqlik, so'zsiz hurmat va doimiylik tushunchalarini o'z ichiga oladi. Qasamyod qilinganidan keyin er-xotin uzuk almashadi. Nikoh uzugi chap qo'lning uchinchi barmog'iga qo'yiladi, bu "uzuk" barmog'i deb ham ataladi. Nikoh uzugi odatda oddiy oltin uzukdir. To'y marosimidan so'ng, kelin, kuyov va ikkita guvoh odatda to'y daftariga imzo chekish uchun yon xonaga ketishadi. Busiz nikoh qonuniy emas va nikoh guvohnomasi berilmaydi. Shundan so'ng, mehmonlar omad tilash uchun yangi turmush qurgan juftlik ustiga gul barglari, konfeti tashlash uchun chiqishadi. Kelin barcha yolg'iz va turmushga chiqmagan mehmonlarga orqasi bilan turadi va guldastasini boshi uzra ularga tashlaydi. Kim guldastani ushlasa, u keyingi turmushga chiqadi. Xozirgi kunda ushbu an'ana o'zbek to'ylarida xam uchramoqda. Odatda to'ydan so'ng kelin-kuyov honeymoon/asal oyiga jo'nab ketishadi, ba'zan esa to'ydan keyin ham to'g'ri borishadi. Uyga qaytgach, er xotinini yangi uyiga olib borishi an'anaga aylangan. Bu kelinni ostonadan ko'tarish deyiladi. Odatda ingliz to'ylarida kelin cherkovga kirganda, unga bug'doy sepiladi. Shunga o'xshash to'y an'analari ko'plab xalqlarda o'tkazilgan bo'lib va xozirgi kunda mavjud. Marosimdan so'ng mehmonlar odatda mehmonxonada, restoranda yoki shunga o'xshash biror joyda o'tkaziladigan ziyofatga yo'l olishadi. Barcha mehmonlar kelgandan so'ng, kelin va kuyov e'lon qilinadi, hamma o'rnidan turadi va er-xotin o'z joylariga yo'l olishadi. Ular odatda ota-onalar, eng yaxshi erkak va xizmatkor bilan "yuqori stolda" o'tirishadi. Acceptance ritual/ Qabul marosimida ovqatdan so'ng odatda nutqlar bo'lib o'tadi - odatda kelinning otasi yangi kuyovini oilada kutib oladi, eng xurmati baland odam nutq so'zlaydi (bu odatda hazil bo'lishi kerak) va keyin kuyov aytadi o'z nutqini. Nikoh to'yining yakunida er-xotin odatda an'anaviy mevali tort bo'lgan wedding cake/to'y tortini kesib tashlashadi. Tortni birgalikda kesish juftlik uchun omadli hisoblanadi. Bu ularning nikoh paytida birga ishlashlarini anglatadi. Har qanday raqs odatda kelin va kuyov tomonidan boshlanadi, bu First dance/"Birinchi raqs" deb ataladi, ko'pincha er-xotin o'zlari yoqtirgan musiqa yoki qo'shiqni tanlaydilar. Qabul marosimidan kelin eri bilan birga yangi hayot boshlash uchun ketadi.

Xulosa.

Xulosa o'rnida shuni aytish kerakki, to'y marosimidan tarkibiy qismlar qo'shilishi va olib tashlanishi bilan birga, nikoh marosimida bir-biriga bog'langan umumiy ritualistik model hali ham mavjud. Ritualga bo'lgan ehtiyoj saqlanib qolmoqda, chunki u ko'p juftliklar orzu qiladigan izchillik va madaniyat tuyg'usini ta'minlaydi. Turli xil tashkiliy tuzilmalar va ilohiyotlarning uchta mazhabini birlashtirgan narsa, ular erta janubda erkaklar va ayollarni chinakam dindor qilgan narsalarni tushunish edi, Heyman (2006) bu bog'liqlik tavba qilish

va qayta tug'ilish degan xulosaga keldi. Aksariyat juftliklar ushbu an'analardan ba'zilarini o'z marosimlariga qo'shadilar, lekin har bir er-xotin bir-biridan farq qiladi va Britaniya to'y an'alarini qanchalik qabul qilishmasin, ikkita marosim bir xil emas.

Biroq, madaniyat va urf-odatlar haqida gap ketganda, barcha juftliklar obuna bo'lgan bir nechta an'analar mavjud. Qayerdan bo'lishingizdan qat'i nazar, har doim esda tutingki, baxtli va muvaffaqiyatli to'yning kaliti mehmonlaringizning zavqlanishiga ishonch hosil qilishdir.

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SHAVKAT RAHMON LIRIKASIDA ONA YURT TIMSOLI

Annotatsiya: Ma'lumki, Shavkat Rahmon o'zbek xalqning sevimli shoirlaridan biri. U o'z she'rlarida yaxshilikka intilish, vatani sevish uni asrash to'g'risida ijodida katta ahamiyatli bo'ldi. She'rlarida so'zlarni ishlatishda ham bunga alohida e'tibor qaratgan shoir.

Kalit so'zlar: Shavkat Rahmon lirikasi, timsol, vatan, ezgulik.

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SHAVKAT RAHMAN REPRESENTS MOTHER COUNTRY IN LYRICS

Abstract: It is known that Shavkat Rahman is one of the favorite poets of the Uzbek people. In his poems, he became of great importance in his work on striving for good, loving the motherland to preserve it. A poet who also paid special attention to this in the use of words in his poems.

Keywords: Shavkat Rahman Lyrics, emblem, Homeland, goodness.

“Timsol“-so‘zni ko‘pgina ma‘nolarda ishlatilishni ko‘rishimiz mumkin. Timsol- o‘rgak olish mumkin bo‘lgan timsol, dadil isbot ma‘nosidagi timsol, ko‘z o‘ngida xayolda obraz siymoli timsoli. Shavkat Rahmonning ijodida, esa timsol so‘zni uchraishi uni o‘z she‘rlarida qo‘llashi ibrat oladigan, o‘rnak olish mumkin bo‘lgan timsolini ishlatilganligini ko‘rishimiz mumkin.

Zulfiqor ruh kerak
kerak chin yog‘du,
chin ishq yolqinlari bag‘rimga to‘lsin.
jismimni toblasin faqat chin og‘riq.
chechaklar qon-qora bo‘lsa-da bo‘lsin...⁹

Ijodkor o‘z kechinmalarni, tuyg‘ularni she‘rlarida namoyon qildi olgan. Shavkat Rahmon ijodida ezgulikka intilish, adolatlilik va ona yurtga muhabbat, insondagii yaxshi hislatlar tuyg‘ularni timsol sifatida she‘rlaridanamoyon qildi. Ijodkor kam ijod qilgan bo‘lsada o‘zidan katta meros qoldira oldi va kelajak avlod uchun vatanni asrash uni sevishni hamda asrash timsol sifatida she‘rlarida ko‘rsatdi. Shavkat Rahmonni she‘rlarni mutolaa qilar ekanmiz she‘rlaridako‘p

⁹ Qozoqboy Yo‘ldosh “Zulfiqor ruh manzillari“, “Guliston“jurnali 2002-yil 1-son 236-bet.

holatda yurakni lahzaga keltiradigan soʻz mahoratni ishlatishi sheʼrlarida yaqqol namoyon boʻladi va buni sezish qiyin emas.

Yildir bu

Nafsing botqay emas

Qiliching domiday chaqnagan yoʻldir

Bu yoʻlga burilishdan avval¹⁰

Oʻldir ichidagi xoinni oʻldir

Shavkat Rahmonning ushbu misralarida timsolni ham vatanga muhabbatni ezgulikka intilishi yaʼni vatanni asrashda uni himoya qilishdan avval uni oʻz ichidagi dushmanlarni yoʻq qilish kerak deganini ushbu misrasida koʻrinadi. Bu orqali vatanni qanchalik sevgani koʻrinadi. “Timsol”- soʻzni boshqa oʻrinlarda ham sheʼrlarida qoʻlladi.

Shavkat Rahmonning “Odam daraxti” sheʼri ham eʼtiborga molik.

Oʻsayotgan

Kuchli daraxtman

Shohlarimda pishar soʻzlarim

Oʻychan- kelguvchiyoʻlga

Ikki togʻday boqar soʻzlarim

Fursat esa-

Shoshqaloq bola

mevalarning xush boʻyin toʻyib

atrofimda tinmay aylanar

Goh kunduzni, goh tunni kiyib.¹¹

Ushbu misrasida shoir umr mazmunni haqidagi fikrlarini daraxt timsolida bayon qilgani timsolida koʻramiz. Shavkat Rahmon sheʼrlarida timsolni uchratish shoirlik mahoratni, undagi his- tuygʻularni sheʼrlariga koʻchirgani bu orqali timsolni soʻnmas yogʻdu qildgani. Chin insoniylikfazilatlar doim ustun turishi, yaxshillika intilishni oʻz misralarida bayon qilgan Oʻz sheʼrlariga nom berishda ham buni ijodkor shu uslubda foydalandi. Ijodkor soʻzlarni ishlatishni birgalikda koʻrib chiqamiz. Shavkat Rahmon ijodida “yoʻgʻdu”, “xalq”, “ezgulik”, “odamiylilik” kabi soʻzlarni sheʼrlarida koʻp bora uchrashi ijodkorni komil inson ekanligini sezamiz.

Ey, elim,

qachondir bir gala bedil

koʻksingdan dilingni sugʻirgan mahal

nega shol yuzingni burding tekari,

nega tirik qolding ichmasdan zahar.¹²

¹⁰ Qozoqboy Yoʻldosh “Zulfiqor ruh manzillari”, “Guliston” jurnali 2002-yil 1-son 237-bet.

¹¹ Jumaniyazova Nasiba “Istiqlol davri oʻzbek lirikasida uslub va mahorat” monografiyasi. Shavkat Rahmon. Saylanma. Toshkent. “Sharq”, 1997, 69-bet.

¹² Qozoqboy Yoʻldosh “Zulfiqor ruh mazillari”, “Guliston” jurnali 2002-yil 1-son. 243-bet.

Jumaniyazova Nasiba “Istiqlol davri oʻzbek lirikasida uslub va mahorat” Monografiyasi, Urganch-2019 69-bet.

Shavkat Rahmon she'rilaridada vatanni e'zoz qilish doimo birinchi o'rinda turgani uning yaqqol o'z aks topgan. Vatanni qanchalik sevishni misralarida adabiy qoldiri.

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VIRAL HEPATITIS A IN SCHOOL-AGE CHILDREN

Abstract: this article reflects on the various manifestations and prophylaxis of hepatitis in young children.

Keywords: viral hepatitis A, viral hepatitis B, immunomodulation, RNA, intoxication symptoms, cardiovascular.

The decrease in the incidence of acute viral hepatitis B and C, which has occurred in recent years, does not remove the problem of the relevance of viral hepatitis. This problem is especially relevant in pediatrics due to the high infection rate of women of childbearing age and the possibility of perinatal transmission of infection from mother to child, as well as due to the involvement of adolescents using narcotic drugs in the process.

The frequency of infection of children from mothers with viral hepatitis, according to the literature, varies widely and depends on laboratory methods.

The course of viral hepatitis in children infected in the first years of life has its own characteristics associated with the immune response, many aspects of which have not yet been disclosed. But the most difficult problem remains the treatment of viral hepatitis, since most antiviral drugs have age restrictions. An important role in reducing the incidence of viral hepatitis B in children belongs to the initiated vaccination. This is especially evident in children, whose indicators were 3-4 times higher than the national ones until recently, and today they have even become somewhat lower. However, the situation remains extremely

alarming, as the growth of chronic hepatitis continues, the numbers of HBsAg and anti - HCV carriers remain high. The basis of the modern approach to the treatment of HCV is the position that the course and outcome of the process (the degree and rate of development of fibrosis in the liver, the formation of cirrhosis

or hepatocarcinomas) is determined by the activity of replication of the virus

of the causative agent of the disease. In accordance with this, the primary task

of treatment is to reduce the level of viral replication, up to the elimination of the pathogen. The administration of most of the already valuable antiviral, immunomodulatory drugs to children is being restrained due to the fear of possible adverse reactions.

Acute viral hepatitis The term "viral hepatitis" refers to diseases caused

by pathogens of viral hepatitis – A, B, C, D, E, G. The group of viral hepatitis with enteral infection mechanism includes diseases caused by hepatitis A and E viruses, the group with parenteral mechanism – diseases caused by hepatitis B, C, D, G. Hepatitis A virus is classified as RNA-containing viruses. The virus

is detected in feces, bile, hepatocytes, in blood serum. In serum, already in the early stages of the disease, specific antibodies are detected first of class M, then - G. The appearance of *IgG* indicates the presence of protective immunity. By physico-chemical properties, hepatitis L virus is resistant to acids, alkalis, ether; when heated to 60 ° C retains viability for 1 hour, at room temperature – up to

30 days. in water – up to 3-10 months. It is sensitive to chloramine, formalin and dies when boiled for 5 minutes.

Often, the cardiovascular, nervous, urinary and other systems are involved in the process, but these changes are not considered leading. Forms of viral hepatitis Atypical jaundice.

- heartless;
- subclinical,
- inapparent.

The disease can have a mild, moderate and severe course.

The criteria for the severity of the course are the severity of intoxication symptoms, the level of bilirubinemia, the serum prothrombin index and, to a lesser extent, indicators of transfer activity) at the height of the disease. The incubation period is from 7 to 45 days, on average 15-30 days. Jaundice typical form. They are registered in children in 10-30% of cases. The prodromal (pre-jaundice) period is 3-7 days, the onset of the disease is acute - the temperature rises to 38-39 °C for 2-4 days, symptoms of intoxication, nausea, vomiting, abdominal pain without clear localization, intestinal dysfunction. With mass food or water outbreaks, the onset of the disease is noted with dyspeptic or

mixed (dyspeptic + catarrhal) syndrome. With mixed syndrome, persistent nausea, vomiting, flatulence, and stool disorders are observed in the form of diarrhea or constipation. Abdominal pain may be of different nature (blunt,

diffuse, localized in the epigastric region and (or) in the right hypochondrium; acute or paroxysmal) and may mimic abdominal (false surgical) syndrome, this may cause the patient to be hospitalized in a surgical hospital.

Prevention consists in early diagnosis of the disease, isolation of patients for 10-20 days. Contact children are monitored for 35 days with mandatory daily thermometry, examination of the skin and mucous membranes, assessment of the color of feces and urine, palpation of the liver and spleen. Laboratory examination of contact persons, by determining the ALT content, is carried out twice with an interval of 10-15 days. The current and final disinfection is carried out using a 3% solution of chlorine-containing preparations and chamber

treatment. Passive immunization is carried out according to epidemic indications no later than 7-10 days from the expected contact with the patient.

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TERRITORIES PROTECTED AS OBJECTS OF THE ECOSYSTEM (BY THE EXAMPLE OF THE GISOR STATE RESERVE)

Abstract: The article studies the specific aspects of the development of ecotourism in specially protected natural areas, the peculiarities of the climatic and natural conditions of the region and provides information on the aspects of ecotourism, geomorphological aspects of the Kashkadarya basin, natural and geographical aspects of the development of ecotourism in its mountainous landscapes, and its effective use., At present, the development of ecotourism both on the territory of the reserve and on the territory of its buffer zone has been studied, information on its features and possibilities has been given.

Key words: Ecotourism, Gisar, climate, reserve, mountain-foothill, basin.

Introduction. In recent years, great attention has been paid to the development of promising sectors of recreation and tourism in the mountainous regions of our republic. The President of the Republic of Uzbekistan Sh.M. Mirziyoev noted that "the unique nature of our country, national reserves, and mountainous areas have great potential for tourism development." One of the main tasks today is to support the development of tourism activities, increase the efficiency of using the tourist potential of the regions, improve the conditions for recreation and tourism, as well as create new jobs in the field of tourism services and increase the employment and well-being of the population. Including, to raise tourism to a strategic level in Kashkadarya region, to dramatically increase the volume of domestic tourism, to create the necessary conditions for them, to improve the quality of tourism services provided, to create additional opportunities for business entities operating in the tourism sector, as well as to provide employment to the population and their large-scale work has been done to expand the source of income.

Currently, 51 hotels, 221 guest houses, 16 hostels provide services for the tourist sector in the region. There are 17 major tourist facilities in the region, which receive more than 700,000 tourists a year. The Kashkadarya basin geomorphologically consists of mountains and plains, depending on zonal and vertical stratification of landscapes, specific thermal regime and moisture conditions, relief and other factors (Abdullaev, Usmonova, 2003). In the mountainous part of the Kashkadarya basin, the horizontal zonation of landscapes was replaced by vertical zonation. Vertical zonation in the mountains

above all geographical consequence of morphostructural stratification. In the mountains, it occurs due to a sharp decrease in the height of the zonal radius of the landscape, as well as a change in the amount of precipitation (at first increasing and then decreasing). As in other mountainous regions, the systems of altitude zonation are diverse in the mountains of this basin, and each altitude zone has a different type of altitude zonation (Nazarov, 2020). In the mountainous part of the Kashkadarya basin, hypsometric height helps to distinguish the following subclasses in landscapes depending on the genesis and degree of fragmentation of the relief:

1) landscapes of mountainous hills and low mountains; 2) mountain landscapes of medium height; 3) high mountain landscapes. Also, in the subclass of mountainous hills and low mountain landscapes, it is possible to distinguish the zonal type of mountain barren landscapes on moderately dry typical gray soils (Abdullaev, Usmonova, 1997).

The main part. In the world, the only models or methods that are convenient for the development of ecotourism, which are directly compatible with the natural climatic conditions of each country and the use of their tourism resources, have not yet been developed. However, the issues of using national parks and state natural reserves in the development of ecotourism have been well researched (Yarashev, Khasanov, Qurbanova, Sadulloeva, 2021). First of all, it is necessary to establish national reserves in the state reserves located in Uzbekistan, that is, to develop tourist itineraries where tourists can see the nature of the reserve, the protected flora and fauna without harming its biodiversity (Yarashev, Hasanov, Badalov, 2020). The Hisar state reserve can be a vivid example of this as a standard object in the organization of ecotourism.

Hisar state reserve is the largest of the republic's reserves in terms of area, and the task of natural reserves is to preserve the original landscape with its unique ecosystem, and the establishment of such reserves prevents the disappearance of some species. It was established in 1983 for this purpose, to preserve the natural complex and ecosystems of the Hisar mountains. It is located on the western slopes of the Hisar range at altitudes ranging from 1750 m to 4349 m.

The reserve includes the landscapes of the upper regions of the Western Hisar mountains and the upper part of the Kashkadarya catchment, that is, it is located in the territories of the Shahrisabz and Yakkabog districts of the Kashkadarya region. The area of the reserve is 80986 ha, and 12,203 ha of the territory of the reserve is covered with forest. Grasslands are 27,450 ha. About 60 species of trees and shrubs are typical for forests. In addition to juniper, maple, hemlock, hawthorn, cherry, willow, poplar, walnut, larch and other trees and shrubs grow in the forests.

More than 800 species of tubular plants alone are considered in the territory of the reserve. There are a lot of species belonging to marigolds, marigolds, umbels and other families. Among legumes, astragalus is especially

common (70 species), three of which are found only in the Hisar reserve. 40 out of 50 species of flowering plants are endemic to West Hisar. The composition of the fauna of Hisar reserve is also diverse, 30 species of mammals, more than 100 species of birds, 9 species of reptiles and 2 species of fish have been taken into account. Among mammals, animals such as snow leopard, white-clawed bear, lynx, wild boar, lynx, gazelle, and boar are protected, and some of them are included in the "Red Book of Uzbekistan" and the International Union for Nature Protection.

There are also departments of Hisar State Reserve, Kitab Geological and Surkhan (Kohhitang and Paygambarorol). Tugay and mountain forest reserves, as well as other protected landscapes in the regions of South Uzbekistan, are part of the object of the Hisar state reserve. The 2,000-hectare area of the reserve is a protected zone for the development of ecotourism. The reserve is divided into 4 sections: 1. Land area of Gilan department - 18838.1 ha; 2. Miraki department, land area - 11821.0 ha; 3. Land area of Tankhozdarya department - 20233.0 ha; 4. Land area of Kyzilsuv department - 30094.0 ha. The territory of the reserve consists of 17 borders, 54 circulation lanes. The main part of the Hisar State Reserve, not excluding its sections, as a single massif stretches 37 km from east to west and 90 km from north to south. The mountains in the Hisar Reserve are younger mountains formed in the Alpine folding

The crystalline ground of the Sumsar-Shertog and Hazrat Sultan mountains adjacent to the territory of the reserve consists of metamorphosed limestones formed from marine deposits of the Silurian and Devonian periods of the Paleozoic era. The territory of Kitab Geological Reserve is one of the unique geological monuments in the world in terms of preservation of Silurian-Devonian-Carboniferous marine deposits. The area of Aksuv river from the village of Hisorak to Hazrat Sultan mountain is composed of Devonian limestones, these rock complexes were affected by the uplift of the Zarafshaon mountain range in the Permian period, thickened and sometimes metamorphosed (Mamatov, 2001).

The relief of the area is highly fragmented. The height of its peaks is from 2500 m to 4421 m. In particular, Mount Hazrat Sultan - 4643 m, Khoja Kirshavor - 4303 m, Tortkoylik - 4366 m, Mount Bibi Olmas - 4349 m. One of the highest points of Uzbekistan is an unnamed peak located at an altitude of 4421 m above sea level in the Tortkoylik mountain of the reserve. In the region, karst processes are widespread in Mesozoic-Cenozoic limestone deposits. Under the influence of karst processes, there are many relief forms such as gorges, gorges, shelves and caves. Mountain rivers and streams form deep canyon-like gorges in the area.

The main part of the region consists of mountains with a height of 2500-3000 m, which had an impact on the formation of soil-vegetation cover. The fact that the mountain slopes are open from the northwest and west, blocked by the Zarafshan and Hisar mountain ranges in the northeast, east, and southeast also

had an impact on the formation and distribution of soil-vegetation cover as an important natural factor. Based on the sum of the listed factors and the geobotanical criteria of the formation and distribution of plants and landscapes in general by Q. Zakirov, we observe that three of these four landscape regions, hill, mountain and pasture regions, are clearly manifested in the Hisar reserve. At the same time, it is natural that landscapes of an introzonal character can also be found in these regions. The height of the soil and plant regions depends on the exposure of the slopes, and the size of the distribution area depends on the relief features of the slope (Mamatov, 2001).

The Hisar mountains are located far from seas and oceans, therefore the reserve area has continental climate characteristics and meteorological indicators change frequently. Westerly air currents moving in layers of the atmosphere from 2-3 km to 12 km high easily penetrate the mountains of the reserve, but their direction and influence change during the seasons. The fragmented topography of the reserve area causes the wind direction to change here, that is, the wind blows from the mountain to the plain at night, and from the plain to the top during the day. All the researchers who studied the Hisar mountains noted that the mountain gorges here are special, unique natural objects.

It is desirable to organize ecotourism routes in the territory of the Hisar state reserve. In the world experience, the convenience of developing ecotourism is that it does not require the construction of hotels with a high level of service to tourists. In this type of tourism, traditional recreation and domestic amenities are considered secondary. In addition, in ecotourism programs, the goal of increasing the ecological knowledge and culture of tourists is also taken into account.

In order to enjoy the unique scenery of nature, special requirements are observed when erecting tents and camping sites. In this regard, the service of highly qualified specialists and ensuring the safety of vacationers are among the most important issues. From this point of view, special attention is being paid to the construction of new roads leading to the beautiful natural habitats of the reserve and the repair of existing ones. In order to expand the ranks of young personnel interested in the field, activities of such directions as "Tourist services", "Hotel services manager", "Cooking" have been launched in several vocational colleges. At the same time, in the development of the reserve as an ecotourism object, attention should be paid to the following:

it is necessary to establish a visitor center in the territory of the reserve and to form this center as an eco-tourist object, and to turn the center into a modern information center that collects environmental information, advertises and presents it. Equipping this center with modern information technologies, including multimedia tools;

formation of tourism infrastructure based on modern requirements, organization of ecotourist routes (on foot and horseback) and ensuring their safety equipment. Including the organization of horseback and walking tours for tourists visiting Hazrat Sultan Shrine and Amir Temur Cave;

implementation of ecotourism promotion work, i.e. placing advertising leaflets about the nature and activity of the reserve in large-scale public places (parks, car and railway stations, airports, etc.), on the internet;

preparing and publicizing information on ecotourism, advertising booklets, pamphlets, photo collections, video clips, etc

creating a website of the reserve, posting information on eco-tourism there and promoting it;

Advertising of places of interest of the reserve, such as the banks of the Oksuv River, mountain forests, including the Suvtushar section, in the media and social networks, etc.

Streams, tributaries, and rivers that start and flow through the territory of the reserve create waterfalls of different shapes and forms in their watershed. The biggest of them is Suvtushar waterfall. This waterfall is located at an altitude of 2100 m above sea level, at the beginning of the Suvtushar stream, in the Miraki section of the nature reserve. The height of the waterfall is 84 m, and it is located among large rocks and juniper trees. Sometimes the waterfall turns into ice due to extreme cold. According to the research worker of the reserve, as a result of the air temperature cooling down to -18, -20°C, the phenomenon of freezing of the waterfall is observed in January. The waterfall is formed due to the waters emerging from the Osmontalash snowy rocks of the Hisar mountain range at a height of 4000 meters.

About 20 thousand foreign and local tourists come to the village every year. In addition, there are about 10 large and small lakes in the territory of the "Hisor" state reserve. In particular, there are 3 lakes in Gilan district, 3 lakes in Miraki district, 1 lake in Tankhozdarya district, and 3 lakes in Kyzilsuv district. To date, the lakes have not been fully studied, only some of their morphometric indicators have been determined. These lakes can be used for ecotourism purposes. It is expedient to organize guest houses, dining establishments, and rest areas in providing services to tourists. According to the information of scientific research institutions and experts, today the development directions and prospects of ecotourism are formed in connection with the laws of nature and the stability of geosystems.

According to the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 94 dated February 18, 2020, the status of nature protection was changed in the area with a total area of 13231.3 ha, including 11231.3 ha of protected zone and 2000 ha of land of different land users. In this way, it was possible to develop tourism, including ecotourism, in some parts of the territory of the reserve. Currently, there is practically no infrastructure for the development of tourism either in the territory of the reserve or in the territory of its conservation zone. Taking into account the above, it is advisable to carry out the following activities for the development of ecotourism in the reserve area:

1) enclosing areas for the purpose of ensuring safety - regulation of the number of visitors to the area near the waterfall;

2) organization of transfer points;

3) visitor service point, which sells tickets and issues permits to visitors to the ecotourism facility (waterfall);

4) a border crossing point with a turnstile, a special place for a reserve security guard (who will admit visitors to the territory based on the obtained permits);

5) construction of a facility with a rest room, a warehouse for storage of equipment and equipment, and a kitchen for the employees of the reserve;

6) to facilitate the passage of tourists through the stream - to build a bridge;

7) creation of eco-trails on the territory of the object - for the convenience of visitors, construction of eco-trails leading to the waterfall, for getting to know the territory of the reserve. In this case, the length, width, and covering of the trail should be chosen correctly, as well as fences should be installed for the safety of tourists. The creation of such a trail serves to prevent the visitors from harming the existing natural grass-plant world and harming nature;

8) It is necessary to organize recreation areas and build a viewing area on the territory of the object. Nowadays, people who come here try to get as close as possible to the waterfall or go down to the stream in order to take a picture "for memory", etc.

Summary. Hisar Nature Reserve is important for the protection of mountain landscapes, and it is possible to use them as an important object of ecological tourism and recreation, in addition to carrying out scientific-research work on the study of landscapes and individual components of landscapes.

Currently, in many countries, including Uzbekistan, serious attention is being paid to the creation of nature reserves and national parks and their area expansion. From this point of view, it is appropriate to expand the Hisar Nature Reserve by adding adjacent areas and to establish the Hisar National Park, to implement measures aimed at nature protection, scientific research, and self-sufficiency using some parts of the national park for ecotourism purposes.

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PROGRAMMED MICROPROCESSOR SYSTEM THAT CONTROLS THE PARAMETERS OF THE OBJECT AND CONTROLS OPERATION

Abstract: In this work, the issue of "Designing a generator device using a modern microprocessor" is considered. Modern microprocessors AD9850, which are widely used today, were used during the design, and information about microcontrollers and controllers and their programming languages is presented. The principle and structural schemes of the designed generator have been developed.

Key words: Microprocessor systems, technique, product quality, automatic device, scheme, automatic mode, regulator, valve.

1. Introduction. The greatest achievement of microelectronics and computer technology is the creation of microprocessors, microcontrollers (large integrated circuits (CIS) with microprocessors).

Microprocessors (MP), microcontrollers (MK) are extremely small in size and have high computing and logic capabilities. EHM based on them, their low cost and high stability have expanded the use of digital computing devices in the unlimited sphere, and microprocessors control, manage and process digital devices based on microEHM. made it possible to create devices and systems.

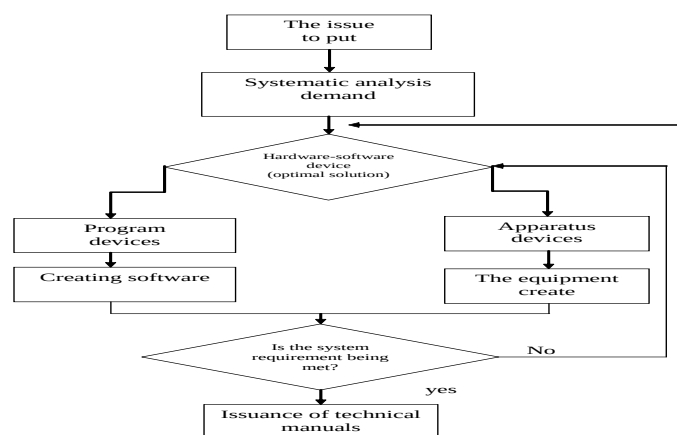


Figure 1. Optimum design of MP measuring device

The following algorithm should be used to determine what logic to prepare the MP measuring and control equipment (Fig. 2).

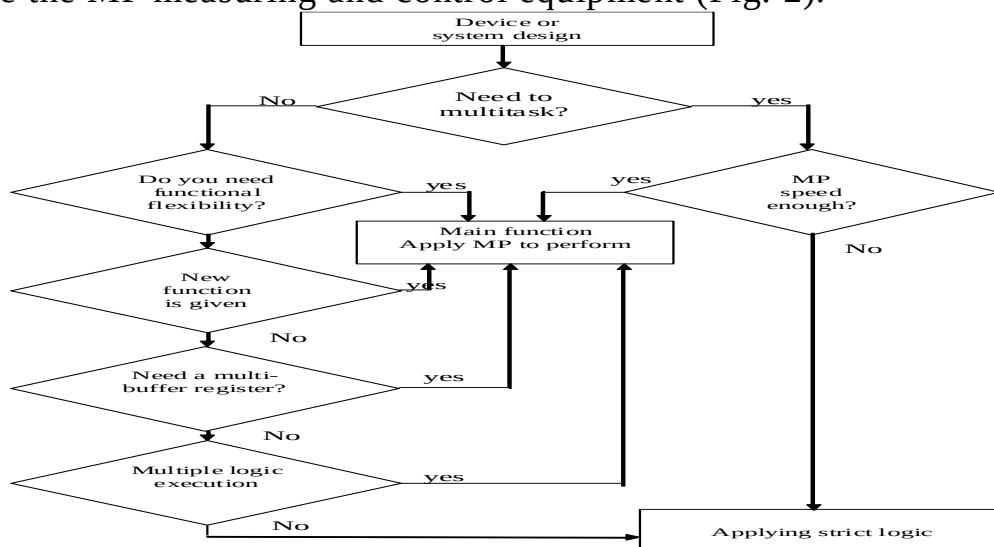


Figure 2. Mpli is an algorithm that determines the logic of the construction of the measuring and control device.

From this algorithm, it is possible to know the necessary conditions for setting up measuring devices in "hard" or flexible logic. For example, in order to create devices in solid logic, the following conditions must be met: tasks to be performed should be very few; that the input/output device has one channel; if high speed is required; if the system performs one task (function) in each specific case, and so on. The achievement of using a microprocessor is realized only if the following conditions are true:

- ✓ if it is envisaged to further modernize the system by using program methods;

- ✓ if it is required to enter some data;

- ✓ if it happens that actions need to be performed many times and al-

In order to correctly allocate a microprocessor, it is necessary to create a program that evaluates it. Therefore, it is advisable to use MP with low speed. In addition to the above descriptions, the following should be taken into account when choosing an MP:

- The number of commands (determines the flexibility of MP application);

- ✓ the number of registers (determines the calculation ability of MP);

- ✓ addressing to memory capacity (MP data high

- ✓ described in terms of processing at the border);

- ✓ apply MP with the least number of voltages relative (MP

- ✓ reduces the cost, simplifies the system structure);

- ✓ the possibility of temporary stopping (characterized by the possibility of working MP in multiprogram mode);

The structure and main characteristics of MP are characterized by the following, convenient arrangement of K580VM80 MP buses, possibility of

connection with various external devices, provision of advanced program system, possibility of performing arithmetic operations in binary-decimal codes.

It is desirable to use K589 series MP in high-speed measuring and control devices. It is better to use K587, K588 series MP, which consumes less power in autonomous measurement, control devices. In measuring devices and systems, in addition to individual MPs, a universal microphone - roEHM is widely used ("Elektronik-S5", "Elektronik-60", "Elektronik-031", "VEF-Ormika", "SM-1800", "Elektronik-K1 -20, K1 - 10", "Electronics MS-2N0", etc.).

Control of the operation of the managed object is carried out as follows:

Launching an automated control microcontroller device. The automated control and management device built on the basis of the controller is activated via the keyboard, and the controller begins to control the operation of the controlled object based on the program written in the PPZU (REPZU) memory chips.

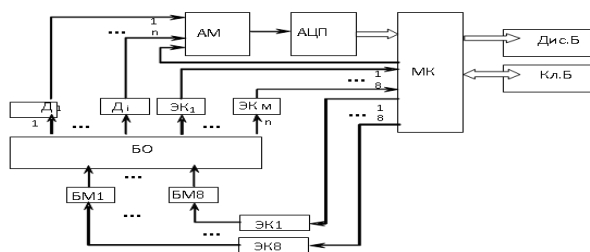


Figure 3. Control and management of the operation of the object.

The states of the working bodies of the controlled object or other analog, digital messages are sent from the outputs 1,2,...,n of the object to the inputs of the B1, B2,...,Bm blocks. If the monitored parameters are continuous, they are supplied to the indicated inputs of the analog multiplexer (AM) through blocks B1, B2,...,Bi. It transfers the continuous messages given to the input of the analog multiplexer to the output through the control code given to the input of the controller (based on the controlled program) and transmits this analog signal to the input of the ATsP. ATsP converts this message into parallel binary code and forwards it to one of the controller's I/O ports. If the signals at the outputs of the controlled object are digital, then these signals are supplied from the outputs of the Bn,...,Bm blocks directly to the bit inputs of the I/O ports of the controller. The controller receives the messages sent to the input in turn based on the program and writes the processed results to the RAM device, if necessary, outputs it to the display.

Conclusion: In order to control the operation of the controlled object, i.e. to push the manipulator's hands to the left and right, pick up and put down the object, based on the messages received from the sensors, the controller generates control signals for controlling the mechanism (engine) that controls the manipulator's hands through the second input/output port. These control signals are sent to the BB1, BB2,...,BBn control unit through electronic switches EK1,

EK2,...,EK8, and from their outputs BM1, BM2,..., BMm8 start control mechanisms. The operator can start and stop the controller through the keyboard block, select (set) operating modes, control the program execution through the display, and perform similar tasks.

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THE STRUCTURE OF SOME PROTEINS AND MULTIMOLECULAR PROTEINS

Abstract: The article provides information on the general description, properties and structure of proteins and the mutual assembly of the structure of multi-molecular proteins, isofunctional proteins.

Key words: Protein, keratin, peptide, monomer, collagen, fibrillar, RNA, structural proteins, isofunctional proteins.

Skin, hair, nails, fur and horns include structural proteins, which are involved in the formation of supporting tissues. In particular, connective tissue, cartilage and bone proteins have a simpler structure than globular proteins. Keratin protein polypeptide chain is in the form of an α -spiral, similar to a rope or three-stranded cable, each fiber is composed of an α -spiral. Another structural protein, β -keratin, is partially fibrillar, and the conformation of the polypeptide chain has a β -structure and is arranged layer by layer. Connective tissue proteins collagen and elastin are the main structural proteins. The polypeptide chain of the collagen protein has a three-stranded helical structure. Fibrillar proteins have three different levels of structure.

1. Primary structure. 2. Secondary structure: polypeptides have partial α -spiral and β - conformation.

3. The three-sided conformation of fibrillar proteins tends to perform a specific biological function of proteins.

When proteins are affected by various chemical and physical factors (organic

solvents, diuretics, detergents, changing the pH of the environment, a solution of high-concentration neutral salts, mercaptoethylene, etc.) dissociate subunits in the molecule. For most proteins, this process reverses when the dissociating substance is released, the subunits of the protein molecule reassemble and regain biological activity. This phenomenon is called self-assembly of the protein molecule.

An example of self-assembly without the influence of the external environment is the tobacco mosaic virus protein. It consists of one molecule of RNA and 2130 protein subunits. These subunits are wrapped around the RNA strand. Under the influence of detergents, RNA and protein subunits are separated. If the detergent is removed, the separated RNA and protein subunits will unite, and the quaternary structure of the protein will be completely

restored, and all physical properties and biological functions will return to their original state.

Variation of different organ proteins depending on their function, changes in the protein composition of organs during ontogenesis and diseases. The protein composition of each organ depends on its function. For example: muscles contain proteins involved in contraction. Liver proteins are adapted to perform its function. The liver contains special enzymes involved in protein, amino acid, fat, carbohydrate metabolism and detoxification of various toxic substances. Structural proteins perform a support function.

The protein composition of the body of a healthy adult is somewhat constant, unchanging, but the amount of some proteins may change depending on physiological activity, the composition of food and eating habits, cyclical changes (biorhythms). During the development of the organism, especially at the earliest stages (from the zygote to the emergence of differentiated organs with specialized functions), the protein composition changes significantly. Differences in the structure and functions of specialized cells are based on differences in their chemical composition, first of all, in the composition of proteins. For example: erythrocytes contain hemoglobin, which ensures blood carrying oxygen, muscle cells contain contractile actin and myosin proteins, retinal cells contain rhodopsin protein, which is able to capture photons, etc. Many proteins are present in all or almost all cells, but in varying amounts.

During diseases, the protein composition of tissues changes. These manifestations of diseases are called proteinopathies. Two types of proteinopathies are distinguished - hereditary and acquired proteinopathies.

Hereditary proteinopathies are the result of primary damage in the body's genetic apparatus. In any case, a protein will not be formed at all, or a "wrong" protein with a different structure will be synthesized. An example of this is sickle cell anemia (a type of hemoglobinopathies), in which HbS is formed instead of hemoglobin A, which does not perform the function of transporting oxygen very well. In many cases, even a single protein synthesis derailment is fatal for the organism or leads to severe disease. For example, children born homozygous for HbS die from anemia in infancy. Protein content changes during the individual development (ontogeny) of the organism. During embryogenesis, most enzymes in the liver are completely absent, and after the birth of a child, all enzymes begin to be synthesized in the liver. Newly formed enzymes depend on the first intake of breast milk. The formation of enzymes, which were not there before, coincides with the period of eating normal food from mother's milk. During ontogeny, the isozyme spectrum of enzymes changes. For example: two of the five phosphofructokinase isoenzymes are found in the liver embryo (adults have five isoenzymes). Thus, changes in enzyme forms are characteristic for individual development (ontogenesis). The composition of proteins changes in various diseases. An example of this is the change in blood plasma proteins. Therefore, examination of blood serum

proteins in clinical biochemistry is of great diagnostic value. Acquired proteinopathies, apparently, continue along with any disease, but only sufficiently expressed cases are important in clinical practice. In acquired proteinopathies, the primary structure of proteins does not change, the amount or distribution of proteins in tissues changes, or, if not, due to changes in the conditions in the cells, proteins cannot be formed. As a result, severe anemia begins.

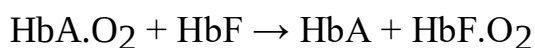
Determining the amount of one or another protein in the tissues and fluids of the body is a convenient and often the most accurate method of diagnosing most diseases, especially in the case of hereditary proteinopathy. For example, the presence of HbS in erythrocytes indicates that the patient has sickle cell anemia and not any other form of anemia.

Biologically active peptides. Biologically active peptides are divided into the following four groups according to their effect:

1. Peptides with hormonal activity (vasopressin, oxytocin, adrenocorticotroph, glucagon, calcitonin, melanin-stimulating hormone, releasing factor, etc.).
2. Peptides involved in digestion (gastrin, secretin, etc.).
3. Vasoactive peptides.
4. Neuropeptides.

Angiotensin, bradykinin, and kallidin penetrate into vasoactive peptides and affect vascular tone. Angiotensin is formed from angiotensinogen under the action of renin.

Isofunctional proteins. A protein that performs a certain function in a living cell can be in several forms, these are called isofunctional proteins or isoproteins. For example, several forms of hemoglobin are found in human erythrocytes: the predominant forms in an adult are HbA (96% of all hemoglobin corresponds to its share), HbF and HbA2 (about 2% each). All hemoglobins are tetramers composed of protomers of different sets: a, b, g; HbA formula - 2 a 2b, HbF - 2 a 2g, HbA2 - 2 a 2d. A common feature of all hemoglobins is the presence of 2a protomers. Different protomers are similar in terms of primary structure, and in terms of secondary and tertiary structures, protomers are very similar to each other. All forms of hemoglobin perform the same function - bind oxygen and deliver it to tissue cells, but these forms of hemoglobin differ to some extent in terms of their functional properties. For example, HbF has a greater affinity for oxygen than HbA and can remove oxygen from HbA:



HbF is characteristic for the period of human embryonic development (fetal

hemoglobin); in the last weeks of pregnancy and the first weeks after childbirth, it gradually changes to HbA. Fetal blood and maternal blood do not mix; the fetus is supplied with oxygen due to diffusion of oxygen from the blood vessels of the mother to the blood vessels of the fetus in the placenta. The

greater affinity of fetal hemoglobin to oxygen makes it possible for diffusion to occur when the difference in oxygen concentration between maternal and fetal vessels is small. very similar to its protomers, but unlike hemoglobin, which circulates in the blood and delivers oxygen to the tissues from the lungs (or placenta), myoglobin remains stationary in the muscles and delivers oxygen from hemoglobin to the mitochondria, as well as creating oxygen reserves in the muscles serves as an intermediate mediator. Isofunctional proteins are a family of proteins that perform the same function, but some members of this family have special, smaller properties that may be physiologically important. Most molecular forms of protein found in one type of organism are called isoproteins; proteins (homologous proteins) of organisms belonging to different biological species that perform the same functions in them are not included among isoproteins. For example, human hemoglobin and rabbit hemoglobin, although performing the same function, are not isoproteins.

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SOME PHYSICOCHEMICAL INDICATORS OF PROTEINS

Abstract: The article provides information on the solubility of proteins and the factors affecting it, as well as the essence of their content.

Key words: protein, hydrophilic, collagen, gelatin, neutral salts, effect of temperature, globulin, pepsin, muscle phosphorylase, polyanion, salting.

Proteins are hydrophilic, water-loving colloids. Dry protein dissolved in water swells, like all high-molecular hydrophilic compounds, and then the protein molecules begin to slowly move into the solution. During folding, water molecules pass into the protein and connect with its polar groups. The solid structure of the polypeptide chain swells. Swollen protein can be considered a reverse solution. Further absorption of water causes the protein molecule to separate from the total mass and dissolve. But swelling does not always lead to melting; some proteins, for example, collagen, remain in a swollen state even if they absorb a lot of water.

The phenomenon of melting occurs on the basis of hydration of proteins, that is, binding of water molecules to proteins. Hydrated protein is tightly bound to water molecules, and it is very difficult to break it. This is not simple adsorption, but shows the electrostatic binding of water molecules with the polar groups of acidic and positively charged basic amino acids.

Part of the hydrated protein is connected with peptide groups that are connected with water molecules by means of hydrogen bonds. For example, proteins with a non-polar side chain bind to water and dissolve. An example of this is that non-polar amino acids stored in collagen bind a large amount of water. The polypeptide chain is elongated under the influence of water bound to peptide groups. But the bonds (bridges) between the chains do not allow the protein molecules to break apart and pass into the solution. When the product containing collagen is heated, the interchain bonds in the collagen fibers are broken, and the separated polypeptide chain goes into solution. Partially hydrolyzed soluble collagen is called gelatin. Gelatin is close to collagen in terms of its chemical composition, it swells easily and forms a viscous solution in water. Gel formation is the main characteristic of gelatin. Aqueous solutions of gelatin are used in practical medicine as plasma substitutes and blood-stopping substances, and gel formation is used in pharmaceutical practice to prepare capsules.

Factors affecting protein dissolution. The solubility of proteins depends on their amino acid composition (polar amino acids are more soluble than non-

polar amino acids), structural properties (globular proteins are more soluble than fibrillar proteins) and the quality of the solvent. For example, plant proteins - prolamins dissolve in 60-80% alcohol, albumins - in water and weak solutions of salts; collagen and keratin are insoluble in most solvents.

The stability of protein solutions depends on the charge and hydrated shell of the protein molecule. There is an organic connection between protein charge or the number of polar amino acids in it and hydration: the more polar amino acids in the protein, the more water is bound (per 1 g of protein). In some cases, the hydrated shell of the protein increases, and the hydrated water can dissolve 1/5 of its weight.

Some proteins are highly hydrated but poorly soluble. For example, collagen binds more water than soluble globular proteins, but does not dissolve. Its dissolution is hindered by structural features - cross bonds between polypeptide chains.

The solubility of proteins depends on the number of hydrophilic groups in their molecules, the size and shape of their molecules, and the sum of their charges. The solubility of proteins decreases at the isoelectric point. Because there is no electrostatic force between molecules that pushes them apart.

Effect of neutral salts. Neutral salts (Na_2SO_4 , MgSO_4 , $(\text{NH}_4)_2\text{SO}_4$) increase the solubility of even proteins that are insoluble in pure water, for example, euglobulins. Salt ions interact with oppositely charged protein molecules and break the salt bridges between protein molecules. An excess amount of salt (increasing the ionic strength of the solution) has the opposite effect.

Effect of environmental pH. The pH of the environment affects the charge of the protein, as well as its solubility. A protein is not stable at its isoelectric point, that is, when the sum of its charges is zero. The loss of charge makes it easier for protein molecules to approach, stick and settle. Therefore, the solubility and stability of the protein is at the lowest level at the pH of the environment at its isoelectric point.

Effect of temperature. There is no strict relationship between protein solubility and temperature. But proteins such as globulin, pepsin, muscle phosphorylase are better in water and salt solutions with temperature increase; proteins such as muscle aldolase and hemoglobin are poorly soluble.

Effect of different charged proteins. If polyanionic - acidic proteins are added to polycation - basic proteins, aggregates are formed. In such cases, as a result of the neutralization of charges, stability disappears and proteins settle down. Sometimes, this feature is used to isolate the desired protein from a mixture of proteins.

Water-absorbing agents, organic solvents - ethyl alcohol, methyl alcohol, acetone, alkaline metals - thick solutions of neutral salts destroy the protein's water film and reduce its solubility. When organic liquids - ammonium sulfate,

sodium sulfate, sodium chloride, sodium phosphate and other solutions are added to the protein solution, the protein usually precipitates.

Salting. When various salts are added to protein solutions, their precipitation is called salting. In this condition, the protein molecules are free from the hydrate shell that stabilizes them, and they easily combine with each other and form large aggregates. Salting often does not change the native (initial, natural) state of the protein, when salt ions are separated from the precipitate by dialysis, the protein goes back into solution. Therefore, the method of salting with ammonium sulfate and sodium sulfate is widely used for extracting proteins without destroying their structure. Different protein solutions precipitate when saturated with salt to different degrees. Therefore, by saturating a solution consisting of a mixture of proteins with a concentrated solution of ammonium sulfate, some proteins can be precipitated separately. For example, when blood serum is semi-saturated with ammonium sulfate, globulins are released, if the globulins are filtered and salt powder is added until the solution is fully saturated, albumins are precipitated.

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THE CONCEPT OF CREATIVITY: DEFINITIONS AND THEORIES

Abstract: This article discusses the definition of creativity in the context of creative economy. Creativity is spoken of as creating new and original approaches to management and making non-standard creative decisions. The new economy is actually the economy of a creative person.

Key words: creativity, creative economy, marketing efforts, style, individuality, originality.

Recently, more and more often you can hear the words "creativity" and "creative economy". Politicians talk about creativity, write in the press, books. Against the background of the departure of the industrial age, human society is undergoing profound social and economic changes. We no longer spend energy on the production of cars, televisions, refrigerators, automated factories with a small number of personnel can do this for us. People today are busy writing programs and doing scientific research.

When Albert Einstein formulated the theory of relativity, "he put the question of style before all the confusion with details... Of course, physicists will never agree with this, because the word "style" immediately comes to mind some kind of fashionista.

There are two types of creativity: the creativity associated with the implementation as an individual and is personal, and the second is the one that produces the product. The first variety is a universal human characteristic and is inherent in all societies and cultures. It exists both in free societies, which encourage it, and in closed totalitarian societies, where they usually try to drown it out. With such suppression for political or religious reasons, or containment for economic reasons, people suffer and communities weaken as a result. This kind of creativity is equally present in the villages, and in the best academies and universities, partly created for this purpose. The second variety leads to the production of creative products, and is more pronounced in industrial, Western societies, where more importance is attached to innovation, scientific and technological innovation and (intellectual) property rights. This kind of creativity also needs a market and some legal rules. The first kind of creativity does not necessarily lead to the second, but the second requires the first.

All types of creativity have three necessary conditions: individuality, originality and meaningfulness. The first condition is the presence of a separate personality (individuality). It's about creative people, not objects. Creativity

needs a person to see something, literally or metaphorically, and bring it to fruition. Sam Mendes, the five-Oscar-winning director for *American Beauty*, celebrates a special moment in making a play or film, “when you discover something that only you can do, only you can say.” Speaking in artistic terms, if creativity is devoid of a personal spirit, it becomes kitsch, i.e. works of mass culture, designed for an undemanding taste, distinguished by a bright, catchy form and primitive content.

Debates have been going on for a long time about whether a machine can have consciousness and whether it can create. Machines cannot create, not even the fastest and smartest computer can create. Machines can produce, but they cannot create. “Computers are useless,” said Picasso, “they only provide answers.” Computers have only the information that we provide them, directly or indirectly, and they process it according to the rules that we set. Dr. Charles Johnsner, author of *Life in Wires*, states: “The processing of data is logical and precise and clear, but by the very nature of deductive reasoning, it bears no trace of originality. This is a very old topic - the opposition of the logical and creative principles.

Individuality as a necessary condition does not mean that a creative person always acts on his own or is self-sufficient. Sometimes solitude, and even loneliness, is better suited for creativity, other types of creativity need and develop in a group of several people. Both situations can be equally creatively productive. The desire to work alone or to group work comes from a combination of individual inclinations, the ongoing process, the product being developed, and existing social structures. But this does not change things. If two or more creative people work in a team without which they could not succeed, sometimes to such an extent that they lose their own identity, dissolving in it, after all, it is they who, with their personal talent and individuality, give rise to creativity and the corresponding product. However, the opposite is also true. If the one who is part of the team is only a part, then he can hardly be a creative person, because he does not give a part of himself. This spirit of individuality in co-creation is well expressed in the saying from the Talmud: “If I am not myself, who will be me? If I am only myself, what am I? If not now, then when?”.

Secondly, creativity is original. This can mean both creating a completely new one, which is called “something from nothing”, and reworking something that already exists, in the sense of “giving quality to something”. Dr. Samuel Johnson's 1755 Dictionary gives several meanings for the verb "to create". The first is “to create from nothing”. This happens, but rarely. More often, a creative person takes and mixes existing ideas in new and unusual ways. Many dictionaries since the 1800s have basically given this definition. The new "quality" may be limited to a correction, a polishing of the old, or something much more radical. In the first case, the connection with what was before is obvious, but in the second, it appears (and is) something completely new.

Two criteria - individuality and originality - are necessary elements of creativity. But they are not enough. We don't like to call something creative unless it matches our understanding of creativity, even if that meaning is banal and personal. If an idea gets a name, then this gives some meaning, even if it creates only a relationship between the one who gives the name and the one called. But we can still feel that something is missing. Therefore, the third condition of creativity is semantic meaning.

Very often the word creativity is found in traditionally highly creative areas of the economy - advertising, branding, marketing, tourism. Here you can see such titles as "Creative economy - business in the style of a brand" or "Marketing seminar "Creativity and Economics". The term creativity within these areas usually means highly creative original ideas that help promote a product or service. In tourism, these are non-standard interiors, unusual types of recreation, in advertising - catchy, memorable slogans and images. The high popularity and fashionableness slightly tarnished the reputation of the word "creativity", up to the appearance of publications of negative content such as "a creative economy is an economy where the image becomes the basic subject of production." Or, similar in meaning, the definition of creativity as an intangible component of the value of a product, which, in accordance with the preferences of the buyer, causes a conscious motivation to purchase. Then "creative capital" is defined "as an analogue of symbolic capital" or "as an intangible asset, denounced in an objectified form and used consciously in such a way that it is able to generate surplus information value (value) within an individual or corporate consciousness when connecting the resources of consciousness itself."

In management, creativity is spoken of as creating new and original approaches to management and making non-standard creative decisions. In today's conditions of intense competition in management, as elsewhere, new ideas are required. Strategic management is impossible without creative thinking. The process of developing the mission of the enterprise and its strategy is a process of creativity, even art. Innovation management is all the more inconceivable without creative solutions, without creative initiatives of leaders and performers.

You can hear about creativity and the creative economy from many speeches by various politicians. Many scientists write about the need to move towards a creative economy. The new economy, the knowledge economy, is only a part of the emerging new social system. In this system, not reproduction (as accurate as possible), but talented, creative change becomes the main social law. The new economy is actually the economy of a creative person, when the main part of the social product is created by creative people.

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IMPORTANCE FOR BUILDING ARTISTIC BRAND IN THE PROSPECT OF FINE ARTS IN UZBEKISTAN

Abstract: This article discusses the importance of artistic branding in the context of fine art of Uzbekistan. The work of modern artists of Uzbekistan is a kind of crossroads not only of different generations, but of stylistic directions, themes of creative individuals. But the life of an artist has changed dramatically even in the last couple of decades. Without a solid strategy for the route forward, artist can find himself not making any headway. Branding itself can a way of developing with an artistic career.

Key words: fine art, modern artists of Uzbekistan, artistic branding, marketing efforts.

The art of Uzbekistan in all forms and genres was formed mainly in the twentieth century and is a product of Eurasian thinking. The traditional artistic culture of Uzbekistan, numbering several millennia in its development, by the beginning of the twentieth century reflected the complex historical, geopolitical, ethnocultural, religious, socio-economic identity of the region. The dynamics of civilized shifts, the great social upheavals of the early twentieth century created the background for the emergence of European forms of fine art, and this was not a simple mechanical transfer of European or Russian art to national soil. From the very first works of the early twentieth century, the artists of Uzbekistan can see the symbiosis of creative searches for European art and the "genetic code" of the oriental artistic worldview.

During this period, "the exchange of artistic traditions, their mutual influence contributed to the emergence of new trends, forms, methods, means of depiction in various types of art, which led to the mutual enrichment of cultures." Before independence, the painting of Uzbekistan was marked by the names of Ural Tansykbaev, Abdulkhak Abdullaev, Mannon Saidov, Rashid Timurov, Rakhim Akhmedov, Chingiz Akhmarov, Shamsirui Khasanova, Nina Kashina, Vladimir Burmakina, Ruzy Charieva, Grigory Ulko, Yevgeny Salypikina, Yuria Yuriy. In their work, the techniques of Western European

painting were organically synthesized with the traditions of decorative oriental art.

And now the work of modern artists of Uzbekistan is a kind of crossroads not only of different generations, but of stylistic directions, themes of creative individuals, but also a crossover of spiritual searches of East and West, civilization and culture, globalization and the search for national identity, the focus of which remains, as in all times, human.

During these years of independence in Uzbekistan, there has been a restoration of national identity, centuries-old traditions and customs, religion and literature, various areas of national art and culture are developing. During this period, the Uzbek fine arts received a wide opportunity for the all-round development and manifestation of the creative abilities of each artist. In our republic, works are created that are a worthy contribution to the national artistic culture as a whole.

Many of them, having won wide recognition, were highly appreciated by Uzbekistan state. Achievements of artists of our days convince: everything truly beautiful is born on the basis of deep knowledge of life, creative development of traditions embodied in the Uzbek classics, on the basis of continuity in the historical development of art. The urgent need to strengthen artistic culture in the life of society makes us seriously think about the question: do artists always keep up with the times?

The life of an artist has changed dramatically even in the last couple of decades. Once, this career path would have been relatively limited to gallery exhibitions, patronage, and private commissions. Alternatively, it would be largely focused on more commercial endeavors, such as advertising images or book illustrations. Today, an artist can open himself up to more varied experiences. He is able to carve out a path that may straddle the purely creative and the commercial. Indeed, the digital landscape can be the perfect conduit to connect you to these opportunities.

This isn't to say that artistic career is necessarily going to be easy. After all, there is still a huge amount of competition in the online environment vying for many of the same opportunities and audiences as you. Without a solid strategy for the route forward, artist can find himself not making any headway. This can both disrupt his career goals and derail his motivation to create. A key part of this strategy that can genuinely influence artistic success is creating and building unique artistic brand.

Many contemporary artists struggle with this aspect of the online art marketplace, but it's far from insurmountable. Let's take a closer look at the importance of building brand as an artist alongside some practical steps.

Branding itself can seem in some ways at odds with an artistic career. The idea of a brand is so heavily entwined with the actions of corporations and purely capitalist enterprises. Nevertheless, it is actually this connection to the

business world that highlights how branding can inform successful career as an artist.

With competition at an all-time high due to better accessibility to markets, a strong brand can help businesses to stand out from the crowd. Brand awareness doesn't just relate to an eye-catching logo, though this can be a useful tool for both companies and artists. It's also about emphasizing how your core values are reflected in your working practices and the products you make. Building a brand also revolves around a better understanding of what you do differently from everyone else and leaning into these unique offerings.

These are elements that already likely fit into many of activities as an artist. The difference here is artist is placing additional focus on communicating the message of his artistic principles to the digital marketplace. You're crystallizing the ideas that drive what you do into a simple and understandable message you can send out into the world. This is vital in an environment in which people's attention spans don't always extend to consuming convoluted artists' statements. Indeed, one of the reasons building a brand can be so important to an artist is it doesn't just clarify what kind of creator he is to the market. It can also help him to learn more about what is important to him and his practice, empowering him to develop further in those directions.

It's not unusual to feel a little hesitation about building a brand as an artist. One of the most important traits of an artist is sincerity. It can feel as though branding himself is tantamount to selling out. This doesn't need to be the case, though. Building your brand as a business entity and staying true to your artistic principles are not mutually exclusive concepts. Rather, it's vital to maintain a good balance between these elements.

The first aspect that influences the balance is being honest in the approach. Artist doesn't have to produce slick corporate visuals if this doesn't reflect who he is and what he does. In fact, if you're insincere here he is more likely to attract clients who'll want he to create the kind of work he finds unfulfilling. An effective brand should be an extension of the positive elements of his personality and services. Don't approach the matter by thinking about what the industry might want you to be. That way lies madness and misery.

Nevertheless, part of being true to yourself is also being open about your ambitions. Artist wants to make a living doing what you love and gain access to enriching opportunities. This isn't anything to be embarrassed about. By knowing what he wants from his career, he'll generally find it easier to balance his artistic principles with utilizing branding tools to help get him closer to goals. It also helps him to create a brand that is more relevant to meeting his needs.

Developing as an artist takes dedication to consistent practice and improvement. Building a brand is no different. Small marketing efforts applied frequently can see artist makes headway with his target audience.

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ФИЛОСОФСКИЕ ОСОБЕННОСТИ КОНЦЕПТУАЛЬНОГО ПОДХОДА К ФОРМИРОВАНИЮ ЭКОЛОГИЧЕСКОЙ ЭТИКИ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ

Аннотация: Сосредоточивая внимание на сохранении естественного и человеческого существования как области науки, экологическая этика предлагает целостный подход к текущему кризису и предлагает различные подходы к решению конкретных глубин в области моральной культуры. Таким образом, понимание взаимосвязи человека и природы в противоречивых мировых тенденциях доказывает важность полностью естественных процессов в решении этой проблемы.

Ключевые слова: антропоцентризм, биоцентризм, проблема коэволюции и диалектика ноосферы, критерии, компоненты и основные принципы экологической этики.

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PHILOSOPHICAL FEATURES OF THE CONCEPTUAL APPROACH TO THE FORMATION OF ENVIRONMENTAL ETHICS IN THE CONDITIONS OF GLOBALIZATION

Annotation: By focusing on the preservation of natural and human existence as a field of science, environmental ethics offers a holistic approach to the current crisis and offers various approaches to addressing specific depths in the field of moral culture. Thus, understanding the relationship between man and nature in conflicting world trends proves the importance of completely natural processes in solving this problem.

Key words: anthropocentrism, biocentrism, the problem of coevolution and dialectics of the noosphere, criteria, components and basic principles of ecological ethics.

Островная проблема, ставшая сегодня одной из актуальных задач в Центральной Азии, определяет приоритетность вопросов, связанных с

формированием и развитием этических отношений. При последовательном изучении островной проблемы прежде всего установление и развитие основ эколого-этических отношений требует реализации в определенном смысле положительных черт этого вопроса. Развитие глобальных проблем в общем состоянии происходит на основе философии философии развития всеобщего и особенного. Сегодня определяется важность формирования и активизации экологической этики в предупреждении экологических кризисов, подходе к ним в научно-философском и социально-концептуальном ключе.

Большое значение имеет основной вид и структура эколого-этических отношений. В выражении отношений природы и общества на основе аксиологического и религиозного подходов выражаются формы и методы, нормы и принципы нравственного отношения человека к природе и окружающей среде. Этический принцип и приоритет принципов в отражении отношений природы и общества в настоящее время становятся необходимыми для определения их научного и практического значения при объяснении исторически сложившихся этапов этих процессов.

Сегодня техногенные и негативные экологические изменения, оказывающие негативное влияние на компоненты экосистемы, выражают роль и необходимость норм основных критериев и принципов экологической этики в определении техногенных факторов, вызывающих экологические проблемы. Например, антропоцентризм (греч. антропо-человек, центр-центр) рассматривает человека как высшую ценность, а природу как его собственность; к восприятию природы как объекта деятельности человека; По мнению А. Гусейнова, сегодня в установках мировоззрения доминирует мораль, согласно которой необходимо резко противопоставлять человека и природу как цель средства.¹³

Экоцентризм – ориентация на экологию и отсутствие антагонизма между человеком и природой, при котором существует баланс между прагматическими и непрагматическими взаимодействиями человека и природы как равноправных объектов (пример такого подхода можно найти в восточных религиозных системах и теории, а в философии в средние века. Биоцентризм - признается, что все живые существа, независимо от уровня их организации, экологические системы, т. е. (отражающие жизненные цели лишенных сознания донных животных и растений, являющиеся субъектами целей через раскрытие интересов, их включают личные интересы). В условиях современного экологического кризиса отношение человечества ко всему живому, основанное на биоцентризме, может обеспечить дальнейшее исчезновение живых существ в экосистеме. Актуальность экологической этики обусловлена еще и классификацией

¹³ А. Гусейнов. Нравственная философия и этика: линия разграничения. Этическая мысль. 2019. Т. 19. No 2. С. 5–16 УДК 17.01 17.02 Ethical Thought. 2019, Vol. 19, No. 2, pp.

всех глобальных экологических проблем, разные взгляды и разные трактовки этих проблем служат раскрытию содержания этических подходов.

Коэволюция (ко в др. языках означает вместе, целостность; лат. *evalitio* – развиваться, развиваться) – взаимная оценка. В современной науке это понятие определяет взаимно адаптированный механизм изменения элементов, составляющих целую систему. Это понятие возникло в биологии и постепенно приобрело статус национальной категории. В философии это понятие используется в двух смыслах. В широком смысле он относится к развитию и изменению всех биосистем в процессе адаптации аспектов до уровня целостной биосферы. В узком смысле биосфера используется в системе «общество и природа» для понимания процесса совместного развития человеческого общества. Концепция коэволюции общества и природы является важным фактором, определяющим важность определения гармоничной связи между потребностями человека и биосферой в целом. Однако в этом есть два аспекта - желание человека господствовать над природой и проблема уклонения от повиновения природе. В ходе философского рассмотрения концепции теоцентризма выдвигается мысль о том, что причины и последствия экологического кризиса реализуются на основе богосовершенства. В теоцентризме Аллах объясняется как единственное, абсолютное совершенное, высшее существо, источник жизни.

Одним из основных критериев экологической этики являются гуманистические идеи. Можно признать, что подход человека к природе на основе гуманистических представлений обладает способностью формировать эталоны, различающие добро и зло в природной среде. Одной из главных задач в сердце человека является жизнь и общечеловеческие нормы морали. Большинство из нас понимает мораль как абстрактную, тысячелетнюю, неизменную «силу», которая должна регулировать все наши человеческие отношения, даже наши сугубо личные действия. Эта «сила» в основном есть совесть, она представлена законом Божиим или какой-то мифологической фигурой. Поскольку она абсолютна, неизменна, не признает времени и пространства, она выступает как первичный критерий оценки поведения человека в любой ситуации. Исходя из этой распространенной точки зрения, всякое изменение общественных отношений и ценностей оценивается либо порочно, либо безнравственно. Но нравственность есть духовное явление, определяющее уровень зрелости человека.

Мы отрицаем, что мораль абсолютна, неизменна и едина для всех времен и мест. Мы видим его как продукт существующих условий и потребностей, в свою очередь, как набор норм, влияющих на эти условия. Не имеет значения, являются ли правила рациональными, божественными

или просто принудительными.¹⁴ Главное – доказать, что нравственность – это совокупность норм, регулирующих взаимодействие людей в конкретном обществе и служащих обеспечению единства и стабильности в обществе. Основываясь на наших исследованиях, мы считаем, что мораль – это динамическое явление, которое изменяется во времени. Естественно задаться вопросом, на чем основана сама экологическая этика. Экологическая этика формировалась как норма, норма, возникающая в процессе формирования этических отношений. Экологическая этика – это теоретическая и практическая деятельность, направленная на защиту человечества и природы, в которой формы общественного сознания, охватывающие естественные стремления, основанные на человеческой психике, эмоциях и мировоззрении, выражают воплощение в рамках экологических целей и интересов. Основными факторами, формирующими экологическую этику, являются воспитание и образование. Сегодня внедрение и обоснование концепции «экологической этики» в жизни общества имеет большое значение в определении перспектив на будущее.

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ШАХС КУНДАЛИК ФАОЛИЯТИДА ПСИХОЛОГИК ЧИДАМЛИЛИКНИ ШАКЛЛАНТИРИШНИНГ ТАРКИБИЙ ҚИСМЛАРИ

Аннотация: Ҳарбий мутахассислар тайёрлаш замонавий талаблар асосида бугунги кунда ҳарбий бўлинмаларда шахсий таркибни кенг билим ва тафаккурга, юқори профессионал кўникма, юксак маънавий-ахлоқий фазилатларга эга, янгича фикрлайдиган, мураккаб жанговар ҳаракатлар шароитида ўз вазифасини муваффақиятли уддалашга қодир кадрлар ташиқил этмоқда. Ўқув шароитларини ҳақиқий жанговар фаолият шароитларига яқинлаштириши ҳарбий хизматчиларнинг турли хил жанговар вазиятларда фаолиятни амалга ошириши учун белгиланган параметрларнинг сақланишини таъминлайдиган ақлий фазилатларини муваффақиятли шакллантиришнинг энг муҳим шартларидан биридир.

Мақолада шахс кундалик фаолиятида психологик чидамлиликни шакллантиришнинг таркибий қисмлари тадбиқ этилган.

Калит сўзлар: Психологик барқарорлик, Психологик чидамлилик, беқарорлик.

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PSYCHOLOGICAL IN THE DAILY ACTIVITIES OF THE INDIVIDUAL COMPONENTS OF ENDURANCE FORMATION

Annotation: Training of military specialists on the basis of modern requirements, today in military units, personnel are organizing personnel with a wide range of knowledge and thinking, high professional skills, high moral and moral qualities, thinking in a new way, able to successfully cope with their task in the context of complex combat actions. Bringing training conditions closer to the conditions of real combat activity is one of the most important conditions for

the successful formation of mental qualities of military personnel, which ensure the preservation of the established parameters for the implementation of activities in various combat situations.

The article introduces the components of the formation of psychological resilience in the daily activities of the individual.

Keywords: psychological stability, psychological resilience, instability.

Тадқиқотлар шуни кўрсатадики, инсон руҳияти жанглarda кўплаб ўзгаришларга учрайди барқарорлик ҳар қандай нарсага қандай тайёр бўлиш керак замонавий ҳаётнинг энг ўзига хос хусусиятларидан бири бу стрессли вазиятларнинг шахсга таъсирини кучайтиришдан бошқа нарса эмас. Улар уни ҳаётнинг ҳар қандай соҳасида кутишади ва ҳар доим турли йўللар билан ифодаланади. Психологик чидамлилиқ ҳар қандай нарсага қандай тайёр бўлиш керак замонавий ҳаётнинг энг ўзига хос хусусиятларидан бири бу стрессли вазиятларнинг шахсга таъсирини кучайтиришдан бошқа нарса эмас. Улар ҳамма нарсани осонгина идрок этадилар ва таранглашмайдилар, ўзларининг хотиржамлигини сақлайдилар, агар ижобий бўлмаса, ҳеч бўлмаганда нейтрал ҳолатда қоладилар. Бирининг иккинчисидан фарқи нимада? Психологик барқарорлик - бу доимий ўзгарувчан вазиятлар ва уларнинг стрессли таъсири шароитида инсон психикасининг энг мақбул ишлаш режимини сақлаш жараёни. Қизиғи шундаки, инсоннинг бу хусусияти инсонда унинг ривожланиш жараёнида шаклланади ва генетик жиҳатдан аниқланмайди.

Бу инсоннинг асаб тизими, унинг тарбияси, тажрибаси, ривожланиш даражаси ва бошқалар каби омилларга боғлиқ. Демак, масалан, “кўп нарсани бошидан ўтказган” одам бўлса, унинг руҳияти “она этагидан маҳкам ушлаб” ўсган одамнинг руҳиятидан анча барқарор бўлади. Лекин бу ҳали якуний кўрсаткич эмас, чунки доимо стрессли таъсирларга дучор бўлган одам ҳар бир муаммога оғриқли муносабатда бўлади, чунки унинг нервлари вақт ўтиши билан жуда бўшашиб қолган. Булар бир танганинг икки томони. Бундан ташқари, психологик барқарорлик умуман ҳамма нарсада барқарорликнинг 100% кафолати эмас. Психологик барқарорлик - бу унинг асаб тизимининг барқарорлиги ва барқарорлиги эмас, балки инсон психикасининг мослашувчанлиги. Психологик барқарорликнинг асосий хусусияти доимий ўзгарувчан шароитларда психиканинг ҳаракатчанлиги. Психологик барқарорлик, беқарорлик каби, ҳар доим тизим бўйича “ишлайди”.

ПСИХОЛОГИК БАРҚАРОРЛИК - БЕҚАРОРЛИК ИШ ТИЗИМИ

Психологик барқарорлик биринчидан, уни амалга оширишга қаратилган муайян ҳаракатларни бажаришни талаб қиладиган мотивни келтириб чиқарадиган вазифа пайдо бўлади. Кейин салбий ҳиссий ҳолатни келтириб чиқарадиган қийинчилик амалга оширилади. Шундан сўнг, бу

қийинчиликни бартараф этиш йўли изланади, бунинг натижасида салбий ҳис-туйғулар даражасининг пасайиши ва руҳий ҳолатнинг яхшиланиши кузатилади. Психологик беқарорлик биринчидан, уни амалга оширишга қаратилган муайян ҳаракатларни бажаришни талаб қиладиган мотивни келтириб чиқарадиган вазифа пайдо бўлади. Кейин салбий ҳиссий ҳолатни келтириб чиқарадиган қийинчилик амалга оширилади. Шундан сўнг, бу қийинчиликни бартараф этиш йўлини хатолик излаш юзага келади, бу унинг кучайишига олиб келади, бунинг натижасида салбий ҳис-туйғулар даражасининг ошиши ва руҳий ҳолатнинг ёмонлашуви кузатилади.

Стрессли шароитларга мойилликнинг асосий сабаблари - қийин вазиятларни бартараф этишнинг самарали усуллариининг йўқлиги ва шахсий таҳдид ҳисси. Руҳий жиҳатдан беқарор одамларда кўпинча бундай хусусият мавжуд, тартибсиз хатти-ҳаракатлар стрессли ҳолатни келтириб чиқаради ва уни кучайтиради ва бу ҳолат, ўз навбатида, инсоннинг ички дунёсига янада кўпроқ тартибсизликларни келтириб чиқаради, натижада қийин вазиятларга нисбатан тўлиқ ночорлик ҳисси пайдо бўлади ўз хатти-ҳаракати. Шундай қилиб, хулоса шуни кўрсатадики, психологик барқарорлик, биринчи навбатда, ўз-ўзини назорат қилишдир.

Шуни ҳам унутмаслик керакки, стрессли вазиятлар ҳеч қачон ҳаётдан бутунлай чиқариб ташланиши мумкин эмас, чунки. улар унинг ажралмас қисмидир. Ва ҳар қандай инсоннинг мақсади бу вазиятлардан халос бўлиш эмас, балки ўзида уларга психологик қаршилиқ кўрсатишни тарбиялаш ва тарбиялаш бўлиши керак.

Психологик барқарорликни оширишнинг асосий қонуни, агар инсон вазиятни ўзгартиришга қодир бўлмаса, унга нисбатан муносабатини ўзгартиришга қодир эканлигини қабул қилишдир. Бунга мисол қилиб, итнинг ҳуриши билан боғлиқ вазиятни келтириш мумкин кўчада юриб, яқин атрофдаги итнинг кимгадир ҳуриётганини кўрсангиз, бундан ғазабланишингиз даргумон, лекин хотиржамлик билан йўлингизда давом этинг, Шундай қилиб, қийин вазиятларда уларга шахсан сизга зарар келтирадиган нарса сифатида эмас, балки шунчаки бўлиши керак бўлган жой сифатида кўриш керак. Агар сиз ҳуриётган итни ҳар томонлама ҳақорат қилиш учун югурсангиз, унинг диққатини жалб қилиш эҳтимоли сезиларли даражада ошади. Албатта, бу усуллардан бири холос ва бу универсал эмас. Психологик барқарорликнинг ўсишига бевосита инсоннинг яшаш шароитлари таъсир қиладиган мисол учун, агар одам табиатан асабий фаолиятнинг реактив турига эга бўлса, яъни. у қизгин турмуш тарзини, манзаранинг тез-тез ўзгаришини, фаолликни оширишни ва ҳоказоларни яхши кўради, кейин у кичик шаҳарчада яшашни ёки ўз кучини ташлаб юбориш имкониятисиз офисда бир жойда ўтиришни қулай ҳис қилмайди. Инсон руҳияти янада барқарор бўлиши учун унинг турмуш тарзи унинг табиий мойиллигига мос келиши керак. Асаб тизимини тизимли равишда тушириш - бу психологик барқарорликни оширишнинг

яна бир усули. Доимий босим ва унчалик хохламайдиган иш билан шуғулланиш инсон руҳиятига жуда салбий таъсир қилади. Бундан у асабийлашади, доимо чарчайди. Бунга фақат яхши дам олиш таъсир қилиши мумкин. Сиз мунтазам равишда ўзингиз ёқтирган ишларга, шаҳар ташқарисига саёҳатга, китоб ўқишга дам олишингиз ва умуман, чиндан ҳам қилишни хоҳлаган ҳамма нарсани қилишга вақт ажратишингиз керак. Ёки сиз ҳеч нарса қила олмайсиз - шунчаки дам олинг ва стрессдан халос бўлинг.

Психологик барқарорликка ўзида ҳаётга фалсафий муносабатда бўлган шахсни тарбиялаш жуда яхши таъсир қилади. Инсоннинг руҳий саломатлиги унинг шахсиятидаги ҳазил, ижобий фикрлаш, ўз устидан кулиш, ўзини танқид қилиш каби фазилатлари билан чамбарчас боғлиқ. Агар инсон содир бўлаётган воқеаларга ва ўзига ҳаддан ташқари жиддийлик билан қараса, ўзини “қоинотнинг маркази” деб ҳисобласа ва ҳаёт ёки бошқа биров қарздор бўлганларни ҳисобласагина, содир бўлаётган ҳамма нарса унчалик оғриқли кўринмайди ҳаёт учун доимо уришни тўхтатади.

Психологик барқарорликни шакллантиришнинг яна бир самарали усули - бу ўз-ўзидан ижобий тасаввур. Бу шуни англатадики, инсон ўз шахсиятига ижобий муносабатда бўлиши, ўзини ўзи каби қабул қилиши, ўзи учун ижобий ва ижобий характер бўлиши керак. Аммо ўзингизга ачиниш ва жабрланувчининг позитсиясидан дунёни идрок этишга олиб келадиган чизиқни кесиб ўтмаслик учун эҳтиёт бўлишингиз керак, акс ҳолда психологик беқарорлик фақат ёмонлашади. Ўзининг ижобий имиджига яқин жойда инсоннинг ички яхлитлиги мавжуд лекин, бир сўз билан айтганда, инсон, биринчи навбатда, ўзи, ўз тамойиллари, эътиқоди, дунёқараши билан ҳамнафас яшаши керак у ўзи ёқтирган нарсани қилиши керак иш, спорт, дам олиш, мулоқот - ҳамма нарса инсоннинг кўриш қобилиятига максимал даражада мос келиши керак ва маънавий ўзини-ўзи такомиллаштиришга интилиши керак,

чунки. бу шахснинг шахсиятига ҳам, унинг ҳаётига ҳам бевосита конструктив таъсир кўрсатади.

Хулоса ўрнида шуни таъкидлашимиз жоизки, Агар биз ўзимизга психологик барқарорликни шакллантириш масаласини батафсилроқ сўрасак, шуни таъкидлаш мумкинки, инсон ўз ҳаётининг қуйидаги таркибий қисмларига эътибор бериши керак булар қуйдагилар:

- Ижтимоий муҳит ва яқин атроф-муҳит
- Ўз-ўзини ҳурмат қилиш ва ўзига бўлган муносабат
- Ўз-ўзини англаш ва ўзини намоён қилиш
- Мустақиллик ва ўзини ўзи таъминлаш
- Ҳозирги "мен" ва керакли "мен" ўртасидаги ёзишмалар
- эътиқод ва маънавият
- Ижобий ҳис-туйғуларнинг мавжудлиги

•Ҳаёт мазмунининг мавжудлиги ва мақсадга мувофиқлиги ва бошқалар. ва ҳ.к. Табиийки, бу ерда психологик барқарорликка ижобий таъсир кўрсатадиган омилларнинг фақат бир қисми келтирилган. Уларнинг ҳар қандай инсон ҳаётида мавжудлиги ва ривожланиши унинг дунёқараши, хулқ-атвори, ривожланиши, фаолияти, руҳий ҳолати ва кайфиятига катта таъсир кўрсатади. Уларнинг йўқлиги, аксинча, тескари таъсир кўрсатади ва психологик беқарорликка ёрдам беради.

Албатта, буларнинг барчасини қандай қўллаб-қувватлашни ўрганиш учун сиз ўзингизнинг шахсиятингизнинг ҳар бир тузилишини мақсадли равишда фаоллаштиришингиз ва доимо мақсадингизни - психологик барқарорликни ривожлантиришни эслаб қолишингиз керак.

Бироқ, бу жараённинг барча мураккаблигига қарамай, у бебаҳо амалий аҳамиятга эга, чунки. бу ҳар қандай одамга ҳаётдан қониқиш ҳолати ва уйғунлик туйғусини бериши, психикани нормаллаштириш ва самарадорликни ошириш, янги рағбатлантириш, хотиржамлик ва бутун ва кучли шахс бўлиш қобилиятини берадиган психологик барқарорлик.

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ОСТРЫЙ БРОНХИТ В ПЕДИАТРИИ: ПРОБЛЕМЫ И ПУТИ РЕШЕНИЯ

Аннотация: В статье представлены данные о структуре заболеваемости и особенностях современного течения болезней органов дыхания у детей. Определены актуальность, место среди бронхолегочных заболеваний, особенности течения современных бронхитов в детском возрасте. Дана краткая клиническая характеристика, определены основные подходы к лечению острых бронхитов.

Ключевые слова: болезни органов дыхания, острый бронхит, дети, комплексная терапия.

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ACUTE BRONCHITIS IN PEDIATRICS: PROBLEMS AND SOLUTIONS

Abstract: The article presents data on the structure of morbidity and features of the current course of respiratory diseases in children. The relevance, place among bronchopulmonary diseases, features of the course of modern bronchitis in childhood are determined. A brief clinical description is given, the main approaches to the treatment of acute bronchitis are determined.

Key words: respiratory diseases, acute bronchitis, children, complex therapy.

ВВЕДЕНИЕ

Заболевания органов дыхания являются одним из наиболее актуальных разделов педиатрии и имеют как медицинское, так и социальное значение. Статистические показатели заболеваемости детей Андигана за последние 20 лет наблюдения свидетельствуют о неуклонно лидирующем положении болезней органов дыхания (БОД) в структуре педиатрической заболеваемости.

МАТЕРИАЛЫ И МЕТОДЫ

В структуре бронхолегочной патологии среди заболеваний нижних дыхательных путей (ДП) безусловным лидером является бронхит (Б) –

полиэтиологическое заболевание, в основе которого лежит воспаление слизистой оболочки бронхов, а клиническими проявлениями являются кашель, образование мокроты, при поражении мелких бронхов – одышка.

По данным официальной статистики, показатель заболеваемости Б колеблется в широких пределах, составляя 14–25 на 1000 среднегодового детского населения страны, т.е. 5% всех заболеваний детского возраста и около 30% БОД [1]. Многочисленными эпидемиологическими исследованиями последних лет показано, что распространенность Б выше среди детей, проживающих в крупных промышленных городах, в плохих санитарно-эпидемиологических условиях, в условиях скученности населения (детские коллективы), в регионах с холодным, влажным климатом, значительными перепадами температуры, влажности, атмосферного давления в течение суток.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Актуальность проблемы Б в детском возрасте очевидна и обусловлена:

- высокой заболеваемостью;
- высокой частотой формирования пневмонического процесса на фоне текущего Б;
- склонностью заболевания к затяжному, рецидивирующему, осложненному течению;
- способностью Б (преимущественно рецидивирующих) создавать предпосылки для развития бронхиальной гиперреактивности с последующим формированием обструктивных форм заболевания, бронхиальной астмы (БА);
- большими экономическими затратами на лечение (особенно рецидивирующих, обструктивных, хронических форм заболевания) как непосредственно для семьи больного ребенка, так и для органов здравоохранения государства в целом.

Согласно *этиологии заболевания*, можно выделить три основных варианта Б:

- *инфекционные Б*, вызванные разнообразными инфекционными агентами: вирусами, бактериями, включая атипичные микроорганизмы, грибами, простейшими;
- *неинфекционные Б*, возникающие как следствие воздействия на слизистую оболочку ДП разнообразных аллергенов (пыль, пыльца растений и др.); токсических веществ (паров кислот, щелочей, продуктов сгорания бензина, двуокиси серы и др.); физических факторов (горячий сухой или чрезмерно холодный воздух) и др.;
- *Б смешанной этиологии* – когда причиной формирования заболевания является группа факторов как инфекционной, так и неинфекционной природы.

Диагностика Б не представляет сложностей. В детском возрасте Б имеет две основные клинические формы:

- простой Б;
- обструктивный Б.

Простой Б чаще возникает в первые дни вирусной инфекции, вслед за развитием проявлений со стороны носоглотки (ринита, фарингита, синусита и др.). С учетом тесной связи заболевания с вирусной инфекцией в клинической картине Б выделяют две группы симптомов:

- симптомы, связанные с вирусной интоксикацией;
- симптомы, непосредственно связанные с поражением слизистой оболочки бронхов.

Причинами затяжного течения Б могут быть:

- осложнения Б (мукостаз, бронхогенные ателектазы);
- распространение воспалительного процесса на мелкие бронхи;
- бактериальное суперинфицирование;
- отсутствие полной иррадикации микроорганизма из ДП (иммунодефицитные состояния – ИДС);
- анатомические особенности строения ДП и др.

Гематологические изменения неманифестны, не постоянны и зависят от этиологии Б. Однако иногда гемограмма позволяет решить вопрос о преимущественно вирусной (лимфоцитоз), бактериальной (лейкоцитоз, нейтрофилез, сдвиг лейкоцитарной формулы влево) или аллергической (эозинофилия) природе Б.

Рентгенографическое исследование грудной клетки при остром Б обычно не показано. Однако при наличии длительного кашля (более 2–3 недель), стойких односторонних, локальных катаральных явлений в легких, в случаях необычной аускультативной картины заболевания проведение рентгенологического исследования целесообразно с целью исключения пневмонического процесса, аспирации инородного материала в ДП, бронхолегочного процесса специфической природы, онкологии

ЗАКЛЮЧЕНИЕ

Современная противовоспалительная терапия Б в детском возрасте является основой патогенетического лечения заболевания. Из известных нестероидных противовоспалительных препаратов Эреспал обладает наиболее выраженным эффектом, подавляющим ключевые звенья воспалительного процесса в ДП, независимо от этиологии бронхолегочного процесса. Воздействуя многогранно на ключевые моменты воспаления, препарат позволяет:

- снизить медикаментозную нагрузку на пациента;
- обладает косвенным мукоактивным и противокашлевым эффектом, связанным с подавлением воспаления и снижением слизиобразования в ДП;

- может использоваться в качестве основного го противовоспалительного препарата в лечении незавершенных бронхолегочных процессов по окончании курса АБТ как альтернатива антибактериальному лечению;

- является безопасным лекарственным препаратом с незначительным числом побочных и нежелательных эффектов, не имеет выраженных лекарственных взаимодействий и хорошо сочетается с наиболее часто используемыми в лечении Б лекарственными средствами;

- имеет хороший профиль безопасности.

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АДАПТИВНАЯ МОДЕЛЬ ЗАЩИТЫ СТРУКТУРЫ ДАННЫХ ОБЪЕКТОВ ГОССТАТИСТИКИ ОТ ВОЗМУЩАЮЩЕГО ВОЗДЕЙСТВИЯ СРЕДЫ

Аннотация. Данная статья посвящена созданию модели защиты от рисков больших структур данных, используемых объектами цифровой экономики. В этой работе также рассматриваются теория адаптации, информационная безопасность, большие структуры данных, системы массового обслуживания, алгоритмические методы, моделирование, программирование. Служит для внедрения информационной безопасности в статистическую систему

Ключевые слова: Объекты цифровой экономики, адаптивные системы, априорная адаптация, структуры больших данных, системы массового обслуживания, алгоритмизация, математическое моделирование.

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ADAPTIVE MODEL FOR PROTECTING THE STRUCTURE OF THE DATA OBJECTS OF STATE STATISTICS FROM DISTURBING INFLUENCE OF THE ENVIRONMENT

Annotation. This article is devoted to creating a risk protection model for large data structures used by digital economy objects. This work also deals with adaptation theory, information security, large data structures, queuing systems, algorithmic methods, modeling, programming. Serves to introduce information security into the statistical system

Key words: Objects of the digital economy, adaptive systems, a priori adaptation, big data structures, queuing systems, algorithmization, mathematical modeling.

Введение

Основные задачи Госкомстата достаточно многочисленны. Одними из них являются развитие информационно-коммуникационных

технологий, предоставление пользователям свободного доступа к широкому перечню показателей, наиболее полно характеризующих развитие республики и более полно раскрывающих качественные изменения в развитии отраслей и отраслей экономики, а также в уровне жизни населения; состоит из сбора, обработки, накопления, хранения, обобщения, анализа и публикации статистической информации о социально-экономических событиях, процессах и их результатах.

Для таких систем вопросы сохранности и защиты информации всегда актуальны.

Постановка вопроса

Основная задача адаптации заключается в выработке приспособленного воздействия на отклонение от нормального состояния внешней среды. При этом необходимо подчеркнуть, что в адаптивных системах управления управляющая часть автоматически изменяет свою структуру и (или) свои параметры в зависимости от изменения внешних условий и свойств объекта управления.

Имеется класс адаптации с моделью и без модели. Из них второй тип отличается относительной простотой, и его различают как априорный и апостериорный типы адаптации с моделью. Действительно, нет ничего проще, чем реагировать на возможные условия внешней среды по заранее подготовленной схеме [1].

В работе рассматривается вопрос априорной адаптации для эффективного управления в условиях возмущающего воздействия среды для статистической системе и необходимо разработать для этого модель, которая должно служить к повышению надежности работы со структурами данных статистического объекта.

Анализ литературы.

Чтобы манипулировать объектом, обычно имеют представление о нем, а затем строят модель объекта. Модель – это произвольный метод, определяющий поведение объекта во многих ситуациях. Логическая последовательность рассуждений также может быть моделью [1]. Состояния среды и объектов, а также отношения управления и воздействия также можно представить в виде графов моделей.

Однако модель объекта часто рассматривается в виде алгоритма, то есть с процедурами оценки состояния объекта, управления и необходимых действий.

Объектная модель позволяет алгоритму управления иметь управляющий эффект, заставляющий объект возвращаться в предопределенное состояние. Для этого процесса управления процесс создания модели объекта (процесс идентификации) выполняется заранее [1,2,4]. В результате производятся наблюдения за работами, выполняемыми на объекте, и на основе этих наблюдений создается модель.

На самом деле большинство социальных, биологических и социальных систем, взаимодействующих с человеком, имеют случайные эффекты, например, получение заявок (запросов) к определенной системе происходит случайным образом, а не через заданный временной интервал. Срок службы этих исков также не является постоянным, а определяется случайным образом [4].

Кроме того, ожидается, что в практической деятельности человека появится потребность пребывать в состоянии ожидания. Такие случаи появляются в аэропортах, магазинах, заправках. Офисы статистики, зоны разгрузки или погрузки транспортных средств, телефонные станции, вычислительные системы массового обслуживания клиентов или некоторые требования к решению проблем и т. д. Попытка математически описать такие системы с использованием детерминированных моделей при решении задач анализа и проектирования таких систем приводит к значительным неопределенностям и ошибкам [4].

Самое раннее исследование по этой теме было проведено Эрлангом из Копенгагенской телеграфной компании, чья первая статья о перегрузке телефонных коммутаторов была написана в 1909 году.

Второе название теории массового обслуживания – теория общественного обслуживания [5,6]. Объектами исследования этой теории являются сложные системы - системы массового обслуживания. Системы массового обслуживания для вычислительных сетей хорошо изучены за рубежом [8,9].

Задачи теории массового обслуживания требуют входных данных (частота и характер прибытия клиентов), данных об обслуживании (скорость, с которой клиенты обслуживаются по одному или нескольким каналам) и их приоритетного порядка хранения [5].

Методология исследования

Методологическую основу исследования составляет системно-аналитический подход, позволяющий представить научные исследования социально-экономических явлений и их развития, взаимообусловленности и взаимосвязанности.

Методология исследования определяется принципами новых знаний и научных достижений, отраженных в публикациях зрелых ученых современности в области разработки и эффективной эксплуатации информационных систем. В качестве методологической основы включены разработки современных ученых, занимающихся вопросами защиты информации в объектах управления, законодательные и нормативные документы по развитию сферы информационно-коммуникационных технологий Республики Узбекистан.

При написании статьи использовались логический, сравнительный, экономико-математический методы анализа.

Метод решения задачи

Предположим, что основные задачи статистической службы относятся к категории вопросов, решаемых в системах массового обслуживания.

В этом случае априорную модель адаптации можно представить в виде 1-рисунка для надежного сохранения структур статистических данных.

Модель состоит из:

1. X — ситуация. Состояние внешней среды в момент t ;

2. Y — состояние структур данных объекта в момент t ;

3. U — эффект адаптации. Адаптирующее воздействие;

3. Структуры статистических данных;

$Mt = (Mt_1, Mt_2, \dots, Mt_{m1})$

4. Методы обнаружения ошибок, неисправностей;

$Ua = (Ua_1, Ua_2, \dots, Ua_{m2})$

5. Проверки оценки ситуаций;

$T = (T_1, T_2, \dots, T_{m3})$

6. Критические ошибки (опасности, дефекты), возникающие при отклонении объекта от работы в окружающей среде (отклонение от нормального рабочего состояния из-за возмущений среды);

$Kx = (Kx_1, Kx_2, \dots, Kx_{m4})$

7. Методы локализации ошибок(рисков) и восстановления нормальности;

$Ut = (Ut_1, Ut_2, \dots, Ut_{m5})$

8. Необходимые действия выполняемые из таблицы принятия решений для восстановления нормального состояния;

$Qq = (Qq_1, Qq_2, \dots, Qq_{m6})$

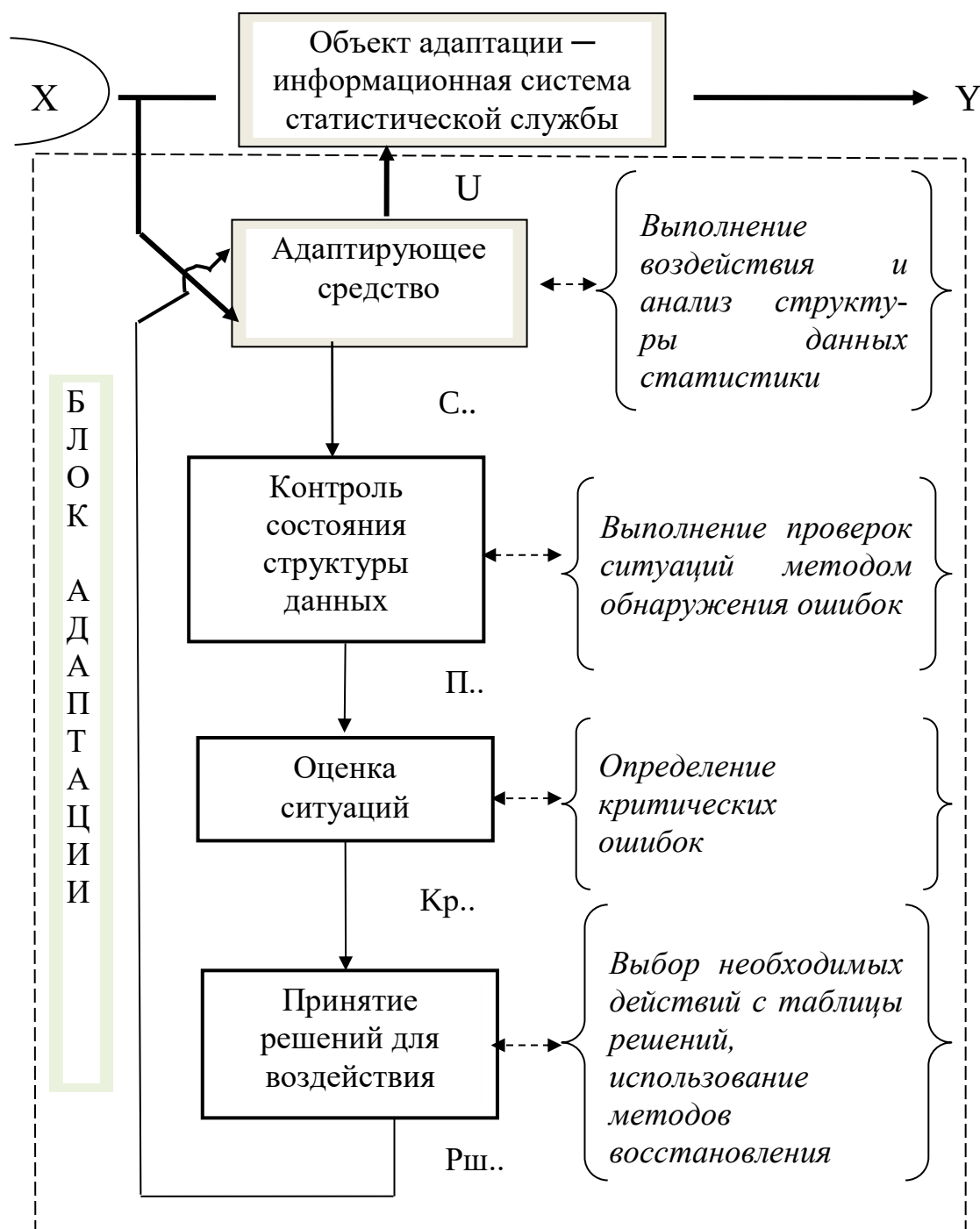


Рис. 1. Схема работы модели адаптации структур данных статистической службы

На состояние статистического объекта может влиять движение внешней среды в момент t . Изменения состояния среды могут происходить и за счет внутренних процессов. Например, допустим, что при использовании каких-то внешних программ на компьютеры объекта был занесен вирус. Или попытка кражи данных статистического управления через несанкционированное приложение считается одним из ожидаемых случаев.

Становится естественным, что структуры данных объекта повреждаются этими действиями. Структуры статистических данных состоят из сведений о тысячах клиентов (юридических и физических лиц) в различных регионах (Mm)

Методов обнаружения ошибок, рисков (Ua) – пусть будет m_2 количество методов, используемых в конкретном объекте, но оно всегда ограничено и используется в объекте в программно-технической и технологической форме на уровне возможностей статоргана. К ним относятся наиболее распространенные методы, такие как шифрование, использование криптографических шрифтов, копирование данных и обнаружение дефектов путем сравнения с копиями, обнаружение ошибок путем подсчета контрольных сумм.

Естественно, на основе этих методов создаются процедуры проверки, которые реализуются в виде небольшой подпрограммы или функции. Их можно условно назвать проверками (T) в количестве - m_3 , которые оценивают состояние ситуации.

Таблица выявления m_4 критических ошибок, рисков, дефектов (Kx), возникающих при выходе из строя объекта, работающего в среде, будет подготовлена заранее на основе многолетнего опыта в области статистики.

Для каждой неисправности назначается соответствующая адаптационная мера. При обнаружении дефекта следующим шагом является локализация опасностей, и для этого используются методы восстановления нормального состояния (Ut). Методы восстановления в основном основаны на восстановлении структур данных до их исходного состояния с помощью резервных копий данных.

Из таблицы принятия решений выбирается одно из m_6 необходимых действий (Qq) для восстановления нормального состояния. Хотя эти операции предполагают использование программных инструментов и процедур, также считаются необходимыми услуги технического специалиста по восстановлению, сетевого администратора или инженера по профилактике.

Затем управление направляется на U — адаптацию.

Резюме

Программная реализация предложенной априорной адаптивной модели неприятия риска(неисправностей) в статистической системе имеет свой собственный набор проблем и спецификаций. Это программное обеспечение необходимо для работы в онлайн-режиме. Это означает, что на создание информационных и программных продуктов уходит некоторое дополнительное время, а после их создания и запуска системы статистической обработки данных работают немного медленнее из-за дополнительного информационного обеспечения и программных продуктов. И их процент от общего рабочего времени не должен казаться настолько тревожным для статистической системы, поскольку она борется

с риском. Эти действия приносят большую пользу и служат повышению эффективности надежной работы статистического объекта со структурами данных.

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НАПРАВЛЕНИЯ РЫНКА ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ УСЛУГ В АЗЕРБАЙДЖАНСКОЙ РЕСПУБЛИКЕ

Аннотация. Актуальность: Быстрое развитие информационных и коммуникационных технологий, ускорение цифровизации, а также факторы, связанные с удаленной работой и обучением, усиливают рост этой отрасли, в Азербайджане также наблюдается быстрый рост в этой области, и направление и потенциал этого сектора имеют большое значение для будущего страны.

Цель: Анализировать и оценивать развитие информационно-коммуникационного сектора в Азербайджане и будущие аспекты этого сектора. Исследования по этому вопросу помогут компаниям и учреждениям, работающим в этом секторе, разработать свои маркетинговые стратегии.

Метод: Он использовался для анализа данных, полученных в результате изучения письменных или визуальных материалов, связанных с сектором, были проанализированы и записаны данные из таких источников, как опубликованные отраслевые отчеты, отраслевые веб-сайты или сообщения на платформах социальных сетей.

В конце: Одним из основных направлений рынка ИКТ в Азербайджане является мобильная связь в стране действует несколько крупных операторов мобильной связи, таких как Azercell, Bakcell и Nar Mobile. Кроме того, рынок ИКТ в Азербайджане также охватывает услуги проводной телефонной связи, включая городские и междугородние звонки.

Ключевые слова: информационно-коммуникационные услуги, ИКТ, мобильная связь, электронная коммерция, информационная безопасность.

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DIRECTIONS OF THE MARKET OF INFORMATION AND COMMUNICATION SERVICES IN THE REPUBLIC OF AZERBAIJAN

Annotation. Actuality: The rapid development of information and communication technologies, the acceleration of digitalization, as well as factors related to remote work and training are driving the growth of this industry, Azerbaijan is also experiencing rapid growth in this area, and the

direction and potential of this sector is of great importance for the future of the country.

Objective: To analyze and evaluate the development of the information and communication sector in Azerbaijan and the future aspects of this sector. Research on the subject will help companies and institutions operating in the sector develop their marketing strategies.

Method: It was used to analyze data obtained from the study of written or visual materials related to the sector, data was analyzed and recorded from sources such as published industry reports, industry websites or posts on social media platforms.

At the end: One of the main directions of the ICT market in Azerbaijan is mobile communications. There are several large mobile operators in the country, such as Azercell, Bakcell and Nar Mobile. In addition, the ICT market in Azerbaijan also covers wired telephone services, including city and long distance calls.

Key words: information and communication services, ICT, mobile communications, e-commerce, information security.

Введение:

С развитием информационно-коммуникационных технологий рынок информационно-коммуникационных услуг в Азербайджанской Республике также быстро развивается. Это создает больше возможностей выбора для населения страны и направлено на различные отрасли деятельности.

Рисунок 1: информационно коммуникационные технологии



Описание рынка:

В Азербайджане рынок информационно-коммуникационных услуг управляется в основном мобильными операторами, интернет-

провайдерами, кабельными и спутниковыми операторами, цифровыми провайдерами текстовых сообщений, а также частными радио- и телеканалами. Среди этих организаций включаются такие крупные компании, как "Azertelecom", "Bakcell", "Nar", "Azerfon" и "Azerpost".

Мобильные операторы:

В Азербайджане есть несколько мобильных операторов, таких как "Azertelecom", "Bakcell", "Nar" и "Azerfon". Эти компании в основном предоставляют голосовые и мобильные интернет-услуги. При сравнении мобильных операторов "Bakcell" охватывает более широкую территорию, а "Nar" и "Azerfon" предоставляют высокоскоростной мобильный интернет.

Интернет-провайдеры:

Среди интернет-провайдеров в Азербайджане можно назвать компании "Delta Telecom", "Azertelecom", "Azerpost", "Bakinternet" и "Aztikinti". Эти компании предоставляют пользователям различные варианты цен и скорости [6].

Таблица 1: Список компаний предлагающих самый доступный оптический интернет

	20 Mbit/s-dək	21-40 Mbit/s	41-60 Mbit/s	61-80 Mbit/s	81-100 Mbit/s
<u>Gamma SkyNet</u>	12	17	20-27	37	47
<u>Connect</u>	12-18	20-25	35-60	80-100	130-160
Nar.net	12-25	29-39	-	-	-
<u>Sparktel</u>	13	15-18	25-35	-	-
<u>Ultel Internet</u>	13-15	18-20	25-30	40	60
<u>AlfaNet Optik</u>	15	18	25	-	-

Кабельные и спутниковые операторы:

В Азербайджане есть спутниковые операторы, такие как "Azerspace", "Caspian Sat" и "Azertelecom". Кабельные операторы включают такие компании, как "Birja TV", "Kəpəz TV", "Sumqayıt TV" и "Bakı Kabel TV".

Цифровые провайдеры текстовых сообщений:

В Азербайджане есть цифровые провайдеры текстовых сообщений.

Они включают компании, такие как "SMS.az", "Unifun", "SMS.CITY" и "Vivatel". Эти компании предоставляют услуги массовой рассылки SMS-сообщений, мобильного маркетинга и других видов мобильной коммуникации [1].

Частные радио- и телеканалы:

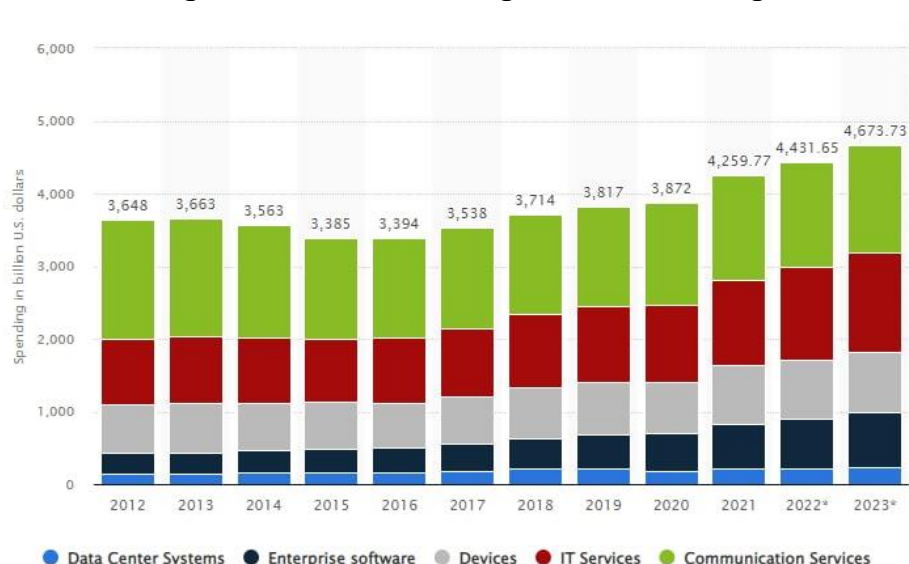
В Азербайджане есть множество частных радио- и телеканалов, таких как "ANS TV", "Azad Azerbaijan TV", "Lider TV", "Space TV" и др. Эти каналы предлагают различные программы, включая новости, развлечения, спорт и другие.

Развитие рынка:

Рынок информационно-коммуникационных услуг в Азербайджане продолжает развиваться [4]. Новые технологии и услуги становятся доступными для населения страны. Многие компании внедряют новые инновационные решения и расширяют свои услуги, чтобы удовлетворить потребности своих клиентов.

Следует отметить, что в условиях пандемии COVID-19 рынок информационно-коммуникационных услуг стал еще более востребованным. Большинство компаний перешли на удаленный режим работы, а многие люди начали чаще пользоваться онлайн-сервисами, такими как видеоконференции, онлайн-курсы и т.д.

Диаграмма 1: Динамика роста ИКТ в мире



Однако на рынке информационно-коммуникационных услуг в Азербайджане все еще есть проблемы, такие как низкая скорость интернета и ограниченный доступ к некоторым онлайн-сервисам [7].

Тем не менее, рынок информационно-коммуникационных услуг в Азербайджане имеет большой потенциал для развития. С учетом быстрого развития технологий, повышения качества услуг и повышения доступности информации, можно ожидать дальнейшего увеличения спроса на эти услуги в будущем [4].

В целом, рынок информационно-коммуникационных услуг в Азербайджане является одним из наиболее динамично развивающихся в регионе. Благодаря конкуренции между компаниями, население страны имеет возможность выбирать из различных услуг по доступной цене.

Однако, чтобы продолжить этот рост, необходимо продолжать инвестировать в развитие инфраструктуры и повышение качества услуг.

Кроме того, важно обеспечить свободный доступ к информации и защиту прав на свободу слова, что поможет поддерживать разнообразие мнений и свободный диалог в обществе. Также следует уделять внимание обучению населения страны использованию новых технологий, чтобы сделать их доступными для широкой аудитории.

В 2020 году правительство Азербайджана представило свою стратегию развития цифровой экономики на период до 2025 года. Она включает в себя меры по развитию цифровой инфраструктуры, электронной коммерции, цифрового образования и трансформации государственных услуг в электронный формат.

Одним из ключевых направлений развития рынка ИКТ в Азербайджане является расширение доступа к широкополосному интернету. В настоящее время Азербайджан активно развивает свою инфраструктуру ШПИ, особенно в сельских районах, где доступ к высокоскоростному интернету все еще ограничен. Также существует активный рынок мобильной связи, который предоставляет широкий спектр услуг связи [4].

Одним из важных секторов в Азербайджане является электронная коммерция. Правительство страны активно поощряет развитие онлайн-торговли, предоставляя льготы для предпринимателей, которые занимаются этой деятельностью.

В целом, рынок информационно-коммуникационных услуг в Азербайджане имеет большой потенциал для дальнейшего развития, и его дальнейшее развитие будет способствовать улучшению экономического и социального развития страны. Рынок ИКТ в Азербайджане продолжает расти и развиваться, благодаря поддержке правительства и усилиям местных компаний

Для того чтобы добиться дальнейшего развития рынка информационно-коммуникационных услуг в Азербайджане, необходимо рассмотреть несколько важных направлений [2]. Вот некоторые из них:

- Развитие инфраструктуры: необходимо продолжать инвестировать в развитие инфраструктуры для улучшения качества и скорости интернет-соединения. Также следует расширять доступность услуг в малонаселенных и отдаленных районах страны.

- Повышение качества услуг: компании, предоставляющие информационно-коммуникационные услуги, должны постоянно совершенствовать свои услуги, чтобы соответствовать растущим потребностям пользователей. Это может быть достигнуто путем внедрения новых технологий и инноваций, а также повышением уровня обслуживания клиентов.

- Обучение населения: необходимо проводить обучение населения, особенно в малонаселенных районах, использованию информационно-коммуникационных технологий. Это поможет расширить доступность услуг и повысить качество жизни населения [3].

Заключение:

Рынок информационно-коммуникационных услуг в Азербайджане имеет большой потенциал для развития. Благодаря конкуренции между компаниями, население страны имеет возможность выбирать из различных услуг по доступной цене. Вместе с тем, правительство Азербайджана продолжает поддерживать развитие этого рынка, что позволяет ему сохраняться в числе самых динамично развивающихся в регионе.

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ЗНАЧЕНИЕ РЕМИССИИ НА РАННИХ СТАДИЯХ ЭНДОГЕННЫХ ЗАБОЛЕВАНИЙ

Резюме: Известно, что психическое состояние каждого пациента со временем претерпевает ряд изменений, как "само по себе" (то есть из-за прямого действия "NOx", из-за самодействия болезни), так и по различным причинам: лечение, влияние травмирующих факторов, соматическое состояние и т.д. Если при определении стратегии терапевтического воздействия клиницист в первую очередь руководствуется клиническим диагнозом пациента, то при выборе сиюминутной тактики лечения он опирается на представление о текущей стадии заболевания своего отделения, то есть учитывает динамику его состояния.

Статья посвящена ремиссиям эндогенных заболеваний.

Ключевые слова: ремиссия, эндогенные заболевания, психическое состояние.

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THE IMPORTANCE OF REMISSION IN THE EARLY STAGES OF ENDOGENOUS DISEASES

Resume: It is known that the mental state of each patient undergoes a number of changes over time, both "by itself" (that is, due to the direct action of "NOx", due to the self-action of the disease), and for various reasons: treatment, the influence of traumatic factors, somatic condition, etc. If, when determining the strategy of therapeutic effect, the clinician is primarily guided by the clinical diagnosis of the patient, then when choosing momentary treatment tactics, he relies on the idea of the current stage of the disease of his department, that is, takes into account the dynamics of his condition.

The article is devoted to remissions of endogenous diseases.

Key words: remission, endogenous diseases, mental state.

Актуальность. Согласно современной концепции развития эндогенного процесса, прежде всего, необходимо различать эффективные психопатологические симптомы и расстройства дефицитарного круга [2]. Различают трудности в стадии ремиссии, такие как аутичное поведение, эмоциональная сглаженность, аболитические расстройства и ряд других заболеваний, такие проявления могут быть на фоне внешнего выражения позитивных расстройств, в частности депрессивного настроения [5].

Выраженные сенестопатические, парестетические и ипохондрические симптомы на приглушенном фоне влияют на цветовую клиническую картину ремиссии с "невротическими" признаками [1]. То же самое можно сказать и о параноидальных "масках", формирование которых в период ремиссии интерпретируется как признак, интерпретируемый как "остаточные" явления – убеждения, обвинения, более характерные для депрессии. Однако попытки отдельно рассмотреть роль и вклад продуктивных или негативных заболеваний на непсихотических стадиях часто оказываются бесперспективными [4]. Рассмотрение психопатологической "мозаики" первых ремиссий на ранних стадиях течения шизофрении, в частности, определение вклада феномена "перекрытия" с другими психопатологическими заболеваниями, представляется задачей, достойной отдельного обсуждения [5].

Таким образом, корреляция негативных заболеваний и осевых, сквозных эффективных симптомов представляет особый интерес, особенно в структуре ранних стадий шизофрении.

Цель исследования. Цель данного исследования - выявить основные клинические и психопатологические модели ведения начальной стадии шизофрении, продемонстрировать корреляции с последующим клиническим и социальным прогнозом и профилактикой заболевания.

Материал и методы исследования. Для выполнения поставленной перед нами задачи мы отобрали в общей сложности 60 пациентов, обратившихся в АВПНД с диагнозом шизофрения, и провели у них обследования.

Результаты исследования. Анализ динамики состояний указал на устойчивое присутствие таких проявлений, как апатия, снижение потребности в эмоциональном контакте, утрата способности получить удовольствие. Заболевание на начальном этапе характеризуется медленным, непрерывным течением, активность эндогенного процесса реализуется в форме затяжных субдепрессивных фаз с явлениями аутопсихической деперсонализации (отчуждение эмоций, собственных психических функций). Многообразные субъективные проявления, характерные для стадии «базовых расстройств», если таковые имели

место, утрачивают признаки субъективной переработки, возникшие изменения приобретают характер аутентичности.

Для варианта ремиссии с соучастием расстройств невротического регистра с формированием сверхценных симптомокомплексов наиболее инертными в плане динамики оказывались невротические расстройства и сверхценные образования (увлечение коллекционированием, особыми способами самолечения и физической закалки и т. п.), возникшие, еще до развития манифестных приступов («сквозная» симптоматика), эти явления оставались в дальнейшем почти без изменений. В случае наличия паранойяльных идей, наблюдавшихся на доманифестном этапе, в ремиссиях они чаще полностью редуцируются, при сохранении готовности к формированию ситуационно обусловленных паранойяльных реакций. При сохранении продуктивных нарушений перенесенного психотического этапа они несли черты монотонности и стереотипности проявлений.

В современных исследованиях шизофрении угасание эмоциональной жизни и волевой активности выводится в качестве кардинальных признаков формирующегося синдрома дефицита. Однако ряд проявлений, трактуемых как негативные и обнаруженных в период первых ремиссий, не были в истинном смысле дефицитарными и оказались в большей или меньшей степени обратимыми. При наблюдаемом синдромологическом полиморфизме удаление от возраста начала и манифестации в известной мере «стирает» наличие оттенков психопатологических расстройств, лишая возможности выделения прогностически определяющих компонент.

Вывод. Рассмотрение дефицитарных расстройств с позиции двухфакторной модели позволяет определить не только степень прогрессивности, но и весьма существенно сказывается на проявлении картины психопатологических расстройств в ремиссии, что в значительной степени определяет различия между ними.

Механизм привлечения к анализу ремиссии профиля дефицитарных расстройств с учетом их доминирующего компонента был оправдан только с привлечением системы проспективного обоснования при их сопоставлении, т. е. катamnестического доказательства.

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ТИПОЛОГИЯ ТРЕВОЖНЫХ ДЕПРЕССИЙ ЭНДОГЕННОГО ГЕНЕЗА И ИХ ВОЗРАСТНЫЕ ОСОБЕННОСТИ

Резюме: Проблема депрессий занимает на протяжении последних десятилетий значительное место в работах многих зарубежных и отечественных клиницистов. Это связано с высокой распространенностью депрессивных расстройств, которая по данным разных авторов составляет в общей популяции от 5%-7% до 10%-15%, а также со значительным полиморфизмом клинической картины депрессий, что создает трудности как в диагностике этих состояний, так и в решении вопросов прогноза и лечения.

Эндогенная депрессия, в отличие от экзогенной депрессии, возникает из-за биологических факторов или генетической предрасположенности, где всегда присутствует внешний стимул (сильный стресс или травматическое событие).

В данной статье рассматриваются клинические варианты тревожных депрессий эндогенного генеза, их основные возрастные особенности и механизмы их развития.

Ключевые слова: тревожные состояния, эндогенная депрессия, возрастная особенность, клиническая типология.

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TYPOLGY OF ENDOGENOUS ANXIETY DEPRESSIONS AND THEIR AGE-RELATED FEATURES

Resume: The problem of depression has occupied a significant place in the works of many foreign and domestic clinicians over the past decades. This is due to the high prevalence of depressive disorders, which, according to various authors, ranges from 5%-7% to 10% -15% in the general population, as well as

significant polymorphism in the clinical picture of depression, which creates difficulties both in diagnosing these conditions and in solving prognosis and treatment issues.

Endogenous depression, unlike exogenous depression, occurs due to biological factors or genetic predisposition, where there is always an external stimulus (severe stress or traumatic event).

This article discusses the clinical variants of endogenous anxiety depressions, their main age-related features and mechanisms of their development.

Keywords: anxiety, endogenous depression, age-related feature, clinical typology.

Актуальность. В работах, посвященных тревожным депрессиям отсутствует единство взглядов в отношении психопатологической структуры этих состояний, взаимосвязи тревожных расстройств с другими проявлениями депрессивного синдрома [2].

Различны и подходы к лечению тревожных депрессий. Разработано множество схем применения фармакологических препаратов, но однозначной оценки их действия на клинические проявления тех или иных симптомов при тревожной депрессии нет.

Объектом нашего исследования стала тревожная эндогенная депрессия. В свою очередь, больные с тревожной эндогенной депрессией также представляет собой достаточно неоднородную группу, поскольку помимо тревоги у них выделяется еще ряд ведущих симптомов, значительно влияющих на клиническую картину [3].

Определенные фобии (боязнь определенных заболеваний, определенных предметов, ситуаций, действий) встречаются чаще, чем социальные заболевания, больные, по разным данным, составляют 5-12% населения. Общее тревожное расстройство встречается у 2-5% населения. Эти люди очень быстро становятся инвалидами, и в большинстве случаев их не сразу замечают психиатры, переходя от участкового врача к неврологу, терапевту и другим специалистам. Среди тревожно-фобических расстройств эндогенного генеза центральное место занимает паническое расстройство.

Продолжительность панических атак эндогенного генеза варьируется, в среднем 30 минут. У 2,7% населения панические атаки сочетаются с агорафобией. 3-5% населения страдает социальными фобиями (боязнью стыда и замешательства перед другими людьми). Вначале часто выявляется вегето-сосудистая дистония, затем диэнцефальные кризы.

Цель исследования. Целью исследования явилось изучение особенностей психопатологической структуры эндогенных тревожных

депрессий и разработка оптимальных схем лечения различных групп тревожных эндогенных депрессий.

Материалы и методы исследования. Для выполнения поставленной задачи мы отобрали 160 пациентов, обратившихся в АВПНД с тревожной депрессией, для обследования с целью изучения их клинической типологии.

Результаты исследования. Обследование формирования тревожно-депрессивных состояний ювенильного эндогенного генеза у наших пациентов, получивших ГВ, будет чрезвычайно выражено среди группы пациентов разного возраста под сильным патогенетическим влиянием особенностей подросткового возраста, включая специфическую зрелость психических функций, характерные нарушения поведения и адаптивных реакций, а также из-за специфических психоэндокринных и соматических изменений

Повышение патологического уровня возрастных психологических особенностей и незрелости психических функций (отсутствие зрелого социального позиционирования, юношеский максимализм, адекватная оценка своих возможностей, слабость в самоконтроле) у наших пациентов в основной группе, поступивших на обследование, предопределило высокую суицидальную активность пациентов и очень высокий риск самоубийства. Они имели следующие основные наиболее важные характеристики: доля пациентов с суицидальными мыслями составила 68,1%, а число пациентов, совершивших попытку самоубийства, достигло 38,5%, что значительно увеличило аналогичные показатели у пациентов с депрессией зрелого возраста.

В зависимости от участия в формировании клинической картины патологически измененных проявлений пубертатного криза в типологической дифференциации тревожных депрессий эндогенного генеза у наших ювенильных пациентов их разделение оказалось наиболее важным.

Принимая во внимание все особенности возрастной специфической клинической феноменологии у обследованных нами пациентов, были установлены пять предпочтительных вариантов синдрома ювенильной депрессии: юная астеническая несостоятельность, дисморфофобия, метафизика, гиподидность и психастеничность.

Кроме того, мы заметили, что три варианта депрессии, описанные выше, не являются строго типичными для подросткового возраста у наших пациентов в основной группе (сопровождающиеся деперсонализацией, сенесго-ипохондрией и обсессивно-фобическими расстройствами), которые решили пройти обследование, и также могут возникать во взрослом возрасте.

У наших пациентов разного возраста, поступивших на обследование, мы увидели, что тревожные депрессии эндогенного генеза, проявляющиеся

в подростковом возрасте, нозологически неоднородны: у 34,9% наших пациентов в этой группе, которые обследовались, они были диагностированы как часть аффективного расстройства (МДП и циклотимия); у 65,1% наших пациентов в этой группе, которые обследовались, они были диагностированы как часть аффективного расстройства (МДП и циклотимия); у 65,1% наших пациентов в пациенты, депрессия проявлялась как часть низкопрогрессирующей шизофрении: с длительным атипичным приступом полового созревания (23,8%). Для каждой из нозологических групп были обнаружены различия в клинических характеристиках ювенильной депрессии, условиях их формирования и динамики и предпочтении их типологических вариантов.

В нашей работе мы наблюдали следующее у наших пациентов, прошедших повторное обследование: у наших пациентов в основной группе чаще всего встречается аффективное расстройство в виде длительных стадий маниакально-депрессивного психоза (11,6%) и легких (циклотимических) форм заболевания (27,4%) в подростковом возрасте проявлялась "юношеской астенической беспомощностью" (33,4%), реже наблюдались депрессии с дисморфофобическими депрессиями (17,8%). и с явлениями метафизической интоксикации (10,8%).

У обследованных нами пациентов образ депрессивных состояний, проявляющихся в подростковом возрасте в рамках вялотекущей шизофрении, - это полиморфизм структуры, наличие патологических расстройств, осложняющих депрессивные проявления (обсессивно-фобические, сенесто-ипохондрические, деперсонализационные, переоцененные), нарушения процессуального мышления, в некоторых случаях подход к примитивному мыслительному автоматизму. Преобладала депрессия, возникшая по типу ювенильной астенической несостоятельности (37,2%), психастенической (19,6%) и деперсонализации (13,9%).

Тревожные депрессии эндогенного генеза, проявляющиеся в составе аффективного расстройства в подростковом возрасте, характеризовались в основном положительным результатом: все пациенты были полностью адаптированы к жизни, признаки снижения работоспособности отмечались только в 11,0% случаев. С уменьшением депрессивных состояний полностью уменьшились симптомы, которые феноменологически близки к процессуальным негативным расстройствам в виде добровольного и эмоционального спада; при этом никаких изменений в структуре личности обнаружено не было. У 48,3% людей депрессивные состояния наблюдались только в пределах подросткового возраста. У 52,6% пациентов случаи аффективной фазы возникали неоднократно и во взрослом возрасте, в том числе у 44,7% из них были только депрессивные фазы (монополярный тип течения), в то время как у остальных 58,7%

пациентов были депрессивные и маниакальные состояния (биполярный тип течения).

При юношеских депрессиях, развивающихся по картине вялотекущей шизофрении, течение заболевания было характерным. Негативные расстройства здесь частично ограничены астеническими явлениями освенцима с психической незрелостью.

Вывод. Полученные результаты соответствуют данным исследований, полученных для наших предыдущих научных публикаций, и подтверждают полученные данные как практическое продолжение результатов изучения течения, возрастных особенностей и механизмов их развития тревожно-депрессивных состояний эндогенного генеза

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ПРОГНОСТИЧЕСКОЕ ЗНАЧЕНИЕ РЕМИССИИ НА РАННИХ СТАДИЯХ ЭНДОГЕННЫХ ЗАБОЛЕВАНИЙ

Резюме: В этой статье будет рассказано о проблеме анализа и оценки непсихотических стадий шизофрении, распространенного типа эндогенного заболевания, и это заболевание является одной из важнейших теоретических и практических проблем клинической психиатрии.

Традиционно термин "непсихотические стадии" относится к продромальной стадии заболевания и ремиссии, при этом психотические симптомы не выявляются или временно исчезают (ослабляются).

В статье вновь собраны обширные материалы о взглядах исследователей на проблему ремиссии в мировой психиатрической литературе за последнее столетие, а также о других неуправляемых периодах, таких как продром, результаты.

В статье предлагаются различные принципы, основанные на типологической дифференциации неспецифических этапов, что позволяет применять их к различным целям и задачам соответствующего исследования.

Ключевые слова: эндогенная заболевания, ремиссия, профилактика, прогнозирования.

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PROGNOSTIC SIGNIFICANCE OF REMISSION IN THE EARLY STAGES OF ENDOGENOUS DISEASES

Resume: This article will talk about the problem of analyzing and evaluating the non-psychotic stages of schizophrenia, a common type of endogenous disease, and this disease is one of the most important theoretical and practical problems of clinical psychiatry. Traditionally, the term "non-

psychotic stages" refers to the prodromal stage of the disease and remission, while psychotic symptoms are not detected or temporarily disappear (weaken).

The article again contains extensive materials on the views of researchers on the problem of remission in the world psychiatric literature over the past century, as well as on other unmanageable periods, such as prodrome, results.

The article proposes various principles based on the typological differentiation of non-specific stages, which allows them to be applied to various goals and objectives of the relevant research.

Keywords: endogenous disease, remission, prevention, prognosis.

Актуальность. При эндогенных заболеваниях ремиссии, формирующиеся при специфических формах психоза, являются одной из наиболее обсуждаемых стадий. Как отмечают многие исследователи [3], большая часть психопатологической картины ремиссии связана с глубиной негативных изменений, определяющих уровень социальной и профессиональной активности пациента [6]. В связи с этим выявление закономерностей формирования ремиссий, оценка их прогностического значения играют важную роль в разработке адекватных подходов, помогающих поддерживать оптимальный уровень социальной и трудовой адаптации пациентов. Психопатологические расстройства являются важной характеристикой ремиссий, они функционируют как четкие признаки, отражающие определенные паттерны траектории развития шизофрении [2].

Известно, что первый психотический эпизод шизофрении, одного из эндогенных расстройств, часто включает продром, характеризующийся симптомами на непсихотическом уровне и ухудшением когнитивных и социальных функций [4]. Эта стадия проявляется накоплением симптомов, определяющих структуру психотического состояния [1]. Ранее предпринимались попытки выделить симптомы первых допсихотических стадий развития болезненного процесса, которые становятся актуальными после проявления психоза и демонстрируют связь со снижением социальной активности. Так, в 1959 году В. Янсарик описывает начальную стадию "препсихотического дефицита", характеризующуюся в основном негативными симптомами: снижением интереса, спонтанности, жизнестойкости и эмоциональной реактивности. Понимая, что "палитра" этих препсихотических симптомов часто остается неизменной даже в период ремиссии, после психотического эпизода он пришел к выводу, что остаточный синдром является результатом основного болезненного процесса.

Согласно современной концепции развития эндогенного процесса, прежде всего, необходимо различать эффективные психопатологические симптомы и расстройства дефицитарного круга. Различают трудности в стадии ремиссии, такие как аутичное поведение,

эмоциональная сглаженность, аболитические расстройства и ряд других заболеваний, такие проявления могут быть на фоне внешнего выражения позитивных расстройств, в частности депрессивного настроения. [5]. Аффективные расстройства могут существенно изменить стабильную картину ремиссии. В таких случаях речь идет о широком спектре стертых, латентных, редуцированных депрессий, протекающих с ослаблением признаков жизнестойкости, что создает необходимые условия для возникновения других психопатологических образований, которые носят "фасадный" характер и часто создают впечатление серьезного расстройства на фоне из стертых. "замаскированных" депрессий. Эти факторы [1], согласно данным литературы, способствуют возникновению различных вариантов клинической картины ремиссии.

Таким образом, из-за выраженного торможения мышления и моторики, депрессивных эффектов двигательная диспластичность может давать кататонический фронт ремиссии (называемый дискинетической ремиссией). Выраженные сенестопатические, парестетические и ипохондрические симптомы на приглушенном фоне влияют на цветовую клиническую картину ремиссии с "невротическими" признаками. То же самое можно сказать и о параноидальных "масках", формирование которых в период ремиссии интерпретируется как признак, интерпретируемый как "остаточные" явления – убеждения, обвинения, более характерные для депрессии. Однако попытки отдельно рассмотреть роль и вклад продуктивных или негативных заболеваний на непсихотических стадиях часто оказываются бесперспективными. Рассмотрение психопатологической "мозаики" первых ремиссий на ранних стадиях течения шизофрении, в частности, определение вклада феномена "перекрытия" с другими психопатологическими заболеваниями, представляется задачей, достойной отдельного обсуждения. Таким образом, корреляция негативных заболеваний и осевых, сквозных эффективных симптомов представляет особый интерес, особенно в структуре ранних стадий шизофрении.

Цель исследования. Цель данного исследования - выявить основные клинические и психопатологические модели ведения начальной стадии шизофрении, продемонстрировать корреляции с последующим клиническим и социальным прогнозом и профилактикой заболевания.

Материал и методы исследования. Для выполнения поставленной перед нами задачи мы отобрали в общей сложности 60 пациентов, обратившихся в АВПНД с диагнозом шизофрения, и провели у них обследования.

Результаты исследования. Дифференциальная диагностика различных форм шизофрении основывается прежде всего на оценке расстройств, обуславливающих скорость темпа прогрессивности болезненного процесса, и обнаружении признаков шизофренической

дефицитарности. В исследовании осуществлен транссиндромальный клинико-психопатологический анализ неманифестных этапов с учетом варианта сочетания негативных, относимых к реестру первичных негативных (снижение экспрессивности аффекта, нарушение внимания, снижение психической активности, аутизация, алогия, абулия) и «сквозных» позитивных расстройств, образующих в итоге некоторые дискретные совокупности.

В основу разделения ремиссий, возникающих на начальном этапе течения шизофрении, был положен принцип лонгитудинального (включая и ретроспективную оценку) наблюдения с установлением динамических корреляций дефицитарных расстройств и позитивной симптоматики, сопряженных к формированию структуры ремиссии. В зависимости от преобладания одного из факторов дефицитарного симптомокомплекса были выделены следующие модели: группа ремиссий с доминированием дефицитарного фактора экспрессии и группа ремиссии с преобладанием дефицитарного фактора апатии. В каждой из групп были представлены варианты ремиссий без сопряженной продуктивной симптоматики (латентный уровень); с сопряженной симптоматикой, отражающей непрерывный характер процесса (субклинический уровень), и ремиссии с сопряженной редуцированной продуктивной симптоматикой психотического периода (резидуальный уровень).

Для группы ремиссий с доминированием дефицитарного *фактора экспрессии*, которые наблюдали у 42,2% больных, характерными были астенические ремиссии, ремиссии по типу нажитой циклотимии, ипохондрические ремиссии, в том числе ремиссии с явлениями диспсихофобии, моральной ипохондрии, психастенические ремиссии, параноидные, ремиссии по типу «носителей голосов». Чаще данные варианты ремиссий отмечены у лиц, заболевших в юношеском возрасте. В качестве одного из первых и основных признаков данного типа выступает эмоциональное уплощение, нивелируется способность к анализу и переработке эмоционального опыта, нарушается нюансировка межличностных отношений. Анализ динамики становления ремиссий показал, что первичными оказались снижение общего тонуса с констатацией интеллектуального дискомфорта, потеря способности к сложной, аналитической интеллектуальной деятельности.

Для ремиссий, клинический тип которых проявлялся в виде «нажитой» циклотимии, дистимии, по типу диспсихофобии или моральной ипохондрии, продолжительность заболевания составляла в среднем 2,5–3,2 года. Формирование дефицитарных расстройств происходит за фасадом аффективной патологии гипотимического полюса. На этапе первой ремиссии пациенты, как правило, обладали низкой эмоциональной устойчивостью, демонстрировали нестабильность своего состояния, эпизоды дисфории, краткие квазипсихотические эпизоды с актуализацией

расстройств невротического и аффективного регистров наряду с гиперболизацией черт тревожности, неуверенности, эскапизма, отказ от решения своих функциональных проблем и трудных ситуаций. При формировании варианта ремиссий с соучастием редуцированных продуктивных расстройств психотического периода были отмечены ремиссии параноидные с резидуальным бредом, по типу «носителей голосов», дискинетические. Данный тип характеризовался большей стабильностью проявлений и длительностью, но с более низким ее качеством.

Группа ремиссий с доминированием дефицитарного фактора апатии состояла из 57,8% наблюдений. Эти ремиссии формировались у пациентов, заболевших в подростковом возрасте, при длительности заболевания не менее 4,2–5,1 года. В основании формирования этой группы ремиссий лежат дефицитарный симптомокомплекс с преимущественным нарушением мотивационного компонента психической деятельности. Дефицитарные расстройства выступают в качестве очерченных и проявляются в виде ослабления витальных стимулов (побуждений) при незначительном снижении общей психической активности. Отмечались такие типы ремиссий, как ремиссии по типу «астенической шизоидизации», по типу «стенической шизоидизации»; ремиссии с регрессивной синтонностью, аутистические, ремиссии по типу «новой жизни», типа фершробен, дискинетические), апатические ремиссии. Большинство пациентов этой группы в ремиссии демонстрировали такие признаки, как резкое сужение спектра социальной активности, тотальный инфантилизм, зависимость, узость интересов и парадоксальность эмоциональных реакций, потребность в постоянной паттернализации. При относительной сохранности энергетического потенциала они демонстрировали свою социальную беспомощность, проявляющуюся прежде всего в реализации социальной и учебной адаптации.

Анализ динамики состояний указал на устойчивое присутствие таких проявлений, как апатия, снижение потребности в эмоциональном контакте, утрата способности получить удовольствие. Заболевание на начальном этапе характеризуется медленным, непрерывным течением, активность эндогенного процесса реализуется в форме затяжных субдепрессивных фаз с явлениями аутопсихической деперсонализации (отчуждение эмоций, собственных психических функций). Многообразные субъективные проявления, характерные для стадии «базовых расстройств», если таковые имели место, утрачивают признаки субъективной переработки, возникшие изменения приобретают характер аутентичности.

Для варианта ремиссии с соучастием расстройств невротического регистра с формированием сверхценных симптомокомплексов наиболее инертными в плане динамики оказывались невротические расстройства и

сверхценные образования (увлечение коллекционированием, особыми способами самолечения и физической закалки и т. п.), возникшие, еще до развития манифестных приступов («сквозная» симптоматика), эти явления оставались в дальнейшем почти без изменений. В случае наличия паранойяльных идей, наблюдавшихся на доманифестном этапе, в ремиссиях они чаще полностью редуцируются, при сохранении готовности к формированию ситуационно обусловленных паранойяльных реакций. При сохранении продуктивных нарушений перенесенного психотического этапа они несли черты монотонности и стереотипности проявлений.

В современных исследованиях шизофрении угасание эмоциональной жизни и волевой активности выводится в качестве кардинальных признаков формирующегося синдрома дефицита. Однако ряд проявлений, трактуемых как негативные и обнаруженных в период первых ремиссий, не были в истинном смысле дефицитарными и оказались в большей или меньшей степени обратимыми. При наблюдаемом синдромологическом полиморфизме удаление от возраста начала и манифестации в известной мере «стирает» наличие оттенков психопатологических расстройств, лишая возможности выделения прогностически определяющих компонент.

Вывод. Рассмотрение дефицитарных расстройств с позиции двухфакторной модели позволяет определить не только степень прогрессивности, но и весьма существенно сказывается на проявлении картины психопатологических расстройств в ремиссии, что в значительной степени определяет различия между ними.

Механизм привлечения к анализу ремиссии профиля дефицитарных расстройств с учетом их доминирующего компонента был оправдан только с привлечением системы проспективного обоснования при их сопоставлении, т. е. катamnестического доказательства.

Нарушения, регистрируемые в доманифестном периоде, имеют биологическую близость с болезненным процессом и несут прогностическое значение для типа течения болезни. Именно поэтому оценка ремиссий, протекающих с дефицитарными расстройствами, оказалась важной не столько для квалификации собственно психопатологического варианта ремиссии, сколько как самостоятельная, прогностически значимая характеристика, способствующая определению темпа прогрессивности шизофрении.

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ДЕТСКИЕ ОЗДОРОВИТЕЛЬНЫЕ ЛАГЕРЯ. ПРОБЛЕМЫ И КОНЦЕПЦИИ

Резюме: В данной статье рассматривается проблема оздоровления и полноценного отдыха детей. Дан анализ исторического развития детских оздоровительных лагерей и их педагогические принципы, философские категории, концепция.

Ключевые слова: оздоровления концепции, развития оздоровительных лагерей, скаутизма.

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CHILDREN'S HEALTH CAMPS ISSUES AND CONCEPTS

Abstract: The article discusses the thousand-year problem of recovery and good rest for children. Children's health camps, pedagogy, philosophical categories concept

Key words: recuperation concept, development of children's health camps, scouting.

В современном мире существуют многообразные воспитательные системы, отличающиеся друг от друга видом, местонахождением, временем существования, моделью, основанной на определенном учении, путями внедрения их в жизнь детей и др.

Скаутизм как добровольное движение было создано Роберто Баден Пауэллом в 1907 г. с целью воспитания молодых людей. Скаутизм бис открыт для всех желающих в независимости от их происхождения, расы, вероисповедания в соответствии с приносами и методами, изложенными в его программных документах. В них восьмом реализовались две концепции это человеческого достоинства и целостности окружающего мира.

Скаутский лагерь имеет свою воспитательную систему, направленную на разностороннее развитие и воспитание личности (развитие способности “учиться познавать” и позиции “учиться быть”). Первичной организационной единицей скаутского отряда является патруль, который объединяет 6-8 человек. Скаутом может стать любой мальчик или девочка, юноша или девушка в возрасте от 6 до 20 лет и старше, признающий Конституцию Всемирной организации скаутского движения и действующий в соответствии с ее принципами. Закон и правила внутреннего порядка.

Основные принципы скаутизма- патриотизм, а политичность, внеклассовый характер, веротерпимость где такте. Особое внимание уделяется саморазвитию отдыхающих Скаут сам решает, что он будет изучать, и выбирает наиболее приемлемый для себя путь развития. Содержание деятельности определяется главным образом скаутским Обещанием, Законами и направлено на овладение скаутом знаний и умений, которые подразделяются на 12 групп и ориентированы на взаимодействие с природой, окружающими людьми, с семьей, страной, а также большое внимание уделяется на укрепление здоровья.

Организационной основой воспитательной системы скаутизма являются также методы самовоспитания. Это самоанализ, самооценка, само требование, само приказ и др. Лозунг скаутов- “Ни для без доброго дела”, девиз – “Будь готов”, атрибуты и символы- эмблема, флаг, гори, барабан, форма, галстук, значок и др. Одним из немоловагиных воспитательных систем понят который – было отведено пионерское организация.

Пионерская организация как воспитательная система прошла в своем развитии ряд этапов. Их, как правила, связывают со значительными событиями бившего советского государство с образованием СССР, периодами коллективизации и индустриализации, Великой Отечественной войной, послевоенным восстановлением и развитием народного хозяйства, перестройкой, распадом союзного государства и обновлением пезовисьных государство.

Первый этап с 1992 по 1924 г. (становление воспитательной системы) связан с деятельностью юных пионеров им. Спартак. 19 мая 1922 г Российский Коммунистический союз молодежи принял постановление о создании единой детской коммунистической организации, утвердил основные положения ее программы, принципы деятельности, законы и торжественное обещание юных пионеров. Программа организации включала все основные компоненты системы воспитания и учитывала позитивные моменты деятельности скаутизма.

Основной целью создания пионерских лагерей рассматривалось сплочение и воспитание детей в духе коммунистических идей, подготовка

их к борьбе за интересы пролетариата и важнейшей задачей на этом этапе являлась забота о всеобщей грамотности.

К основным принципам данной деятельности были отнесены следующий приняли как: коммунистическая идейность; совместный труд на общую пользу; коллективизм, дружба, товарищество; самостоятельность и самоуправление в сочетании с педагогическим руководством взрослых; добровольность вступления и участия в делах; учет возрастных и индивидуальных особенностей и интересов; непрерывность деятельности.

Содержание деятельности пионерской организации определялось положением, законами и торжественным обещанием юных пионеров. Основными направлениями деятельности были ежедневная помощь трудовому народу, общественно-полезная работа, борьба за знания, забота о младших. В 1923 г. при отрядах пионеров созданы были первые группы октябрят.

К 1924 г. в стране насчитывалось 50 тыс. октябрят и около 100 тыс. пионеров. На данном этапе оформляется пионерская символика, атрибуты, зарождаются традиции (красное знамя, галстук, значок, форма, салют, традиции сборов и пионерских костров и др.)

В 1924 г. после смерти В.И. Ленина пионерской организации было присвоено его имя. С этого времени начинается второй этап развития воспитательной системы организации. Деятельность пионеров в это время характеризуется усилением ее идеологической направленности, что нашло свое выражение в новых текстах положения, законов и торжественного обещания. Появляются разнообразные формы (всесоюзные марши, сборы, слеты, тимуровское движение, военно- спортивные игры, турниры, конкурсы, экспедиции и т.п.) и соответственно разные методы работы (убеждение, упражнение в деятельности самоуправление, соревнование, игра, красочность и романтика).

Последующие этапы развития воспитательной системы пионерской организации характеризуются разносторонними направлениями: идейно-политическим, военно-патриотическим, интернациональным, атеистическим, нравственным, трудовым, эстетическим, физическим [5].

Еще одной системой того времени стала воспитательная система детского православного лагеря. В ней ребёнок на какое-то время становится недоступен для многих институтов воспитания, которые окружают его в повседневном мире. Его привычный распорядок дня заполняется определенными мероприятиями, занятиями в уделах, беседами, общению со своими православными сверстниками и пр.

Воспитательная система детского православного лагеря — это совокупность взаимосвязанных компонентов (воспитательные цели, люди их реализующие, их деятельность и общение, отношение, жизненное пространство и пр.), составляющим целостную социально-педагогическую

структуру детского православного лагеря и выступающую мощным и постоянно действующим фактором воспитания [1].

Воспитательная цель детского православного лагеря является: содействие духовному и нравственному становлению личности ребенка как полноценного и активного члена Русской Православной Церкви.

Церковноприходская жизнь детского православного лагеря самый важный компонент воспитательной системы и главной. Целью в воспитательном процессе является приобщение детей к тому, что ребенок видит в Церкви: предметы церковного обихода, иконы, и пр. [6]

Системность воспитательного процесса приводит к разрушению стереотипов – везде приходится вести себя одинаково. На этом этапе первостепенной задачей воспитателя является помощь ребенку остаться самим собой, а не начать играть одну определенную роль. Сделать это, возможно опираясь на системность педагогического воздействия.

Как стало известно нам из литературных источников, мероприятия, проводимые в лагере были подобраны таким образом, чтобы не только доставить детям радость, но и воспитать у них определенное качество.

Например, “Веревочный курс” – мероприятие, направленное на сплочение детского коллектива, для того, чтобы пройти тот или иной конкурс, детям необходимо проявить заботу о ближнем, иначе просто ничего не получится.

Основные компоненты воспитательной системы детского православного лагеря тесно взаимосвязаны друг с другом: взаимодополняющей и детерминируя работу друг друга, в динамики представляют собой воспитательный процесс, направленный на достижение единой воспитательной цели это-содействие духовному и нравственному становлению личности ребенка как полноценного и активного члена Русской Православной Церкви. [7]

В основе всех рассмотренных воспитательных систем лежат различные философские, психологические, педагогические теории и идеи, но их объединяет целостный взгляд на ребенка, стремление помочь ему достичь гармонии с миром и обществом, с самим собой, создать условия для разностороннего развития его личности.

В Узбекистане особое внимание обращается на всестороннее развитие личности. Это отмечено “В законе об образовании и национальной программе по подготовке кадров”. В качестве примера рассмотрим, пример организации воспитательного процесса в детском оздоровительном лагере “Автомобиль”.

Детский оздоровительный лагерь “Автомобиль” расположен в поселке “Сайлык” Бостанлыкского района Ташкентской области, в 145 км от г. Ташкента “Автомобиль” находится в горной местности. На территории лагеря находится 12 спальных корпусов, столовая, спортивный

зал, диско – клуб, помещения для кружковой работы, спортивные, библиотека, видеотека, бассейн, сборно-разборочные беседки со столами и стульями (отрядные места на улице), банно-прачечный комплекс, медпункт и изолятор, символический памятник знаменитых поэтов, музыкантов и писателей стран Востока и зарубежных авторов. Условия ДОЛ “Автомобиль” соответствуют всем необходимым санитарно-эпидемиологическим и педагогическим нормам и способствуют организации нормального отдыха детей, укреплению их здоровья, развитию творческой и познавательной активности.

Педагогический коллектив детского оздоровительного лагеря включает в себя:

- педагогов-воспитателей
- руководителей кружков
- спортивных работников
- музыкальных работников
- обслуживающий персонал

Основная часть состава работает в ДОЛ уже не первый год. Подготовка педагогического коллектива осуществляется через инструктивно-методические сборы, которые проходят в Ташкентском Государственном Педагогическом Университете им. Низами. В помощь вожатым в лагере создан кабинет, оснащенный методической литературой и разработками по проведению различных мероприятий для работы с детьми. Ежегодно он пополняется благодаря новым и свежим идеям вновь поступивших на работу воспитателей и вожатых. Ежедневно проводятся планерки, на которых воспитатели подводят итоги прошедшего дня, обсуждают план на следующий день.

В летний период педагогический коллектив ДОЛ “Автомобиль” ставил перед собой следующие задачи:

- Пропаганда семейных ценностей, стимулирование общественной активности детей и подростков в условиях временного детского коллектива.
- Гражданское и патриотическое воспитание детей.
- Создание благополучных условий для нравственного и эстетического воспитания, всестороннего развития и творческих способностей, формирования здорового образа жизни.
- Развитие способностей и интересов детей в условиях организованного отдыха.
- Реализация творческого потенциала личности путем вовлечения каждого ребенка в общественную жизнь лагеря.

Все представленные цели достигались с помощью проведения различных отрядных и внутри лагерных мероприятий, ролевых игр, бесед и др.

Педагогический коллектив ДОЛ “Автомобиль” в летний период каждого сезона уделял много времени трудовому и физическому воспитанию, а также воспитанию семейных ценностей. Для этого организовывались дежурство в столовой, уборка территории, различные мероприятия, соревнования по футболу и волейболу с ДОЛ “Радуга”, “Апогей” и др.

Трудовое воспитание проводилось в форме ряда работ по самообслуживанию. Дети дежурили в столой, участвовали в уборке территории, спальных мест и в кафе лагеря. На специальных стендах отражается успех каждого отряда в трудовой деятельности.

Педагогический коллектив ДОЛ “Автомобиль” считает трудовое воспитание важным элементом воспитательного процесса.

Ежедневно, утром и вечером, старший педагог и медицинская сестра проверяли санитарное состояние корпусов и выставляли оценки отрядам. Вся территория ДОЛ разделена между отрядами, и дети поддерживают на ней чистоту и порядок. Каждую смену проводились дни защиты округ среды экологические дни – уборка сухих сучьев, расчистка территории. Зачастую дети сами, подсказывали какие – то не порядки и предлагали свою трудовую помощь. Эта бесценная инициатива всегда поощрялась педагогами руководств - вам лагеря.

При работе в кружках детям прививались основные трудовые навыки, их обучали работе с материалами различных фактур.

Одним из основных направлений работы с детьми является укрепление их здоровья, приобщение к систематическим занятиям физкультурой и привитие навыков здорового образа жизни.

Спортивная работа в ДОЛ “Автомобиль” была направлена на укрепление здоровья детей. С целью оздоровления и совершенствования физического воспитания проводились следующие мероприятия.

1. Всесменный розыгрыш Кубка по футболу с участием команд старшего и младшего возраста.

2. Матчи по волейболу между девочками старшего возраста.

3. Матчи по баскетболу.

4. Внутрелагерные и межлагерные игры по волейболу и футболу в различных возрастных группах.

5. Тренировочные походы на горные местности за территорией лагеря.

6. Первенство лагеря по настольному теннису.

7. Игровой кросс “Веселые старты” и спортивные аттракционы.

8. Турнир по шашкам в младшей возрастной группе и по шахматам в старшей возрастной группе.

9. Спартакиада, включающая в себя соревнования по легкой атлетике.

10. Спортивная викторина

11. Регулярное купание в бассейне.

В ДОЛ “Автомобиль” созданы все условия для проведения активной спортивной работы, которая начиналась каждое утро утренней зарядкой. Основной ее задачей является приобщение детей к различным формам физических упражнений, привитие устойчивого интереса к зарядке. В комплексе имеется открытый бассейн, большая и малая волейбольные площадки, два футбольных поля, прекрасно оборудованный спортивный зал и персонал, умело руководящий всем процессом.

Подводя итог всему вышеизложенному хочется отметить, что все поставленные перед собой цели были нами достигнуты полностью и желающих отдыхать в нашем лагере из года в год увеличивается.

Современные воспитательные системы детских оздоровительных лагерей создаются на основе гуманистической концепции воспитания, где находят отражение идеи единства социализации и индивидуализации личности ребенка.

Воспитательные системы детских оздоровительных лагерей находятся на новом этапе своего развития, этому способствует возрастающая потребность в них. На сегодняшний день детские оздоровительные лагеря играют все большую роль в жизни общества. Те воспитательные системы, на принципах которых строится образовательный и воспитательный процесс, оставляют свой след на личности современного ребенка. Поэтому проблема, связанная с созданием новых воспитательных систем, требует больших усилий, которые будут способствовать ее видоизменению и выхода на новый уровень своего развития.

Можно выделить ряд задач, которые должен ставить перед собой современный летний лагерь:

- максимальное внимание развитию личности ребенка, раскрытие его способностей, удовлетворению интересов;
- широкое приобщение детей к разнообразному социальному опыту, создание в лагере стиля и тона отношений подлинного сотрудничества, содружества, сотворчества;
- лагерь обязан укреплять здоровье, работать на закаливание организма детей.
- Воспитывать детей с учетом национальных традиций проживавших на данной территории народов.

Создавая условия для творческого развития и саморазвития нельзя не учитывать индивидуальные особенности детей. На сегодняшний день идеи гуманистической педагогики приобретают все больший вес и влияние на деятельность детских оздоровительных лагерей.

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ЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ РУССКИХ ФРАЗЕОЛОГИЗМОВ, ВЫРАЖАЮЩИХ ЭМОЦИОНАЛЬНОЕ СОСТОЯНИЕ ЧЕЛОВЕКА

Аннотация: В данной статье речь идет о языковых особенностях русских фразеологизмов, выражающих эмоциональное состояние человека. Примеры фразеологизмов, выражающих чувство грусти в русском языке, включают не только традиционно выделяемые средства создания образа фразеологизмов (метафора, метонимия и сравнение), но и другие языковые средства, такие как эпитет, оксюморон, аллюзия, гипербола, тавтология, аллитерация и ассонанс.

Ключевые слова: эмоция печаль, фразеологизм, фразеологическое значение, образность фразеологического значения, средства создания образности фразеологизмов.

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LINGUISTIC FEATURES OF RUSSIAN PHRASEOLOGICAL UNITS EXPRESSING THE EMOTIONAL STATE OF A HUMAN

Abstract: This article deals with the linguistic features of Russian phraseological units expressing the emotional state of a person. Examples of phraseological units expressing a feeling of sadness in the Russian language include not only the traditionally distinguished means of creating the image of phraseological units (metaphor, metonymy and comparison), but also other linguistic means, such as epithet, oxymoron, allusion, hyperbole, tautology, alliteration and assonance.

Key words: sadness, phraseological unit, phraseological meaning, figurativeness of phraseological meaning, means of forming figurativeness of phraseological units.

Эмоции – одна из наиболее сложно организованных систем человека. Исследованию эмоций и их выражения в языке посвящены работы Ю.Д.

Апресьяна, Н.Д. Арутюновой, Л.Г. Бабенко, А. Вежицкой, Л.Н. Иорданской, Н.А. Красавского, В.И. Шаховского и др.

Представляя собой одну из фундаментальных человеческих эмоций, печаль является неотъемлемым компонентом духовной культуры. Эмоция печали, при всей своей универсальности, проявляет в разных языках определенную специфику вербализации, обусловленную присущей говорящим субъективностью интерпретации окружающей действительности, что представляет несомненный интерес для лингвистики.

На современном этапе развития фразеологической науки большой интерес вызывает сопоставительный аспект исследования фразеологических единиц, в том числе изучение фразеологических средств разных языков. Специфика фразеологического значения, которое является обобщенноцелостным и имеет высокую степень коннотации - экспрессивности, оценочности, образности, - свидетельствует о том, что связь с обозначаемым предметом, признаком, явлением во фразеологизме опосредованная. Слова, становясь компонентами устойчивого сочетания или устойчивой фразы, семантически трансформируются, употребляются в переносно-метафорических и символических смыслах.

Образность значения является важнейшим признаком фразеологической единицы. А.Л. Коралова характеризует лингвистический образ как «созданное средствами языка двуплановое изображение, которое основано на выражении одного предмета через другой» [3; 45]. А.М. Мелерович и В.М. Мокиенко определяют образное значение слова или сочетания слов как «значение, выраженное посредством созданного в языковой форме представления (наглядно-чувственного образа предмета), инородного по отношению к денотату данного языкового знака» [4; 69]. Это создаваемое средствами языка наглядное представление является образной основой значения языкового знака.

Изучение особенностей образного мышления народов позволяет проводить широкие сравнительно-исторические и сравнительнотипологические исследования и делать глубокие этноязыковые обобщения: этим объясняется актуальность данной работы.

Для нас представляло интерес выявить, какими языковыми средствами создается образность фразеологизмов, выражающих печаль, в русском и английском языках. Печаль относится к числу базовых эмоций, что определяет универсальность данного понятия для носителей русского и английского языков. Сопоставительный анализ номинаций эмоции печаль может оказаться особенно интересным, так как обе нации известны своей любовью к скуке. Существует стереотип, согласно которому отличительными чертами русского народа считается его «природная склонность к пассивности, фатализму, пессимизму, глубокому унынию,

беспричинной тоске и грусти, повышенной эмоциональности» [2; 33]. Англичане также склонны к ипохондрии, тоскливому настроению, происходящим большей частью от пресыщения жизнью.

Эмоция печали переживается как грусть, тоска, уныние, скорбь, хандра, меланхолия. Грусть - это лёгкая печаль, она характеризуется несильным, неглубоким и кратковременным состоянием, имеет наименьшую неприятность переживания, а в некоторых случаях даже может быть приятна (так называемая «светлая грусть»). Тоска является наиболее сильным, интенсивным и продолжительным чувством, характеризуется наибольшей неприятностью переживания. Уныние - это безнадежная печаль. В христианстве уныние - один из семи смертных грехов. Глубокая печаль по поводу утраты кого-либо или чего-либо ценного, необходимого называется горем. Горе имеет своим следствием особый тип поведения - скорбь, которая детерминируется и предписывается главным образом социокультурными нормами. Хандра - это мрачное тоскливое настроение, безысходная, томительная скука. Меланхолия - это болезненно-угнетённое состояние.

Основным средством создания образности фразеологизмов является метафора. Метафора - это перенос имени по сходству признаков при отсутствии реальных связей между прямым и переносным значениями. Дж. Лакофф и М. Джонсон отмечают, что языковые средства выражения эмоций в высшей степени метафоричны [7; 57-58]. Эмоция практически никогда не выражается прямо, но всегда уподобляется чему-либо.

Эмоции радость и печаль метафорически противопоставлены как «верх» и «низ». Этой метафоре даётся физическая мотивировка: человек поднимает голову, когда радуется, и опускает, когда грустит. На данной метафоре построены следующие русские и английские фразеологизмы: вешать/повесить нос, вешать/повесить нос на квинту, вешать/повесить голову, с опущенной/пониженной головой, опустить руки, опустить крылья/крылышки, упасть духом, hang one's head (повесить голову), droop one's head (повесить голову), have one's head down (повесить голову), down in the dumps (в унынии), down in the mouth (в унынии), down in the doldrums (в дурном настроении, в депрессии), low spirits (уныние, упадок духа), be at rock bottom (впасть в уныние). Фразеологизм вешать/повесить нос образован не только метафорой, но и ещё одним лингвистическим средством - метонимией. Положение носа как выдающейся вперед части лица в образе фразеологизма метонимически обозначает положение головы; опущенная голова - знак скорби, печали.

Эмоция печаль в русской лингвокультуре не только метафоризируется, но и часто персонифицируется. Состояние печали в русском и английском языках репрезентируется образом живого существа, обладающего властью над субъектом, о чём говорят следующие фразеологизмы: печаль/тоска угнетает, тоска берёт/находит/наваливается,

уныние охватывает/одолевает, хандра находит/накатывает, take possession of smb. / smb's heart/mind (охватывать, овладевать). Печаль в русской языковой картине мира предстаёт как некий хищный зверь, о чём свидетельствует употребление лексем тоска, печаль, хандра в составе фразеологических единиц: тоска гложет/грызёт/нападает/ наваливается, тоска сосёт сердце, хандра нападает.

Печаль подобно некоему мифологическому существу или же существу реальному медленно поедает человека, его тело и душу. Сопоставление эмоций печали с «идеей пожирательства» является важным лингвокультурологическим фактом. По мнению Э. Нойманна, «идея пожирательства» легла в основу многочисленных фигуральных, метафорических описаний самых различных фрагментов мира, в том числе и эмоциональных [5; 41-42]. Эмоции способны физиологически поглощать человека: тоска заедает, тоска поедом ест, печаль снедает/точит сердце, eat one's heart out (изводить себя, терзаться; чахнуть, изнывать от тоски).

В русском языковом сознании печаль ассоциируется также с образом тучи, о чём говорит употребление лексем печаль, тоска, уныние во фразеологизмах дымка/облако печали, подёрнуться/затуманиться печалью, печаль туманит/застилает глаза/лицо, навевать уныние, нагонять/нагнать уныние/тоску, наводить/нагонять тоску/уныние, разогнать/развеять/рассеять тоску, разводить/развести грусть-тоску.

Часто в образовании устойчивых сочетаний эмоциональной сферы наряду с метафорой участвует такое выразительное средство как метонимия (греч. *metonymia* - буквально «переименование»), в основе которой лежит иносказание, обусловленное смежностью, реальными связями между прямым и переносным значениями.

Метафоро-метонимическому переосмыслению подвергаются словосочетания с компонентами сердце и душа, являющимися, согласно наивной анатомии, средоточием эмоций: сокрушенное сердце, сокрушать сердце, с поникшим сердцем, с тяжёлым/сокрушенным/стеснённым/упавшим сердцем, сердце/душа тоскует, with a sore heart (с тяжёлым сердцем), with a sad heart (с грустью на сердце), be sick at heart (тосковать), lose heart (приуныть, впасть в уныние), out of heart (в унынии, в подавленном настроении).

При печали происходит сужение кровеносных сосудов, что приводит к оттоку крови из лёгких, в результате ухудшается поступление кислорода в организм и человек начинает ощущать недостаток воздуха, стеснение и тяжесть в груди, что нашло отражение в следующих фразеологизмах: стеснить грудь/сердце, печаль теснит/щемит грудь/сердце, тоска сжимает/давит/ теснит сердце/грудь/душу, wring smb 's heart (сжать, сдавить чьё-л. сердце).

Фразеологизмы камень на душе/на сердце, с камнем на душе, с тяжёлым сердцем, a heavy heart (камень на сердце), with a heavy heart (с

тяжёлым сердцем), with a leaden heart (с тяжёлым сердцем) содержат стереотипные представления о печали как тяжёлом, гнетущим душу или сердце эмоциональном грузе. Фразеологизмы образованы метафорой, уподобляющей тяжёлые переживания, угнетённость, подавленность камню.

Метонимия лежит в основе английского фразеологизма channel fever (тоска по дому). Компонент channel в структуре фразеологизма обозначает канал Ла-Манш, отделяющий Великобританию от континента, который в сознании англичан является границей между родными местами и чужой землей и ассоциируется с домом, родиной.

Ещё одним распространенным средством создания образности фразеологизмов является употребление эпитетов с номинантами эмоции печаль.

Компоненты-эпитеты во фразеологизмах лёгкая грусть, мимолётная грусть, тихая печаль/грусть, глубокая печаль, тяжёлая скорбь, тяжёлое уныние, смертная тоска, безысходная тоска/печаль, безотрадная меланхолия, безмерная тоска, беспредельная тоска, безутешная печаль, неутолимая печаль выражают интенсивность переживаемой эмоции.

Характерным признаком образного осмысления печали является её ассоциации с цветом в русской и английской лингвокультурах: тоска зелёная, тёмное уныние, чёрная меланхолия/тоска/хандра, blue funk (эмоциональная депрессия из-за разочарования), blue devils (уныние, депрессия, грусть, печаль). Фразеологизм тоска зелёная употребляется для выражения гнетущего тягостного чувства, душевного томления от безделья, от отсутствия интереса к окружающему, невыносимой скуки. Эпитету зелёный в речи носителей русского языка свойственна негативная эмоциональная окраска. Специфика употребления прилагательного зелёный в русском языке обусловлена его исторической связью со словом зелье, которая связывает это цветообозначение с понятием горечи, чего-либо ядовитого, с тематикой пьянства. В русском языковом сознании зелёный цвет также ассоциируется с цветом мха, тины, ряски, болота. Тоска затягивает, как болото. Раньше считалось, что в болотах живут девы, которые нагоняют на человека тоску.

Фразеологизмы чёрная меланхолия, чёрная тоска, чёрная хандра выражают очень мрачное подавленное настроение. Чёрный цвет в европейской культуре соотносится с «тьмой» в противопоставлении «белый - чёрный»: «свет - тьма». «Тьма» воспринимается как пространство демонических, а в христианском сознании - греховно-дьявольских сил [1; 99]. Отметим, что в христианском понимании уныние считается грехом.

В английской лингвокультуре печаль соотносится с синим цветом: blue funk (эмоциональная депрессия из-за разочарования). Англичане полагают, что депрессию, печаль, тоску вызывают синие демоны, что

нашло языковое воплощение во фразеологизме blue devils (уныние, депрессия, грусть, печаль), что буквально переводится как синие чёртики.

Интересными с лингвокультурологической точки зрения являются фразеологизмы английский сплин и русская хандра. Эпитеты английский и русская говорят о национальной отнесённости данных фразеологизмов. Лексема сплин в значении “уныние, хандра” была заимствована из английского языка (англ. spleen) через старофранцузский esplen, происходит от греч. *ankv* / селезёнка. По версии М. Фасмера, страдание селезёнки дало название ипохондрии, сплина и связанных с этим заболеванием причуд, происходящих большей частью от пресыщения жизнью [6]. При этом отмечается, что чаще всего склонны к этому англичане и люди из высшего общества. Для выражения мрачного, тоскливого настроения русского человека употребляется фразеологизм русская хандра. Читаем у А.С. Пушкина: Недуг... подобный английскому сплину, короче - русская хандра им овладела понемногу.

Лёгкая печаль, характеризующаяся несильным, неглубоким и кратковременным состоянием может быть приятна человеку, что находит отражение в таких фразеологизмах, как сладкая грусть, светлая печаль. В основе данных фразеологизмов лежит оксюморон - определительное сочетание, члены которого имеют антонимичные или несовместимые с точки зрения нашего сознания основы.

Образность фразеологизма может создаваться за счет аллюзии - стилистического приёма, представляющего собой ссылку на известный мифологический, исторический или литературный факт или персонаж. В нашем материале имеется единичный случай употребления аллюзии в образовании фразеологизмов. Фразеологизм вавилонская тоска употребляется для выражения безысходного отчаяния, горя, тоски по родине, родным местам, а также грустного состояния души. Данное выражение возникло из 136-го псалма, в котором говорится о тоске иудеев, находившихся в вавилонском плену и с плачем вспоминавших о своей родине.

Сравнение является одним из самых распространенных способов фразеологизации. Это выражения со сравнительными союзами как, будто, словно, точно в русском языке и as... as в английском, а также фраземы с прилагательными в сравнительной степени: как/будто/словно/точно в воду опущенный, как пришибленный, как потерянный, мрачнее/темнее тучи, чернее ночи/тучи, туча тучей, as sick as mud (в унынии, в подавленном состоянии), as black as night/sin/thunder/a thunder cloud (мрачнее тучи, туча тучей), as dull as ditch water (тоска зелёная), a face as long as fiddle (мрачное, унылое лицо).

Некоторые фразеологизмы, выражающие печаль, образованы гиперболой, основанной на преувеличении интенсивности переживаемой

эмоции: мировая скорбь, помирать с тоски, с тоски пропасть/удавиться/умереть, убитый горем.

Для придания большей экспрессивности фразеологическим единицам в качестве выразительного средства нередко используется тавтология как дублирование элементов плана выражения (формы): грусть-тоска, тоска-печаль, тоска-кручина. В английском языке тавтологические сочетания отсутствуют.

Значительную роль при формировании фразеологических единиц играют фонетические средства, такие, как аллитерация и ассонанс. Аллитерация в большей степени характерна для английской фразеологии. Для компонентов английских фразеологизмов характерно повторение одинаковых согласных звуков в начальной позиции: *down in the dumps* (в унынии), *down in the doldrums* (в дурном настроении, депрессии), *baby blues* (послеродовая депрессия), *peak and pine* (чахнуть и томиться). Ассонанс, заключающийся в повторении в определенном отрезке речи одних и тех же или похожих гласных (как правило, в ударных слогах), наблюдается во фразеологизме *down in the mouth*. В русском языке с помощью приёмов аллитерации и ассонанса построены только фразеологизмы с компонентом горе: горькое горе, горе горевать, одно только горе.

Таким образом, образность русских и английских фразеологизмов, выражающих печаль, создаётся с помощью различных стилистических средств, таких, как метафора, персонификация, метонимия, эпитет, оксюморон, аллюзия, сравнение, гипербола, тавтология, аллитерация и ассонанс. Набор выразительных средств, на основе которых создаются фразеологизмы, практически совпадает в анализируемых языках, что объясняется общими законами развития номинации в языке.

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СТАНОВЛЕНИЕ И РАЗВИТИЕ ПРОСВЕТИТЕЛЬСТВО В БНСР

Аннотация: В данной статье показывается процесс подъема культурного уровня узбекского народа, его просвещения, и, прежде всего, ликвидации неграмотности, как среди молодежи, так и взрослого населения республики, а также подготовки специалистов - основоположников, которые внесли большой вклад в становление и развитие культуры, в Бухарской народной советской республике.

Ключевые слова: наследие, просвещение, развитие, образования, подготовка специалистов, культура, духовность.

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FORMATION OF EDUCATIONAL DEVELOPMENT OF THE BNSR

Annotation: This article shows the process of raising the cultural level of the Uzbek people, their enlightenment, and, above all, the elimination of illiteracy, both among young people and the adult population of the republic, as well as the training of specialists - the founders who made a great contribution to the formation and development of culture, in Bukhara People's Soviet Republic.

Key words: heritage, education, development, education, training of specialists, culture, spirituality.

Событием эпохального значения является достижение Узбекистаном независимости и суверенитета. Государство с великим будущим невозможно создать без значительного интеллектуального потенциала республики. В связи с этим приобретает важное значение забота государства о развитии образования и науки. Именно это и позволяет и обязывает нас еще и еще раз оглянуться на наше прошлое, изучать страницы нашей истории, изучать объективно и стремиться к истине на основе исторической правды. Важно, чтобы первые шаги в этом направлении были сделаны на основе исторической правды. Важно, что первые шаги в этом направлении были сделаны на основе Конституции Бухарской

Народной Советской Республики, которая в 1920 году была одной из самых демократичных Конституций Востока.

И естественно, что именно на Родине наших великих предков Ал-Бухари, Авиценны, Б. Накшбанди, А.Дониша и других начались преобразования во имя блага бухарского народа.

Изучать эти страницы нашей Отечественной истории, понять смысл тех преобразований и найти закономерности развития — первейший долг историков. В первые годы существования БНСР одной из важнейших задач, вставших перед правительством, стало просвещение народных масс. Поэтому с первого дня перед республикой встала важнейшая задача подъема культурного уровня всего народа, его просвещения, и, прежде всего, ликвидация неграмотности, как среди молодежи, так и взрослого населения республики. Грамотными были лишь выходцы из имущих классов.

К бедному населению, образование было не по карману. Необходимы были большие средства для того, чтобы дать возможность обучаться бедному населению. А этих средств в молодой республике не было. Необходима была помощь извне. Российское правительство 4 марта 1921 года, подписало Союзный договор между РСФСР и Бухарской Советской республикой. В 14 пункте этого договора говорилось, что: «РСФСР, обязуется взять на себя помощь трудящимся Бухары, посылкой в распоряжение правительства, педагогов, учебных пособий, литературы, материалов для оборудования типографий». В сентябре 1920 года в БНСР был создан Народный назират просвещения. Создавались отделы народного образования, которые брали на себя обязанности по организации первых советских школ в республике, подбору и подготовке первых учительских кадров, составлению учебных программ.

С первых дней культурного строительства в республике развернулась остро идейная борьба вокруг вопросов о народном образовании. Причем, именно руководящие работники Назирата просвещения не могли прийти к единому соглашению о методах обучения в бухарских школах.

В республике развернулась большая работа по ликвидации неграмотности среди местного населения. В БНСР в 1921 году, была образована Чрезвычайная комиссия по ликбезу. В этой работе ей оказывало помощь добровольное общество «Долой неграмотность» с отделениями на местах. В Бухаре открывалось большое количество школ, различных курсов и других учебных заведений. В 1921- 1922 годах в БНСР действовало 39 начальных и средних школ, три специальные школы для женщин, двенадцать интернатов, четыре музыкальных школы.

Бурными темпами шло открытие школ и других образовательных учреждений. Весьма интересная и наиболее полная информация об этом дана, в «Информации Бухарского телеграфного агенства о наличии в БНСР

школ и других учреждений народного образования», от 12 января 1922 года: «К новому году Назиратом просвещения, произведен учет всех функционирующих на территории Бухарской республики школ и других образовательных учреждений». Из имеющейся в распоряжении Назирата сводки, видно, что общее число начальных школ, где преподавание ведется на узбекском языке - 28, интернатов со школами - 9, школ труда - 1, женских - 2, учительских институтов - 2, краткосрочных курсов - 1.

В 1922 году по настоянию А. Фитрата и других представителей интеллигенции Бухары и под руководством Ф. Ходжаева Центральный исполнительный комитет БНСР принял постановление о создании университета в Бухаре.

В 1923 году в развитии народного образования, были достигнуты значительные успехи. Число школ с 52 в 1922 году, возросло до 70 в 1923 году. Количество учащихся достигло 5195 человек.

11 августа 1923 года ЦК БКП организовал дискуссию о народном просвещении в Бухаре с широким участием руководящих работников Совета народных Назиров, Бухарского Центрального Совета профсоюзов, прогрессивных представителей местной интеллигенции.

ЦК БКП приступил к подготовке учительских кадров еще в 1920 году. Было издано «Постановление Центрального революционного комитета БНСР об открытии медресе для подготовки преподавателей школ и участия местных Ревкомов в наборе студентов».

ЦК БКП осуществляло меры по созданию новых школ, подготовку через курсы учителей, выпуску новых учебников. 8 февраля 1924 года прошло заседание Исполнительного бюро ЦК БКП «О ликвидации неграмотности в БНСР». Образование чрезвычайной комиссии по борьбе с неграмотностью значительно улучшило всю работу по просвещению трудящихся, по внесению в широкие народные массы зачатков знаний. В 1924 году партийные и Советские органы республики усилили внимание вопросам культурного строительства. Назирату просвещения, кроме 865 тысяч рублей, выделенных из бюджета, было отпущено сверхместных ассигнований 600 тысяч рублей и 200 тысяч рублей для ликвидации неграмотности.

Необходимо сказать, что в 1923 году в БНСР не было единой системы общеобразовательной школы. Создавались школы различных направлений и сроков обучения.

Кроме того, существовали школы-интернаты, школы-коммуны, специальные женские школы и т.д. В школе-коммуны принимали детей бедняков, батраков, красноармейцев и сирот, которые обучались бесплатно за счет государства, им обеспечивалось общежитие, питание и одежда.

А в 1921-22 годах было открыто уже 12 школ-интернатов. Также в эти годы были открыты 3 специальные женские школы, где обучались около 800 учениц. Однако, ввиду слабости материально-финансовой базы

Советское государство в этот период не могло охватить школами такого типа всех детей школьного возраста. До середины 20-х годов не только в республике в целом, но и в областях не существовало единого учебного плана и программы по ликбезу. Темпы ликвидации неграмотности в республиках Средней Азии, и в частности, в БНСР, отставали от темпов проведения этой работы в центральных районах страны. В свое время Бухара считалась единственным центром культуры для Востока. В ее пределах воспитывались юноши из соседних стран, из которых выходили высокообразованные на тому времени деятели. Воспитывались даже и татары Средней России. Но пришло время, когда Бухара сама стала посылать своих сынов в другие страны для приобщения к современной культуре и, таким образом, сама получала извне культурную помощь.

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ЗНАЧЕНИЕ ПУЛЬМОНОЛОГИИ В ПЕДИАТРИИ

Аннотация: Представлена оценка мировых достижений в области пульмонологии детского возраста и перспективы их внедрения в медицинскую практику. Подчеркивается важность для отечественного здравоохранения не только теоретических, но и научно-прикладных исследований, расставлены их приоритеты.

Ключевые слова: дети, пульмонология, итоги, задачи, перспективы.

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IMPORTANCE OF PULMONOLOGY IN PEDIATRICS

Abstract: The paper assesses global achievements in childhood pulmonology and prospects for their introduction into medical practice. The importance of not only theoretical, but also applied researches is emphasized and their priorities are arranged.

Keywords: children, pulmonology, results, tasks, prospects.

ВВЕДЕНИЕ

Пульмонология детского возраста — крупная самостоятельная отрасль педиатрии, оформившаяся буквально в последние полстолетия. Активно взаимодействуя с терапевтической пульмонологией, педиатрическая

пульмонология не подменяет ее, не является фрагментарной ее копией, а представляет самостоятельную дисциплину с целым кругом только ей присущих нозологических форм и проблем, по понятным причинам совершенно выпадающих из поля зрения пульмонологов-терапевтов.

МАТЕРИАЛЫ И МЕТОДЫ

В доантибиотическую эпоху пневмония лидировала в списке причин смертности детей. С появлением антибиотиков показатели смертности от инфекций органов дыхания стали снижаться, изменился спектр актуальных возбудителей; сейчас у детей в основном лидируют пневмококк и гемофильная палочка, хотя имеются некоторые возрастные особенности. В то же время стала все громче заявлять о себе проблема антибиотикорезистентности. Исходя из превалирующей флоры, антибиотиками первого выбора по праву стали β -лактамы, прежде всего, амоксициллины, в том числе ингибиторзащищенные. Появление в арсенале у педиатров такой удобной лекарственной формы, как растворимые таблетки солютаб, решило очень многие проблемы и в первую очередь в отношении комплайнса. В определенных возрастных группах актуальным и все более реализуемым в практике становится вакцинация против пневмококка и гемофильной палочки, что может успешно содействовать снижению заболеваемости инфекциями нижних дыхательных путей.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

В настоящее время обращает на себя внимание возрастающая роль вирусов, грибов, атипичной флоры, микстинфекции в качестве возбудителей болезней органов дыхания. К сожалению, до сегодняшнего дня во всем мире методы этиологической диагностики носят ретроспективный характер, практически не разработано приемлемых для практики экспресс-методов. Это является актуальнейшей задачей в отношении как внебольничных инфекций, так и особенно обострений хронических инфекционно-воспалительных бронхолегочных заболеваний, нозокомиальных инфекций [3].

В разряде инфекционных нельзя не отметить проблему активизации туберкулезной палочки. В последнее время наблюдается бурный рост распространенности туберкулеза (а это на 80% легочный туберкулез), в том числе у детей и подростков. Причем все чаще приходится сталкиваться с полирезистентными формами. Остро встает проблема раннего и эффективного выявления туберкулезной инфекции, ее дифференциального диагноза с другими хроническими заболеваниями органов дыхания.

С внедрением в практику цифровой рентгенографии, компьютерной и магнитно-резонансной томографии грудной клетки появилась необходимость усовершенствования рентгенологических критериев

дифференциальной диагностики заболеваний легких. Подлинную революцию в рентгенодиагностике произвело внедрение высокоразрешающей компьютерной томографии, позволяющей определять изменения паренхимы в отдельно взятой зоне легкого, что имеет большое значение для дифференциальной диагностики хронических интерстициальных заболеваний легких у детей. Дополнительное контрастирование еще более расширяет диагностические возможности метода. Компьютерная обработка изображений позволяет выделить более ста градиентов плотности исследуемых тканей, а методы трехмерной реконструкции дают возможность изучать пространственное расположение органов грудной клетки.

В последние годы все больше внимания придается неинвазивным биомаркерам, изучение которых позволяет более точно дифференцировать характер поражения дыхательных путей и следить за эффективностью проводимой терапии. С этой целью все шире используется оценка газового состава выдыхаемого воздуха. В частности, определение уровня оксида азота в выдыхаемом воздухе (FeNO) позволяет выявить пациентов с аллергическим воспалением дыхательных путей, а также заподозрить первичную цилиарную дискинезию и муковисцидоз [3].

На сегодня среди хронических бронхолегочных заболеваний выделяют:

- аллергические заболевания легких;
- наследственные заболевания;
- врожденные пороки бронхолегочной системы;
- хронические инфекционно-воспалительные заболевания легких;
- приобретенные хронические заболевания легких.

По своей частоте, медико-социальной значимости в ряду хронических заболеваний легких ведущее место занимает аллергическая патология, прежде всего бронхиальная астма.

ЗАКЛЮЧЕНИЕ

В последние годы произошла важная трансформация воззрений на бронхолегочную дисплазию у детей. По сути, она признана состоянием после острого повреждения дыхательных путей вследствие жестких режимов искусственной вентиляции легких в периоде новорожденности, особенно на фоне морфофункциональной незрелости у недоношенных детей. Это состояние, имеющее свои возрастные рамки, со временем проходит или реализуется в ту или иную хроническую патологию (хронический бронхит, бронхиальную астму, проч.). Стандарты ведения таких пациентов представлены в недавно разработанной коллективом экспертов научно-практической программе «Бронхолегочная дисплазия» [2].

Изложенные выше позиции, с нашей точки зрения, представляют «лицо современной пульмонологии детского возраста», наиболее существенные ее достижения и направления, нуждающиеся в приоритетной разработке.

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АЛГОРИТМ ОЦЕНКИ ИНВЕСТИЦИОННЫХ РИСКОВ ДЕЯТЕЛЬНОСТИ ПРОМЫШЛЕННОГО ПРЕДПРИЯТИЯ

Аннотация: Статья посвящена методике оценки инвестиционных рисков деятельности промышленного предприятия. В ней рассматриваются показатели, которые рассматривают показатели системы управления риском и экономическими (прежде всего финансовыми) отношениями, возникающими в процессе этого управления, включающая стратегию и тактику управленческих действий

Ключевые слова: риск-менеджмент, инвестиционный риск, стратегия, предпринимательская деятельность, факторы.

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ALGORITHM FOR ASSESSING INVESTMENT RISKS OF AN INDUSTRIAL ENTERPRISE

Resume: The article is devoted to the methodology for assessing the investment risks of an industrial enterprise. It considers indicators that consider indicators of the risk management system and economic (primarily financial) relations that arise in the process of this management, including the strategy and tactics of management actions.

Key words: risk management, investment risk, strategy, entrepreneurial activity, factors.

Риск-менеджмент – система управления риском и экономическими (прежде всего финансовыми) отношениями, возникающими в процессе этого управления, включающая стратегию и тактику управленческих действий. Под стратегией управления имеются в виду направления и способы использования средств для достижения поставленной цели. Каждому способу соответствует определенный набор правил и

ограничений для принятия лучшего решения. Стратегия помогает сконцентрировать усилия на различных вариантах решения, не противоречащих генеральной линии стратегии, и отбросить все остальные варианты. После достижения поставленной цели данная стратегия прекращает свое существование, поскольку новые цели выдвигают задачу разработки новой стратегии [1, с.107].

С позиции целей управления рисками в предпринимательской деятельности важно выделять факторы, от которых они зависят. В данном случае традиционно выделяются внешние и внутренние риски. Анализ практической деятельности свидетельствует, что риски при всем их многообразии отражают специфику деятельности предприятия. Как правило, они исходят из его действия или бездействия, задержки, преждевременности или ошибочности его действий. Отсюда можно сформулировать определенные принципы управления рисками: [2, с.57].

- целостность (элементы совокупного риска рассматриваются как целостная система);
- открытость (запрет на рассмотрение данной системы как автономной или обособленной, так как система «риски проекта» подвержена воздействию целого ряда внешних факторов и, в свою очередь, является подсистемой системы «предприятия»);
- иерархичность строения (элементы системы должны иметь строгую подчиненность);
- структуризация (система «риски проекта» должна иметь четкую структуру, основным критерием которой является единство устойчивых взаимосвязей между ее элементами, а также законов данных взаимосвязей);
- эффективность (система должна стремиться к максимальной эффективности);
- регламентированность (все процессы, протекающие в системе, должны быть жестко регламентированы);
- приоритетность (четкое понимание приоритетов при управлении риском);
- согласованность (функционирование элементов системы должно быть согласовано на уровне их взаимодействий и стратегии организации);
- информированность (процесс управления рисками предполагает получение объективной, достоверной и актуальной информации);
- непрерывность, цикличность.

Например, методология риск-менеджмента предусматривает поэтапное рассмотрение управления рисками проекта и выступает стратегическим уровнем этого процесса. В рамках данной методологии управление рисками проекта представляется как процесс, последовательно проходящий этапы идентификация риска, оценки последствий его

наступления, принятия решений об управляющем воздействии и контроля. В качестве критерия классификации методов управления рисками проекта идеально подходит степень формализации [3, с.54].

Методы управления рисками проекта распределяются в зависимости от того, на каких этапах управления они используются:

1. Идентификация рисков проекта: метод экспертных оценок (дельфийский метод, морфологический анализ, сценарный анализ, метод дерева решений, коэффициентный анализ и т. д.), методы непараметрической статистики.

2. Оценка последствий наступления рисков: дифференциальный, интегральный, логарифмический, индексный метод, метод простых чисел, корреляционный, регрессионный анализ, дисперсионный, кластерный, факторный анализ, линейное, стохастическое программирование.

3. Выбор стратегии управления рисками: лимитирование, резервирование, хеджирование (включая страхование), диверсификация (включая распределение), оптимизирование.

4. Контроль: метод делегирования полномочий и распределения ответственности, мониторинг, создание системы отчетности.

Под факторами (причинами) рисков понимают такие незапланированные события, которые могут потенциально осуществиться и оказать отклоняющее действие на намеченный ход реализации проекта, или некоторые условия, вызывающие неопределенность исхода ситуации. При этом некоторые из указанных событий можно было предвидеть, а другие не представлялось возможным предугадать. [4, с.33].

Таким образом, управление рисками на предприятии может сыграть роль не только защитника фирмы, но и производителя прибавочной стоимости или даже нового центра прибыли. Математическое моделирование позволит сформировать реальную картину текущего и перспективного состояния предприятия, ситуацию на рынке, а также выявить главные тенденции и проследить их в динамике. Это создает основу своевременно и адекватно реагировать на изменения рыночной ситуации и принимать эффективные управленческие решения, ориентированные на перспективу.

Методы анализа риска и неопределённости, актуальные в настоящее время, имеют определённую сферу применения и порядок действий, которые ограничивают или расширяют возможности используемого метода. При функциональном подходе методы анализа риска разделяют на качественные и количественные. [5, с.10].

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ИБН СИНО ТАЪЛИМОТИДА ТАЪЛИМИЙ-АХЛОҚИЙ ҚАРАШЛАР ТАЛҚИНИ

Аннотация: мазкур мақолада қомусий олим Иб Синонинг таълимий-ахлоқий қарашлари, илм, тафаккур ҳамда устоз бурчи тўғрисидаги ғоялари мазмуни талқин келтирилган.

Калит сўзлар: таълимот, илм, маърифат, тафаккур, таълим, баркамол шахс.

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IN THE TEACHINGS OF IBN SINA, THE INTERPRETATION OF THE EDUCATIONAL AND MORAL VIEWS

Annotation: In this article, the content of the teachings and moral views of encyclopedic scholar Ibn Sina, the content of the ideas about the teachings of the Iinah, science, thinking, and the Master duty.

Keywords are: doctrine, science, education, teeth, perfect person.

Олиму фозиллар юрти бўлмиш Бухоройи Шариф асрлар давомида жаҳон илму-фани ва маданиятига юзлаб алломаларни етиштириб берганлиги сир эмас. Дунёга машҳур буюк ва зариф донишмандлар ижод қилган Бухоронинг илмий-адабий муҳити, санъат тарихи, маданий тамаддун сифат хусусиятларини кузатиш ғоятда мароқли.

Сомонийлар давлати таркиб топиб, сиёсий ва маданий ҳаётнинг гуллаб яшнаши давридан бошлаб илм-фан тез суръатларда ривож топди. Сомонийлар давлатининг маркази бўлган Бухоро шаҳри йирик фан ва маданият ўчоғига айланди ва Шарқнинг турли томонларидан илм истаб келганлар бу ғўшадан мурод ҳосил қилдилар.

Араб халифалигидан сиёсий ва маъмурий томондан деярли мустақил бўлган давлатда араб маданияти ўрнига қадимий маданий анъаналарнинг қўллаб-қувватланиши ҳамда рағбатлантирилиши бетакрор дурдоналарнинг яратилишига сабаб бўлиб, фалсафа, мантиқ, риёзиёт, табиийёт, тил ва адабиёт, шеърият соҳасида улкан ютуқларнинг қўлга киритилишига олиб келди.

Шу даврнинг машхур донишманд алломалари қаторида, бутун башариятнинг барча даврларда том маънодаги буюк даҳо мутаффакир фарзанди ҳисобланган Ибн Синонинг номи алоҳида фахр ҳамда эътироф билан тилга олинади.

Фаннинг 40 дан ортиқ соҳалари билан шуғулланиб илмий хулосалар ҳамда кашфиётларга эришган ибн Сино ҳам бошқа мутафаккирлар каби ўзининг таълим-тарбияга оид қарашларини ижтимоий-фалсафий қарашлари билан боғлиқ ҳолда ифодалаган, махсус рисоаларда талкин этган.

Ибн Синонинг ранг-баранг услуб ҳамда хилма-хил жанрларда ёзган рисоалари негизидамаърифат асосида жамиятни равон ривожини, осуда ва саодатли турмушни таъминлаш, ёвузликни йўқотишга хизмат қилувчи, соғлом тартиб–интизомни яратиш, идеал ҳумдор, ватан ва халққа бўлган бетакрор муҳаббат ғоялари ётади.

Шунингдек, ақл тафаккурни ҳамма нарсадан устун қўйиш, илму донишга интилиш, инсонпарварлик, эзгулик ғояларига йўғрилган қарашлар мутафаккир ижодида марказий ўринни эгаллайди.

Аллома инсон тафаккурининг сарчашмасини илм деб билади. У илм туфайлигина ақл ва дидни камол топтириш, ҳаёт зиддиятларига қарши кураша олиш, айна дамда олам сирларини билгувчи даражада етувчи зотга айланиш мумкинлигини эътироф этади.

Шу билан бирга инсондаги улуғ фазилатлар, дилбар, нафосатли рухий ҳиссий туйғуларнинг камоли ҳам илм ва унга амал қилиш асосида собит бўлишини қуйидагича баён этади: «Эй биродарлар! Одамларнинг ботири мушкулотдан қўрқмайди. Камолот ҳосил қилишдан бош тортган киши одамларнинг энг қўрқоғидир»

Зеро, маърифатли киши жасур, ўлимдан ҳам қўрқмайдиган, фақат ҳақиқатни билиш учун ҳаракат қиладиган бўлади, дейди у фикрини давом эттириб.

Билимсиз кишилар жоҳил бўлади, улар ҳақиқатни била олмайдилар, деб уларни етук бўлмаган кишилар қаторига қушади. Бундай кишилардан илмий фикрларни сир тутиш кераклигини таъкидлайди.

Билим олишда болаларни мактабда ўқитиш зарурлигини қайд этар экан, таълимда қуйидаги томонларга риоя этиш зарурлигини таъкидлайди:

Билим бериш жараёнида болани китобга ҳаддан ташқари банд қилиб қўймаслик;

таълимда оддийдан мураккабга қараб бориш орқали билим бериш; топшириқ ва машқларни бажаришда болаларнинг ёш хусусиятларини ҳисобга олиш;

таълим беришда жамоа бўлиб мактабда ўқитишга эътибор бериш; билим беришда болаларнинг майли, қизиқиши ва қобилиятини ҳисобга олиш;

ўқитишни жисмоний машқлар билан қўшиб олиб бориш.

Бу талаблар ҳозирги давр таълим-тарбия жараёнида қўлланиладиган таълим тамойилларига ҳам мос келиши билан қимматлидир.

Олим «Тадбири манзил» асарининг «Болани мактабда ўқитиш ва тарбиялаш» бўлимида таълим-тарбия жараёнида ўқитувчи-устознинг бурчлари ҳақида алоҳида тўхталади.

Ўқувчига билим бериш ўқитувчининг маъсулиятли бурчидир. Ибн Сино ўқитувчининг қандай бўлиши кераклиги ҳақида фикр юритар экан, қуйидаги йўл-йўриқларни беради:

- Ўқувчилар билан ўзаро мулоқот ва муомалада босиқ, жиддий бўлиш;
- берилаётган билимларнинг ўқувчилар томонидан қай тарзда ўзлаштириб борилаётганлигига эътибор қаратиш;
- таълим жараёнида турли метод ва шакллардан фойдаланиш;
- ўқувчининг хотираси, билимларни эгаллаш қобилияти, шахсий хусусиятларини билиши;
- фанга қизиқтира олиши;
- берилаётган билимларнинг энг муҳимини ажратиб бера олиши;
- билимларни талабаларга тушунарли, унинг ёши, ақлий даражасига мос равишда бериши;
- ҳар бир сўзнинг болалар ҳиссиётини уйғотиш даражасида бўлишига эришиши зарур, дейди олим

Ибн Сино ўз илми, мероси билан ўрта аср Шарқининг илмий маданий кудратини бутун дунёга намоён қилди. Бутун инсоният маданиятининг ривожига улкан ҳисса қўшди.

Унинг таълимотидаги илмий-ирфоний, маънавий-ахлоқий, таълимий-тарбиявий қарашлардан мустақил республикаимиз келажагини барпо этувчи ҳар томонлама етук, баркамол шахсларни вояга етказиш ва шакллантириш жараёнида фойдаланиш муҳим аҳамият касб этади.

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ПРОБЛЕМА ИНФЕКЦИИ В МЕДИЦИНЕ

Резюме. Проанализированы проблемы инфекции в медицине с освещением выдающихся достижений в области микробиологии, разработок эффективных антибактериальных препаратов – вначале сульфаниламидов, а затем антибиотиков со становлением эпидемиологии и созданием вакцин. Выявлены особенности эволюции инфекционного процесса, обусловленные «возвращением» инфекций, унаследованных в предыдущие века, и связанные с появлением новых инфекционных заболеваний, 35 из которых – результат межвидовых «скачков» возбудителей от животных к человеку; констатированы изменения в поведении бактерий с их характерным в последние годы «социальным» поведением, проявляющимся прежде всего способностью к формированию структурированных сообществ бактерий.

Ключевые слова: инфекционные заболевания, общая генетика, иммунитет, противомикробные средства, иммунотерапия.

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THE PROBLEM OF INFECTION IN MEDICINE

Abstract: Analyzed were the problems of infection in medicine covering the outstanding achievements in the field of microbiology, development of effective antibacterial drugs – first sulfonamides, and then antibiotics with the emergence of epidemiology and the creation of vaccines. Established were the features of evolution of the infectious process due to the «return» of infections that were inherited in the past centuries, and associated with the emergence of new infectious diseases, 35 of which are the result of interspecies «jumps» of the pathogens from animals to humans; ascertained were the changes in the behavior of the bacteria with their recent characteristic «social» behavior, manifested primarily in the ability to form structured communities of bacteria.

Key words: infectious diseases, general genetics, immunity, anti-microbial agents, immunotherapy.

Инфекционные болезни возникли задолго до появления человека. На костях динозавров, мамонтов, пещерных медведей и других древних животных имеются следы остеомиелита. Из предков человека инфекционные поражения костей отмечены у питекантропов с острова Ява, живших 1-2 миллиона лет тому назад. Таким образом, человечество еще на заре своего существования встречалось с многочисленными инфекционными болезнями. Очевидно, что по количеству, общей массе, скорости размножения и длительности существования на Земле бактерии абсолютно превосходят человека. Именно поэтому по мере возникновения общества и развития социального образа жизни человека многие инфекции получили широкое распространение. В целом, можно выделить три исторических этапа взаимоотношений человечества и инфекций.

Первый этап характеризовался ничем не ограниченным, кроме естественной устойчивости организма человека, повсеместным распространением «моровых» или «повальных» заразных болезней. Второй этап пришёлся на XIX век, когда началось осознание сущности заразных болезней и открытие их возбудителей; появились первые научно обоснованные меры по противодействию инфекциям. Именно тогда были созданы предпосылки для успешного развития всех основных ветвей инфектологии: микробиологии, эпидемиологии и собственно инфекционных болезней в качестве самостоятельной клинической дисциплины и новой клинической специальности. Третий этап начался в XX веке и ознаменовался беспрецедентной активной борьбой с инфекционными болезнями. Выдающиеся успехи микробиологии и создание эффективных антибактериальных препаратов — вначале сульфаниламидов, а затем и антибиотиков — вкупе со становлением эпидемиологии и созданием вакцин к середине XX века породили иллюзию возможности полного искоренения инфекционных заболеваний в стране и на всей планете.

Действительно, были обузданы бушевавшие в течение многих столетий эпидемии чумы, холеры, брюшного и сыпного тифов, ликвидирована натуральная оспа, значительно снизилась заболеваемость полиомиелитом, корью, коклюшем, эпидемическим паротитом, дифтерией. Уменьшилась летальность от инфекционных болезней: при особо опасных инфекциях в 10 раз, а при некоторых других — в 100 и более раз. Во многом эти успехи были обусловлены фундаментальными научными исследованиями. Так, в XX веке за работы в области инфекционной патологии были присуждены 23 нобелевские премии, только за последние 40 лет — 9 премий за открытия в области вирусологии (главным образом, онковирусологии) и 6 — в области иммунологии. В 2005 г. состоялось вручение премий за работы по изучению влияния бактерии *Helicobacter pylori* на возникновение гастрита и язвы желудка и двенадцатиперстной кишки, в 2008 г. — за открытие вируса папилломы

человека, вызывающего рак шейки матки, а также за открытие вируса иммунодефицита человека. К значимым достижениям относятся формирование учения о сапронозах, открытие прионов как принципиально нового класса инфекционных болезней, а также некультивируемых форм бактерий.

Однако, к сожалению, на практике многим далеко идущим планам по борьбе с инфекциями не было суждено сбыться. Дефекты в организации и проведении вакцинации, социально-экономические катаклизмы и трудности, а также ряд других объективных и субъективных факторов привели к ухудшению эпидемиологической обстановки и к серьёзным эпидемиям. Вместе с тем широкое и бесконтрольное применение этиотропных средств быстро вызвало появление резистентных и атипичных форм большинства актуальных возбудителей инфекционных болезней. Началась гонка по созданию всё новых и новых антибактериальных препаратов, большинство из которых быстро становилось малоэффективными. Появившихся в последней четверти XX века противовирусных средств ожидала та же судьба.

С инфекционными и паразитарными болезнями связано 25% всей смертности в мире (более 50 миллионов ежегодно), а с учетом роли инфекции в патогенезе «неинфекционных» заболеваний — почти 35%. В России ежегодно регистрируется от 30 до 50 миллионов случаев инфекционных заболеваний. Каждый третий случай и каждый пятый день временной нетрудоспособности по болезни связаны с инфекционной патологией. Прямые и косвенные потери от инфекций с учётом инвалидизации составляют более 1,5 триллиона рублей.

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АЛГОРИТМЫ СЕРОЛОГИЧЕСКОЙ ДИАГНОСТИКИ ToRCH-ИНФЕКЦИЙ У БЕРЕМЕННЫХ

Резюме. В настоящее время большое внимание специалистов уделяется проблемам диагностики заболеваний, относящихся к группе ToRCH-инфекций: Toxoplasmosis (токсоплазмоз), Rubella (краснуха), Cytomegalovirus (цитомегаловирусная инфекция) и Herpes simplex virus (инфекция, вызываемая вирусом простого герпеса).

Ключевые слова: torch-инфекций, серологической, диагностики, цитомегаловирусная инфекция.

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ALGORITHMS FOR SEROLOGICAL DIAGNOSTICS OF TORCH INFECTIONS IN PREGNANT WOMEN

Abstract: Currently, much attention is paid to the problems of diagnosing diseases belonging to the group of ToRCH infections: Toxoplasmosis (toxoplasmosis), Rubella (rubella), Cytomegalovirus (cytomegalovirus infection) and Herpes simplex virus (infection caused by the herpes simplex virus).

Key words: torch infections, serological, diagnostics, cytomegalovirus infection.

Актуальность проблемы обусловлена особенностями данных заболеваний:

- пожизненная персистенция возбудителя в организме при отсутствии клинических проявлений заболевания;
- широкая распространенность среди всех групп населения;
- отсутствие характерной клинической симптоматики;
- высокий риск развития патологии у плода или новорожденного в случае первичного инфицирования женщины во время беременности;
- обострение латентной инфекции при ослаблении иммунитета (у иммунокомпрометированных).

IgG к герпесвирусам обнаруживаются практически у 100% взрослого населения, а инфицирование воздушно-капельным путем происходит еще в детском возрасте. В случае токсоплазмоза механизм инфицирования, в основном, фекально-оральный, поэтому уровень инфицированности ниже, но тоже достаточно высок. Следовательно, однократное тестирование пациента на наличие IgG позволяет ответить лишь на один вопрос: был человек инфицирован или нет? О времени инфицирования или о стадии инфекционного процесса заключения дать нельзя. Судить о реактивации инфекции или о реинфекции можно лишь при регистрации увеличения концентрации антител в динамике (при постановке парных сывороток на системах одного производителя, желательно одной и той же серии), о первичной инфекции - по наличию низкоавидных антител.

Однако при диагностике ToRCH-инфекций представляется целесообразным комплексный подход с выявлением не одного, а целого спектра серологических маркеров.

Контингенты, относящиеся к группам риска по ToRCH инфекциям: беременные, новорожденные при внутриутробном инфицировании, иммунокомпрометированные, в том числе ВИЧ-инфицированные, доноры и реципиенты органов и тканей.

Необходимость диагностики ToRCH-инфекций у беременных сформулирована в приказе МЗ РФ № 50 от 10.02.2003 г. «О совершенствовании акушерско-гинекологической помощи амбулаторно-поликлинических учреждениях». Согласно данному документу, обследование на ToRCH-омплекс рекомендуется:

- при первом посещении в случае физиологической беременности
- при невынашивании беременности - вне беременности
- при патологии инфекционного генеза:
 - вне беременности: бактериологическое и вирусологическое исследования
 - в 1 триместре: то же - во 2 и 3 триместре: то же плюс определение специфических антител к вирусам ЦМВ и ВПГ
- при инфекции половых путей - серологическое исследование крови
- при краснухе или контакте с больным - определение титра антител в динамике (на 7-10 день и через 2 недели).

Несмотря на это, нерешенными остаются еще ряд вопросов, актуальных для лабораторной диагностики ToRCH инфекций у беременных и новорожденных: отсутствие стандартов диагностики, сложность интерпретации полученных результатов. К сожалению, ни в нашей стране, ни за рубежом нет нормативных документов, в которых были бы четко изложены действия медицинских работников лабораторного и клинического профиля в различных ситуациях, как, например, при ВИЧ-инфекции.

В представленной публикации Вашему вниманию предлагаются алгоритмы проведения серологического мониторинга беременных на ВПГ-инфекцию, ЦМВИ и токсоплазмоз. Нами был проведен анализ зарубежной и отечественной литературы, подробно проанализировано применение современных методов диагностики, определение необходимого спектра серологических маркеров возбудителей данных инфекций. После этого путем синтеза полученной информации и результатов собственных исследований разработаны диагностические алгоритмы, которые представляют собой последовательность действий специалиста лабораторной службы с клинической интерпретацией результатов.

Серологический мониторинг беременных на токсоплазмоз

Первое серологическое обследование беременной на токсоплазмоз необходимо проводить при первом посещении гинеколога. Основными серологическими маркерами являются антитела классов G и M. В результате возможны следующие варианты:

1. «IgG-, IgM-» При отсутствии антител к токсоплазме женщина не имеет иммунитета против возбудителя, следовательно, относится к группе риска возникновения первичного токсоплазмоза и должна периодически (1 раз в 3 месяца) обследоваться в течение беременности.

2. «IgG-, IgM+» При обнаружении только антител класса M возможны 2 варианта:

- начало инфекции, когда IgG еще не образовались в достаточном для их обнаружения количестве;
- инфекции нет, а циркулирующие IgM являются неспецифическими, что нередко бывает именно у данной категории пациенток.

В этом случае рекомендуется провести анализ на IgA, наличие которых подтверждает первичное инфицирование. В этом случае логично ожидать появления IgG антител через какое-то время, рекомендуется повторное обследование на IgG через 2-3 недели. Выявление IgG подтверждает первичное инфицирование и создает высокий риск (более 50%) развития внутриутробной инфекции. Поэтому рекомендована дальнейшая пренатальная диагностика, решение вопросов о дальнейшем ведении или прерывании беременности и назначение соответствующей терапии.

Если результат на IgA отрицательный и/или IgG в динамике не определяются, то циркулирующие IgM являются неспецифическими, женщина считается неиммунной и нуждается в периодическом обследовании на токсоплазмоз.

3. «IgG+, IgM-» Наличие только антител класса G свидетельствует о том, что женщина инфицирована токсоплазмой. Следовательно, необходимо дифференцировать стадию инфекционного процесса, определив авидность IgG. Низкий индекс авидности свидетельствует о первичной (недавней - с момента инфицирования прошло не более

3 месяцев) инфекции, что создает риск инфицирования плода и развития врожденной патологии. Отсутствие IgM не должно вызывать удивления, так как многими исследователями установлено, что антитела этого класса могут отсутствовать почти в половине случаев первичной инфекции. Подтвердить наличие активной инфекции можно, обнаружив увеличение концентрации IgG в динамике через 2-3 недели. В этом случае рекомендуется пренатальная диагностика внутриутробного инфицирования. Наличие высокоавидных антител позволяет утверждать, что инфицирование произошло давно, женщина имеет иммунитет к вирусу и риск инфицирования плода минимален. В этом случае дальнейшего обследования беременной не требуется.

4. «IgG+, IgM+» В случае положительных результатов на IgM и IgG также необходимо определение авидности IgG, так как IgM могут образовываться не только при первичной инфекции, но и при реактивации. Низкие значения авидности означают первичную инфекцию, что обуславливает риск инфицирования и развития патологии плода. При выявлении высокоавидных антител констатируется давнее инфицирование вирусом.

В 3-ем и 4-ом случаях при обнаружении высокоавидных антител рекомендовано дополнительное обследование на IgA с целью исключения реактивации возбудителя, так как эта ситуация, хотя и не создает высокого риска инфицирования плода, все же требует терапевтического вмешательства.

Еще одной проблемой диагностики токсоплазмоза является наличие пороговой концентрации IgG (60 МЕ/мл по 3-му Международному стандарту), при которой обеспечивается полноценная защита плода от инфекции. При обследовании на тест-системе «ДС-ИФА-АНТИ-ТОКСО-G» производства ООО «НПО «Диагностические системы» результат в 60 МЕ/мл соответствует слабоположительным значениям ОП. При концентрации ниже 60 МЕ/мл иммунитет считается неполноценным, и такую женщину следует считать неиммунной.

Компанией ООО «НПО «Диагностические системы» (Нижний Новгород) разработан комплекс иммуноферментных тест-систем для диагностики токсоплазмоза, включающий:

- ДС-ИФА-АНТИ-ТОКСО-G - тест-система для количественного и качественного определения антител класса G к токсоплазме.
- ДС-ИФА-АНТИ-ТОКСО-G-авидность - тест-система для определения индекса авидности IgG к токсоплазме. Применяется для диагностики первичной инфекции
- ДС-ИФА-АНТИ-ТОКСО-M - тест-система для определения IgM к токсоплазме, которые являются маркером острой и врожденной инфекции.
- ДС-ИФА-АНТИ-ТОКСО-A - тест-система для определения IgA к токсоплазме, которые являются маркером острой инфекции.

Серологический мониторинг беременных на цитомегаловирусную инфекцию

Алгоритм диагностики ЦМВИ у беременных сходен со схемой обследования на токсоплазмоз. Проводить его следует в те же сроки, на первом этапе выявлять IgG и IgM.

По результатам обследования пациенты делятся на 3 группы:

- группа риска инфицирования ЦМВИ - неиммунные женщины, с отрицательными результатами анализа на IgG и на IgM
- группа женщин, которым не требуется дальнейшего тестирования - при обнаружении высокоавидных антител
- группа риска возникновения внутриутробного инфицирования плода - при выявлении низкоавидных антител независимо от наличия антител класса M, а также в случае наличия только IgM с последующей сероконверсией IgG.

Отличием алгоритма обследования на ЦМВ является отсутствие в маркерном спектре антител класса A.

Компанией ООО «НПО «Диагностические системы» (Нижний Новгород) разработан комплекс иммуноферментных тест-систем для диагностики ЦМВ инфекции, включающий:

- ДС-ИФА-АНТИ-ЦМВ-G - первая отечественная количественная тест-система для детекции антител класса G к ЦМВ.
- ДС-ИФА-АНТИ-ЦМВ-G-авидность - тест для определения индекса авидности IgG к ЦМВ. Применяется для диагностики первичной инфекции.
- ДС-ИФА-АНТИ-ЦМВ-M - тест для определения IgM к ЦМВ, которые являются маркером острой инфекции.

Таким образом, иммуноферментные тест-системы производства ООО «НПО «Диагностические системы» позволяют проводить комплексную серологическую диагностику ToRCH-инфекций, в том числе серологический мониторинг беременных с идентификацией групп риска, что является важным фактором предотвращения внутриутробного инфицирования плода.

В заключение следует отметить, что данные алгоритмы не являются жестким руководством к действию для врачей клинического профиля (акушеров, гинекологов, инфекционистов), в них не нашли отражение анамнестические, эпидемиологические и клинические данные, необходимые для установления диагноза. В наших схемах обозначена последовательность и дана клиническая интерпретация результатов лабораторных исследований, а право установления диагноза, безусловно, остается за врачом. В настоящее время ООО «НПО «Диагностические системы» совместно с Нижегородской государственной медицинской академией проводят работу по созданию алгоритмов диагностики ToRCH-инфекцией на основании собственных данных, которые в будущем

позволят осуществлять достоверную диагностику этих заболеваний, определять группы лиц, нуждающихся в лечении, проводить контроль эффективности терапии.

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ИММУНОФЕРМЕНТНАЯ ДИАГНОСТИКА ГЕРПЕСВИРУСНОЙ ИНФЕКЦИИ – НОВЫЕ ВОЗМОЖНОСТИ

Резюме. За последнее десятилетие отношение к вирусу простого герпеса претерпело коренные изменения в связи с тем, что его перестали воспринимать как чисто дерматологическую проблему. Сегодня общепринятым является возможность поражения вирусом простого герпеса различных органов, доказано его значение в канцерогенезе, вторичном бесплодии. Все чаще появляются сообщения о роли вируса в патологии печени, головного мозга, предстательной железы, заболеваниях других систем.

Ключевые слова: инфекционные заболевания, общая генетика, иммунитет, герпесвирусной инфекции, иммунотерапия.

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ENZYME IMMUNE DIAGNOSIS OF HERPES VIRUS INFECTION - NEW OPPORTUNITIES

Abstract: Over the past decade, the attitude towards the herpes simplex virus has undergone fundamental changes due to the fact that it is no longer perceived as a purely dermatological problem. Today, it is generally accepted that the herpes simplex virus can affect various organs, and its significance in carcinogenesis and secondary infertility has been proven. Increasingly, there are reports about the role of the virus in the pathology of the liver, brain, prostate, diseases of other systems.

Key words: infectious diseases, general genetics, immunity, herpesvirus infection, immunotherapy.

Введение. Сегодня можно говорить, что заболеваемость ВПГ крайне высока и по статистике ВОЗ она занимает 2-е место среди вирусных поражений человека, уступая только гриппу. Такая же ситуация по данным ВОЗ, наблюдается и по причинам смертности от вирусных инфекций - 35% вирус гриппа и 15,8% - ВПГ [1]. По современным оценкам

инфицированность населения ВПГ приближается к 100%. В возрасте 15 лет антитела к ВПГ-1 выявляются у 75% пациентов и к

ВПГ-2 - у 11%. У взрослых же эти показатели соответственно 99% и 73%. При этом у примерно 30% имеются антитела к обоим вирусным серотипам.

Заражение ВПГ ведет к пожизненной персистенции вируса с возможностью реактивации вируса и перекрестного заражения другим серотипом ВПГ. Для ВПГ характерен нейротропизм. По чувствительным нервам он проникает в нервные ганглии, где инфекция приобретает латентное течение.

Диагностика ВПГ имеет ряд своих особенностей и проблем. Преобладание хронических и бессимптомных форм течения болезни, а также возможность атипичных проявлений ставит под сомнение диагностику по внешним признакам. Приблизительно 20% больных ВПГ-2 не имеют симптомов вообще, а 60% лиц имеют признаки, которые невозможно диагностировать и которые не принимаются врачом и самими больными за герпес (нетипичные проявления) [1]. Обе эти группы имеют риск заразить своих партнеров. В этих случаях определение сероконверсии особенно важно, т.к. лечение герпесвирусных инфекций отличается от других инфекций.

Еще одной проблемой является детекция ВПГ-2. Специалисты большинства клиник не типируют ВПГ, а это серьезное упущение, поскольку ВПГ-1 и ВПГ-2 отличаются по частоте реактивации вируса (частота высыпаний, вызванных ВПГ-1 в 3 раза ниже, чем вызванных ВПГ-2), а также по вероятности передачи инфекции партнеру (у ВПГ-2 выше) [5]. Диагностика ВПГ-2 имеет свои особенности. Антигены, используемые для диагностики ВПГ-1 и ВПГ-2, имеют между собой большую гомологию (до 50%). Поэтому существующие тесты для диагностики ВПГ-2 в большинстве своем несовершенны и обладают низкой специфичностью [2].

В некоторых случаях особенно значимым для диагностики является определение стадии инфекции. Первичная инфекция, как правило, не сопровождается клиническими проявлениями, но ее диагностика в некоторых случаях крайне важна. Специфические IgM не могут быть использованы в качестве достоверного маркера для диагностики острой и, особенно, первичной инфекции, так как IgM к ВПГ могут образовываться как при первичном инфицировании, так и при реинфекции, и при реактивации вируса, но в то же время они способны вырабатываться в достаточном для диагностики количестве только у 30% людей. Единственным способом, позволяющим сразу и достоверно диагностировать первичную инфекцию, является определение индекса авидности специфических антител. Другим диагностическим методом,

позволяющим дифференцировать стадии инфекции, является изменение титра антител при исследовании парных образцов.

Целью нашей работы было создание надежного теста для определения специфических иммуноглобулинов к ВПГ-1,2, и тест-системы для дифференциальной диагностики генитального герпеса, позволяющих определять авидность и титр антигерпесных антител.

Материалы и методы. В работе были использованы рекомбинантные белки производства НПО «Диагностические системы»: HSV-1 gD (266-394aa), HSV-2 gD (266-394aa), HSV-2 gG (525-578aa) (кат. ANSV 101, ANSV 102, ANSV103).

Были исследовано 650 образцов сывороток крови нормальных доноров, содержащих и не содержащих антитела к ВПГ, 11 образцов сывороток крови, содержащих ДНК ВПГ (ПЦР положительные), 13 образцов от пациентов с клиническими проявлениями генитального герпеса из коллекции Нижегородского НИКВИ МЗ РФ.

В качестве систем сравнения были использованы тесты для определения антител к ВПГ производства DSL (США) и Sentinel (Италия).

Результаты и обсуждение. Рекомбинантные белки, воспроизводящие основные линейные и конформационные иммунореактивные детерминанты вируса герпеса, были использованы при создании двух иммуноферментных тест-систем: «ДС-ИФА-АНТИ-ВПГ-1,2» - для выявления антител класса G к ВПГ 1 и 2 типов и тест для дифференциальной диагностики ВПГ-2 - «ДС-ИФА-АНТИ-ВПГ-2».

В результате проведенных исследований было показано, что для достоверной диагностики ВПГ-2 иммуноферментным методом недостаточно использование в качестве иммуносорбента только одного сильного иммуногенного эпитопа герпесвируса (типоспецифического фрагмента гликопротеина G). Наличие дополнительных эпитопов в другом вирусном белке - gD, позволяет достичь максимальной чувствительности теста.

Для предотвращения перекрестной реактивности, которая возможна из-за 50% гомологии между аминокислотными последовательностями фрагментов gD ВПГ-1 и ВПГ-2 [4], мы применили новую методику, обеспечивающую высокую специфичность теста. В блок-раствор для сывороток был введен специальный реагент, обладающий специфической реактивностью к анти-gD антителам только вируса герпеса 1 типа. Комплекс, образующийся между специальным реагентом и антителами к ВПГ-1, удаляется при промывке. Таким образом, в исследуемых образцах происходит детекция антител только к ВПГ-2, и обеспечивается высокая специфичность диагностики.

Оценка диагностического потенциала теста была проведена с использованием 11 заведомо положительных образцов (пациенты с клиническими проявлениями генитального герпеса). В таблице 1

приведены результаты сравнения тест-систем для диагностики ВПГ-2 производства «Диагностические системы» (Россия, Н.Новгород), DSL (США) и Sentinel (Италия).

Приведенные данные демонстрируют максимальную чувствительность созданного нами теста «ДС-ИФА-АНТИ-ВПГ-2».

Использование индекса авидности как маркера первичной стадии инфекции успешно применяется при серодиагностике инфекций с нетипичной динамикой антителообразования (когда наличие IgM не являются достоверным и достаточным признаком для дифференциации стадий заболевания).

Известно, что при первичной инфекции более 50% антител, персистирующих в организме, обладают низкой авидностью к антигенным детерминантам вируса, поэтому образующийся комплекс антиген-антитело является непрочным и разрушается под воздействием денатурирующих агентов [3,6].

Созданная нами иммуноферментная тест-система позволяет определять авидность специфических антител в исследуемых образцах.

Для определения индекса авидности в стандартную процедуру анализа вводится дополнительная стадия, во время которой антитела подвергаются воздействию 8М мочевины, выступающей в роли денатурирующего агента. Дальнейшая реакция идет по обычной схеме. Данное нововведение удлиняет постановку всего на 10 минут, но позволяет четко разделить сыворотки с высокой и низкой авидностью и таким образом диагностировать первичную инфекцию.

Одним из рекомендуемых и широко применяемых методов для мониторинга и дифференциации стадий ВПГ инфекции является изменение титра антител.

Однако широко распространенное прямое титрование (последовательным переносом определенного количества образца, где за титр антител к ВПГ принимают максимальное разведение образца, при котором регистрируется положительный результат), экономически не выгодно и имеет большую погрешность из-за многократного повторяющихся операций.

Разработанный нами метод - использование калибровочных уравнений позволяет определить титр антител к вирусу простого герпеса при однократном исследовании образца в разведении в 100 раз.

С использованием новых иммуноферментных тест-систем были проанализированы титры антигерпетических антител в 80 образцах сывороток крови с различной оптической плотностью (ОП). Экспериментальные данные (эмпирические кривые титрования) использовались для определения уравнения, связывающего значение отношения ОП образца к ОП критической с показателем титра антител к ВПГ

С помощью программы Table Curve получены аппроксимационные зависимости, которые наилучшим образом характеризуют экспериментальные данные.

Для проверки диагностической надежности метода было проведено сравнение расчетного и реального титра антител.

Точность метода составила более 90% при погрешности +/- одно разведение и 100 % при погрешности +/- два разведения. Учитывая, что диагностически значимым является 4-х кратное изменение титра, предложенный нами метод является удобным и надежным диагностическим инструментом.

Выводы. Созданы новые иммуноферментные тест-системы «ДС-ИФА-АНТИ-ВПГ1,2» - для определения АТ класса G к ВПГ 1 и 2 типов, и тест-система «ДС-ИФА-АНТИ-ВПГ-2» для дифференциальной диагностики генитального герпеса, обладающие высокой чувствительностью и специфичностью.

Уникальность нашего нового теста «ДС-ИФА- АНТИ-ВПГ-2» заключается в использовании в качестве иммуносорбента двух высокоинформативных антигенных эпитопов вируса простого герпеса 2 типа. Внедрение специального способа блокирования позволяет обеспечить высокий уровень специфичности.

Сравнительные данные демонстрируют высокий диагностический потенциал новых тестов, позволяющих проводить дифференциальную диагностику первичной инфекции, определять титры специфических антител, с меньшей себестоимостью анализа одного образца и обеспечивающих большую точность и надежность диагностики герпесвирусных инфекций.

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КЛИНИЧЕСКИЕ ПРОЯВЛЕНИЯ И ЛАБОРАТОРНАЯ ДИАГНОСТИКА ЦИТОМЕГАЛОВИРУСНОЙ ИНФЕКЦИИ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

Резюме. В настоящее время попытка осмысления роли CMV-инфекции, клинические проявления заболевания, методы диагностики, их трактовка, и, пожалуй, самое сложное - показания к лечению, а также объем необходимой терапии вызывают больше вопросов, чем дают ответов.

Ключевые слова: цитомегаловирус, вирусных заболеваний, инфекционной патологии, латентная инфекция.

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CLINICAL MANIFESTATIONS AND LABORATORY DIAGNOSTICS OF CYTOMEGALOVIRUS INFECTION IN PRESCHOOL CHILDREN

Abstract: At present, an attempt to comprehend the role of CMV infection, the clinical manifestations of the disease, diagnostic methods, their interpretation, and, perhaps, the most difficult thing - indications for treatment, as well as the amount of necessary therapy, raise more questions than they give answers.

Key words: cytomegalovirus, viral diseases, infectious pathology, latent infection.

Цитомегаловирусная инфекция (ЦМВИ) – одно из самых распространенных вирусных заболеваний человека. Европейским региональным бюро ВОЗ оно отнесено к группе болезней, которые определяют будущее инфекционной патологии. По данным серологических исследований, проведенных в разных странах Европы и Америки, маркеры ЦМВИ выявляются у 40-60% детей в возрасте до 5 лет. В некоторых странах число серопозитивных лиц среди взрослого населения достигает 100% [1]. Имеющиеся сведения позволяют заключить,

что в России эта инфекция встречается так же часто, как и в других регионах [2].

Вероятность манифестации врожденной инфекции очень низка и у 99% детей таковая протекает субклинически. Но у 5-17% детей при отсутствии проявлений инфекционного процесса выявляются неврологические последствия в виде задержки психомоторного развития, неспособности к обучению, снижения коэффициента интеллектуальности, нарушения слуха, патологии зрительного восприятия и другие в отдаленном периоде времени – через 5-7 лет и более [3, 4, 5]. Считается, что также высока частота субклинических форм и при приобретенной ЦМВИ [6]. По всей видимости, такой высокий процент бессимптомного течения обусловлен не истинным состоянием вещей, а неспецифичностью проявлений заболевания, что приводит к не отождествлению тех или иных симптомов именно с ЦМВИ.

Первичная латентная инфекция по данным некоторых авторов, диагностируется у 60% детей второго полугодия жизни [1]. Считают, что приобретенная ЦМВИ не влечет за собой отдаленных последствий в виде поражения нервной системы. Однако, исходя из общих закономерностей течения инфекционного процесса, в данном случае по варианту медленной инфекции, правомочно предположение, что и приобретенная ЦМВИ оказывает отрицательное воздействие на детский организм в целом. Имеются публикации о связи данной инфекции с ранним атеросклерозом, диффузными заболеваниями соединительной ткани и рядом другой аутоиммунной патологии, неопластическими процессами, сахарным диабетом, бронхиальной астмой и т.п.

Цель исследования – определить клинико-лабораторные признаки ЦМВИ у детей и показания к лечению.

Материалы и методы. Под наблюдением находилось 32 ребенка в возрасте от 1 мес до 6 лет, из них 20 детей до 3-х лет, в том числе 2 новорожденных. На первом этапе обследования, при использовании для этиологической диагностики лишь метода ПЦР только ЦМВИ диагностирована у 22 детей (69%), ассоциированная с ЦМВИ инфекция вирусом

Эпштейна-Барр (ВЭБ) – у 9 (28%), и у 1 ребенка ЦМВИ – в ассоциации с микоплазменной инфекцией. Диагностика осуществлялась на основании определения ДНК или антигена возбудителя методом ПЦР в крови, а также в слюне, слезе и моче. Специфические антитела определяли методом ИФА с использованием диагностикумов ДС-ИФА-анти-ЦМВ-G, ДС-ИФА-анти-ЦМВ-G авидность, ДС-ИФА-анти-ЦМВ-M (производства ООО «НПО «Диагностические системы», Нижний Новгород).

Результаты и их обсуждение. При оценке преморбидного статуса поражение ЦНС выявлено у 26 детей (82%), т.е. у большинства, причем у 11 детей легкой степени тяжести, у 5 - средней и у 10 - тяжелой. Как

правило, поражение ЦНС расценивалось педиатрами, как постгипоксическое. Со стороны сердечно-сосудистой системы отмечены малые аномалии развития сердца в виде дополнительной хорды у 10 пациентов. У 17 детей в анамнезе выявлены признаки аллергии, как правило, пищевой. Подтвержденный лабораторно дисбактериоз имел место у 23 детей, однако, при оценке анамнеза нарушения микробиоценоза кишечника были заподозрены практически у каждого ребенка. Основным клиническим проявлением, послужившим поводом для обследования детей на ЦМВИ, являлись повторные ОРЗ, которые наблюдались у 23 человек и регистрировались от 5-6 раз в год, до (в единичных случаях) 4 раз в месяц. Вероятно, повторные ОРЗ обусловлены иммуносупрессивным воздействием ЦМВ на организм, однако могут быть связаны и с реактивацией основного процесса. В половине случаев (16 пациентов) родители обращали внимание на снижение аппетита. При осмотре детей наиболее часто определялся умеренный шейный лимфаденит, редко – увеличение лимфоузлов в других группах. Печень пальпировалась на 0,5-3 см ниже реберной дуги у 23 детей, что впрочем, является допустимым в данном возрасте. Увеличение размеров селезенки определялось при пальпации у 4 детей. Таким образом, клинические проявления были весьма скудными и неспецифическими. В общем анализе крови у 18 детей определялась анемия легкой степени тяжести и у 16 – относительный лимфоцитоз.

Ультразвуковое исследование органов брюшной полости проводилось 14 детям. В 7 случаях выявлены увеличенные лимфатические узлы в воротах печени, из них в 2 – в сочетании с гепатоспленомегалией и явлениями холестаза. У 2-х детей определялась только гепатомегалия и у 5-ти холестаз.

Широко используемая в последнее время для диагностики ЦМВИ методика ПЦР констатирует наличие вируса в организме ребенка, что с определенной долей вероятности можно предположить и без детекции ДНК, принимая во внимание широкую распространенность данной инфекции. Существует мнение, что цельная кровь является наиболее подходящим биологическим материалом для диагностики активной ЦМВИ, а выявление ДНК ЦМВ в других биологических субстратах может свидетельствовать о латентной инфекции. Такая точка зрения не может рассматриваться однозначно, поскольку выявление ДНК вируса и в других субстратах (не в крови) не исключает медленного течения инфекции, в результате которого клиническая манифестация поражения того или иного органа может проявиться спустя достаточно продолжительный период времени. В связи с вышеизложенным любая идентификация вируса, независимо от субстрата, должна быть дополнена серологическим исследованием для определения активности инфекционного процесса.

Из используемых серологических методов наиболее часто применяют твердофазный иммуноферментный анализ, позволяющий идентифицировать весь спектр антител к ЦМВ. Для диагностики острого инфекционного процесса различной этиологии часто определяются специфические IgM, появляющиеся на ранней стадии инфекционного процесса и характеризующие активную фазу заболевания. Титр IgM при ЦМВИ, начиная со 2-го месяца после инфицирования, постепенно снижается и достигает минимума через 8 месяцев. Совпадает ли исчезновение противцитомегаловирусных IgM с формированием напряженного иммунитета (полноценных – высокоавидных IgG) к данному вирусу и переходом процесса в неактивную (латентную) фазу, не требующую проведения терапевтических мероприятий? Данный вопрос требует осмысления, принимая во внимание, что диагностическая ценность IgM-антител продолжает обсуждаться, поскольку не все индивидуумы способны их вырабатывать. ЦМВИ относится к инфекциям с нетипичной динамикой антителообразования, когда наличие специфических IgM не является достоверным и достаточным признаком для дифференциации стадии заболевания. С другой стороны, следует отметить, что при определении IgM возможны и ложноположительные результаты, обусловленные наличием ревматоидного фактора класса M. Для установления точного момента инфицирования и разграничения первичной инфекции, реинфекции и реактивации инфекционного процесса в 1988 году был предложен тест на определение авидности IgG антител [13]. Уровень авидности пропорционален дозе и природе антигена, а также, вероятно, индивидуальным особенностям формирования иммунитета. Низкие дозы антигена приводят к более быстрому возрастанию авидности, а высокие дозы – к более медленному. Для измерения авидности специфических IgG при серодиагностике возбудителей инфекционных заболеваний используют иммуноферментный метод (ИФА). В результате проведения ИФА определяется индекс авидности (ИА). В зависимости от величины ИА могут быть выявлены IgG с низкой авидностью (н/а), что свидетельствует о первичной (недавней) инфекции. Наличие высокоавидных (в/а) IgG говорит о вторичном иммунном ответе в случае реинфекции или реактивации. Также в/а IgG могут определяться в более низких титрах при латентной фазе процесса.

При лабораторном исследовании вирус цитомегалии методом ПЦР в различных субстратах, включая кровь, обнаружен у всех наблюдавшихся детей. Серологически обследовались 13 детей, причем у 10 выявлены н/а IgG и у 3 детей – высокоавидные.

Специфические IgM были выявлены всего лишь у одного ребенка в возрасте 2-х лет.

Таким образом, определение ИА позволило диагностировать первичную (острую) фазу заболевания у 69% детей, обследованных методом ИФА, при отсутствии у них специфических IgM.

Заслуживает внимания и тот факт, что н/а IgG к вирусу простого герпеса 1,2 типа выявлены у 3 детей, (у 4 в/а), к ВЭБ – н/а IgG к капсидному антигену у 3 (у 5 – в/а). Также обнаружены IgG к токсоплазме у 2 пациентов, а IgG и IgA к хламидиям – у 5 детей. Среди детей с н/а IgG к ВЭБ у одного ребенка одновременно регистрировались н/а IgG к ЦМВ.

Выявленный спектр антител указывает на то, что чаще всего у детей, начиная с раннего возраста, имеют место различные ассоциации микроорганизмов, относящихся к оппортунистической микрофлоре. Для определения роли ряда возбудителей и установления фазы патологического процесса, ими инициированного, необходимо серологическое обследование детей на комплекс оппортунистических инфекций, включая герпетические с обязательным определением уровня авидности IgG в случае их выявления.

Терапевтические мероприятия включали использование препаратов, обладающих противовирусным и иммуномодулирующим эффектом, на фоне коррекции микробиоценоза кишечника. В процессе лечения наиболее четко эффект проявился в сокращении частоты острых респираторных заболеваний, а также нормализации размеров селезенки и печени. Лимфаденопатия и увеличение лимфатических узлов в области ворот печени сохранялись продолжительное время, до 6 мес. и более (срок наблюдения).

Таким образом, вышеизложенные данные позволяют сделать ряд выводов:

1. Наиболее часто манифестация ЦМВИ у детей дошкольного возраста проявляется повторными ОРЗ, по сути являющимися маркером иммуносупрессии, характерной для персистенции ЦМВ. У всех детей имеются изменения со стороны внутренних органов брюшной полости, выявляемые при УЗИ.

2. Для определения первичной (острой) фазы заболевания наиболее информативным методом является определение авидности специфических иммуноглобулинов класса G.

3. Показаниями для назначения терапии являются наличие клинических проявлений, детекция ДНК вируса в крови, выявление специфических низкоавидных IgG и (или) IgM. Следует заметить, что данные показания требуют дальнейшего обсуждения.

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СУЩНОСТЬ И ФОРМИРОВАНИЕ ФИНАНСОВОГО РЕЗУЛЬТАТА В БЮДЖЕТНЫХ ОРГАНИЗАЦИЯХ

Аннотация: В данной статье рассматривается сущность и формирование финансовых результатов в бюджетных организациях. Раскрывается понятие финансового результата, законодательные и нормативные документы, регламентирующие учет финансовых результатов. Анализируется процесс формирования финансовых результатов в бюджетных организациях. Отражаются особенности отражения в учете операций с доходами и расходами.

Ключевые слова: финансовые результаты, учет, бюджетные организации, доходы, расходы.

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THE ESSENCE AND FORMATION OF FINANCIAL RESULTS IN BUDGET ORGANIZATIONS

Abstract: This article discusses the essence and formation of financial results in budget organizations. The concept of financial results, legislative and regulatory documents regulating the accounting of financial results are disclosed. The process of forming financial results in budgetary organizations is analyzed. The features of accounting for transactions with income and expenses are determined.

Key words: financial results, accounting, budget organizations, income, expenses.

Финансовый результат – это экономический показатель финансирования деятельности бюджетной организации. Финансовый результат подразумевает не только результат приносящей доход деятельности, но и всю деятельность бюджетной организации.

Финансовый результат определяется методом начисления, то есть доходы и расходы отражаются в том отчетном периоде, к которому они относятся, независимо от поступления денежных средств, связанных с фактами хозяйственной деятельности.

Во время учета финансовых результатов бюджетные организации должны опираться на следующие нормативно-правовые акты:

1. Федеральный закон от 06.12.2011 N 402-ФЗ.
2. Приказ Минфина России от 16.12.2010 N 174н.
3. Приказ Минфина России от 01.12.2010 N 157н.
4. Бюджетный кодекс Российской Федерации от 31.07.1998 N 145-ФЗ.
5. Федеральные стандарты для организаций бюджетной сферы [1-5].

Чтобы отразить финансовый результат бюджетных организаций необходимо использовать счет 040100000 «Финансовый результат хозяйствующего субъекта».

Согласно Приказу Минфина России от 16.12.2010 N 174н существуют следующие группы счетов для учета финансовых результатов бюджетных организаций (рисунок 1):



Рисунок 1 – Бухгалтерские счета учета финансовых результатов в бюджетных организациях

Источник: составлено автором на основании [6]

Таким образом, исходя из рисунка 1, можно сделать вывод, что счета учета финансовых результатов для бюджетных организаций имеют свою собственную структуру, которая формируется за счет соответствующих разрядов, тем самым существенно отличаясь от счетов коммерческих организаций.

Для большего понимания проведем более подробный анализ сущности каждого из счетов (таблица 1):

Таблица 1 – Анализ сущности счетов учета финансовых результатов в бюджетных организациях

№	Наименование	Содержание
1	2	3
1	040120000 «Расходы текущего финансового года»	Предназначены для учета финансовых результатов текущей деятельности по методу начисления. Финансовый результат равен разнице между начисленными доходами и расходами организации за отчетный период.
2	040110000 «Доходы текущего финансового года»	
3	040130000 «Финансовый результат прошлых отчетных периодов»	При завершении финансового года суммы начисленных доходов и признанных расходов по методу начисления, отраженные на соответствующих счетах финансового результата текущего финансового года, закрываются на финансовый результат прошлых отчетных периодов. Отражаются операции, связанные со счетами за текущий финансовый год, переоценкой стоимости нефинансовых активов и амортизацией.

4	040150000 «Расходы будущих периодов»	Предназначен для учета сумм расходов, которые начислены организацией в отчетном периоде, но относятся к будущим отчетным периодам. В частности, на этом счете могут отражаются расходы, связанные с: - подготовительными к производству работами в связи с их сезонным характером; - добровольным страхованием сотрудников учреждения; - приобретением неисклчительного права пользования в течение нескольких отчетных периодов нематериальными активами; - неравномерно производимым в течение года ремонтом основных средств и тому подобное.
5	040140000 «Доходы будущих периодов»	Предназначен для учета сумм доходов, начисленных в отчетном периоде, но относящихся к будущим отчетным периодам: - доходов, начисленных за выполненные и сданные заказчиком отдельные этапы работ, услуг, не относящихся к доходам текущего отчетного периода; - доходов, полученных от продукции животноводства и земледелия; - доходов по месячным, квартальным, годовым абонементам и тому подобное.

Источник: составлено автором на основании [7]

Итак, на основании таблицы 1, можно заметить, что все счета взаимосвязаны между собой. Эта взаимосвязь проявляется в следующем:

- доходы и расходы организации за текущий год списываются в полном объеме на финансовый результат предыдущих отчетных периодов;
- доходы и расходы будущих периодов при наступлении периода, к которому они относятся, списываются на счета доходов и расходов текущего финансового года.

Также доходы и расходы учреждения учитываются в различных аналитических счетах, группировка которых соответствует КОСГУ по доходам и расходам. Есть исключения – это счета 040110130 и 040110170. На данных счетах сальдо - это не сумма полученного дохода, а сумма финансового результата от реализации продукции, товаров, работ, услуг и операций с активами. Правила формирования бухгалтерских записей по плану счетов для бюджетных организаций стандартные. Рассмотрим несколько операций по учету доходов и расходов (таблица 2):

Таблица 2 – Операции по доходам и расходам в бюджетных организациях

	Дебет	Кредит	Содержание операции
	2	3	4
	020530000	040110130	Начисление доходов от реализации товаров, готовой продукции, выполненных работ, оказанных услуг.
	010000000 020000000 030000000	040110000	Признание доходов.
	040120272	010537000	Отнесение стоимости реализованной готовой продукции на финансовый результат текущего финансового года.
	040110130	010537000 010900000	Списание произведенных расходов по выполненным работам, оказанным услугам, изготовленной готовой продукции, переданным в соответствии с договорами заказчику.

Источник: составлено автором на основе [8, с. 122-124]

Итак, подводя итог, можно сделать вывод, что учет финансовых результатов формируется по общим правилам бухгалтерского учета, но с применением отдельного Плана счетов и специфических требований, сформулированных специально для бюджетных организаций. Окончательный финансовый результат за отчетный период формируется путем закрытия счетов учета доходов и расходов на специально предназначенный для этого счет по бюджетному плану счетов.

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САХИБКИРАН – СОЗДАТЕЛЬ ШКОЛЫ ПО УПРАВЛЕНИЮ ГОСУДАРСТВОМ

Аннотация: В этой статье вы можете получить много знаний о школе, созданной великим предпринимателем Амиром Темуrom под контролем государства. Кроме того, можно увидеть положительные и отрицательные определения, приписываемые Амиру Темуру в истории. Он также обогащен сведениями о местах, которые он занимал во время своего правления, его походах в штаты и реформах, которые он проводил во время управления государством.

Ключевые слова: Амир Темур, государственное управление, мировая цивилизация, сражения, строгое правительство.

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SAKHIBKIRAN IS THE FOUNDER OF THE SCHOOL OF STATE MANAGEMENT

Annotation: In this article, you can get a lot of knowledge about the school created by the great entrepreneur Amir Temur under the control of the state. In addition, one can see the positive and negative definitions attributed to Amir Temur in history. It is also enriched with information about the places he occupied during his reign, his campaigns in the states and the reforms that he carried out during his administration of the state.

Key words: Amir Temur, public administration, world civilization, battles, strict government.

История нашей родины настолько богата и красочна, что в мире мало народов, имеющих такую историю. Если мы глубже изучаем нашу историю, мир всегда впечатлен тем, что наша страна, наш народ воспитал великих людей, которые были великими также в прошлом. Великие ученые, государственные деятели-полководцы, воспитанные в нашей

стране, сегодня признаны в мире. Один из них - великий Амир Темура, у которого сегодня отмечается 680-летие дня рождения в нашей стране.

Одно из благодеяний Сахибкрана Амира Темура для нашего народа – это создание крупного централизованного государства и создание школы по его управлению. Правда, заслуги великой личности как Амир Темура перед своей страной и народом по-разному интерпретируются в разное время. Если в годы правления Российской империи были сделаны усилия исключения из истории имени Амира Тумур, то во время советской эпохи Амир Темура и эпоха Темуридов были сокращенно сохранены в истории, но великий лидер того времени Амир Темура был олицетворен в истории как агрессор.

История этого периода, а также история других времен были изложены по-другому и превращены в совершенно другой облик. Наша история была сфальсифицирована. Даже дошли до того, что некоторые из кровопролитий других правителей в истории были привязаны к имени Амира Темура. Были сделаны усилия, чтобы скрыть великие заслуги, которые этот великий человек сделал перед нашим народом, нашей страной и, наконец, народами мира. Их цель от фальсификации истории этой эпохи как истории другого периода заключалась в том, чтобы держать наш народ под своим управлением и продолжать свое грабительство. Так как они не хотели, чтобы народ знал, что ее страна занимало особое место на мировом масштабе, великие государственные деятели, умелые полководцы, воспитанные в ней, удивляли народы мира и что многие иностранные правители обращались за помощью к этому полководцу, и самое важное, чтобы народ не знал свое великое прошлое.

Они знали, что народ, создавший в прошлом великую державу, потрясавший мир, внесший достойный вклад в мировую цивилизацию и дважды совершавший в мире возрождение, никогда не захочет жить под насилием кого-нибудь.

Поэтому они изменили страницы истории и переоплотили облик Амира Темура как палача, грабителя и захватчика. В конце 60-х годов XX века была опубликована брошюра под названием «Роль Амира Темура в истории Центральной Азии», написанная академиком И. Муминовым, выдающимся философом нашей республики, в котором автор кратко описал заслуги великого Темура в ограничении насилия монголов в нашей стране и создании централизованного государства. Многие знают судьбу как автора, так и книжки, который отчасти старался описать позитивные стороны Амира Темура.

Независимость Узбекистана дала нам возможность восстановить истинную и объективную историю нашей богатой и интересной истории. Мы восстановили историю Амира Темура и Темуридов. Было восстановлено доброе имя Амир Темура – великого Сахибкрана и принято как гордость и почет нашей независимости. Это подтверждают слова

нашего Первого Президента, изложенные с гордостью: «Наш прадед Амир Темур, создавший основы нашей государственности, всегда остается для нас примером энтузиазма, высокого интеллекта, предпринимательства и патриотизма. Мы всегда будем получать от этой великой личности духовную помощь» [1].

Молодежь должна узнать причины празднования 660-летия Амира Темура в первые годы нашей независимости, объявления 1996 года «Годом Амира Темура», а также причины, по которым юбилей Великого Темура проводилась не только в нашей стране, но и во всем мире, в штаб-квартире ЮНЕСКО в Париже. Когда молодые люди услышат именно то, как сказал наш Первый Президент: «Какова была цель юбилея Амира Темура в штаб-квартире ЮНЕСКО в Париже? Сообщить народам мира заслуги этой духовно развитой личности, прежде всего, основателя великого государства, великого творца, творческой личности, покровителя науки и культуры и внесшего огромный вклад в развитие мировой цивилизации» [1], обязательно еще более будут обогащены их мнения об этой личности.

С 1370 года Амир Темур начал свою деятельность в качестве единственного правителя Моваруннахра. Следовательно, собрание полководцев армии объявляет Амира Темура единственным правителем Моваруннахра. Амир Темур, который понимал, что главная задача состоит в том, чтобы объединить Моваруннахр, назначил амира Довуда - одного из ближайших себе людей как диванбеги. Были назначены еще три визиря, и им была доверена важная работа. Интересы племен и групп в стране были полностью учтены. Ибн Арабшах пишет в этой связи: «Они (назначенные визири) являются наиболее известными людьми в стране, и каждый из них убежден в своем мнении. У арабов, у турков также почти столько же племен и групп. Каждый из них был примером племени как свет, освещающий светом племенного дома с того времени. Племя одного из них называют орлот, другое - жалойир, третье - ковунчи, а четвертое называется барлос. Темур был сыном четвертой племени».

Из этого ясно, что Темур с первых дней своего правления не пренебрегал интересом каждой племени. Это также относится к традиции назначения других должностных лиц. Самарканд, один из самых известных и священных городов Моваруннахра, был выбран в качестве столицы. Он построил крепость сильными стенами и начал строить городское укрепление и дворцы.

Амир Темур освободил Среднюю Азию от монгольского вторжения в первый период своей политической деятельности, охвативший 1360-1386 годы. Прекратил феодальную разрозненность страны, устранил конфликты и создал централизованное независимое государство.

Структура централизованного государства, окончание феодальной разрозненности, установление мира и стабильности в стране сыграли

позитивную роль в социально-экономическом и культурном развитии народов Средней Азии.

Завоеватель Амир Темур совершал многочисленные битвы в течение своей деятельности, и в результате этих битв он преодолел территорию Черного моря, Эгейского моря и Средиземного моря к востоку от Индии, Монголии, Урала и Московского порога до Днепровского хребта.

Амур Темур подчинил себе 27 стран в результате своих военных действий. Как написано в книге «Мужмал-и-Осихи» Фасиха аль-Хавафи: «С 1370 по 1404 год армия Амира Темура была примерно в 30 раз больше, чем когда-либо прежде» [3]. Таким образом, Амир Темур основал великое государство, свергнул феодальный распад, постоянные войны и конфликты и, наконец, установил мир в этом государстве.

Амир Темур хорошо знал о необходимости создания жесткого правительства в стране. Нелегко было держать подчиненных лидеров кочевников, барлосов, сулдузов и жалоиров от кочевых монгольских племен. С этой целью начинает вводить законы и правила в стране. Чтобы построить прочный фундамент, образует особую воинскую часть от племени барлас и дает им большие привилегии.

Амир Темур полагался на религию Ислама, чтобы укрепить правление своего государства. Деятели религии Ислама поддерживали его. Дехкане и жители городов - ремесленники и купцы, которые составляют большинство населения страны, одобрили деятельность Сахибкирана в укреплении государства.

Темур справедливо укрепил основы своего государства и придерживался девиза «Сила в справедливости» (Рости-русти). Население страны разделил на 12 классов, к каждому из которых вел своеобразную политику и продемонстрировал свои способности большого организатора. Хотя Амир Темур проводил разделение регионов государства на районы и распределил своим сыновьям как народ, он держал Моваруннахра в своих руках как целое государство. Специальным служащим государства предоставил землю-воду и имущество в качестве «Суюрголов», а также внедрил грамоту «Тархан» для индивидуальных услуг. Лица, получившие грамоту Тархан, были освобождены от различных налогов. Хотя Амир Темур был верховным правителем в стране, которую он создал, ему никогда не удавалось называть себя падишахом или султаном, он пожизненно сохранил титул Амира. Он сохранил языческих ханов рядом, следуя традиции.

Амир Темур следовал четырем правилам в государственных делах. Это:

1. Совет.
2. Совещание и консультация.
3. Принципиальное решение, предпринимательство и бдительность.
4. Осторожность [3].

Амир Тимур доказал историческими примерами необходимость для правителя двенадцать качеств, и то, что можно подорвать государственные дела в отсутствие каких-либо из этих качеств. Амир Темур особо отмечал, что правитель: во-первых, должен иметь свое слово; во-вторых, быть справедливым; в-третьих, принять самостоятельное решение в каждом деле; в-четвертых, твердо стоять в своем решении; в-пятых, обязательно применить свое решение; в-шестых, не доверять правление другим; в-седьмых, слушать мнение других; в-восьмых, вести дела не спеша; в-девятых, держать должностных и подданных в надежде и под страхом; в-десятых, добровольно выполнять все дела; в-одиннадцатых, не иметь партнеров в своем деле; в-двенадцатых, держать в секрете государственные дела, быть бдительным и осведомленным от других.

Амир Темур в своих заветах обратил особое внимание честности чиновников и писал, что необходимо проверить, если визири по финансам, являющиеся казначеями страны, злоупотребляли своим положением и усваивали часть богатства.

Амир Темур опирался на семи министров в управлении государством и 4 из них требовал, чтобы они ежедневно присутствовали в канцелярии дворца. Это:

1. Визирь страны и подданных.
2. Министр обороны.
3. Министр имущества без собственника.

4. Министр, по ведению работ во владычестве. Кроме того, он сформировал совет визирей пограничных войск, состоящих из трех визирей [4].

Первый из визирей проводил работу по земельным налогам, пошлинам, освобождению от налогов и управлению делами правопорядка, решению важных проблем в стране, решению повседневных проблем, изучению положения народа, распределению налогов, подоходному налогу и доходам от провинций. Второй визирь, был визирем по безопасности, контролировал жалования воинов и танхо (в смысле даров, за заслуги перед государством). Третий визирь занимался содержанием утраченного имущества, имущества беглецов, пошлин и зякетов от имущества торговцев, управлением животноводством страны, сохранения собранного дохода как сбережение.

В каждом государственном правлении был назначен писарь для фиксирования ежедневных расходов.

В любой другой провинции, кроме девони бузург (главного визира) в государстве Сахибкирана, существовало управление под названием Девон. Он контролировал все государственные дела: сбор налогов, соблюдение порядка, социальное обеспечение. Он наблюдал за поведением людей. Его помощники также время от времени проводили допросы, расследования и проверки.

Амир Темура применил должность специального представителя людей, который изучал жалобы и заявления людей, определял виновных и сообщал об этом совету. Преступники были строго наказаны. Был установлен строгий порядок по налогам, финансовым вопросам. Был установлен строгий порядок по вопросам налогов и финансов. Российский востоковед Д.Н. Логофет писал в этом отношении: «подходный налог, к которому так стремимся мы сегодня, существовал уже в те времена в его государстве (Темуре)».

Амир Темура очень серьезно относился к выбору визирей и обратил внимание на то, что у них есть четыре качества. Это: 1. Сообразительность 2. Чистота поколения. 3. Осведомленность о вопросах армии и народа. 4. Терпеливость и миролюбие.

Амир Темура также разработал систему требований для людей, которые будут назначены для управления странами, которые были присоединены к его империи. Эти руководители должны были иметь следующие качества по требованию Амира Темура: 1) Великодушные и оптимизм. 2) Тонкость ума и проницательность 3) Высокая квалификация и способность обращаться к народу и армии. 4) Терпение и компромисс с людьми.

Эти принципы и требования сыграли важную роль в управлении и укреплении власти Амира Темура. Поскольку административно-территориальное деление государства Темура в основном состоялось из районов, необходимо было сформулировать и укрепить новую систему эмиратов. Поэтому Амир Темура дал указ о назначении 313 человек на должность эмира, в том числе одного эмиром военной верхушки, четырех человек главными беками, 100 человек сотниками, ещё 100 человек тысяцкими. Кроме того, восемь эмиров были назначены помощниками эмира военной верхушки.

В заключении можно отметить, что Амир Темура был великим государственным деятелем, полным благородных качеств, таких как национальная гордость, патриотизм, гуманизм. Как отмечал венгерский ученый Герман Вамбери, эпоха основы тюрков в Центральной Азии началась со времен правления Темура. Она отражает победу над монголо-китайским миром и основано национальное государство, официальным языком страны является тюркский (узбекский).

Политическая деятельность великого Амира Темура не только важна для обогащения истории государства, но также имеет практическое место в укреплении национальной государственности в нынешних условиях.

Мудрые слова: «Советоваться в политике, рассудительность и продуманное ведение дел в десять раз эффективнее оружия» достойны Амира Темура. Эти слова означают на современном языке то, что необходимо разрешить конфликтные вопросы посредством политического диалога, предупреждающей дипломатией.

Историческая заслуга Амира Темура заключается в том, что благодаря его усилиям страны Азии и Европы осознали впервые в своей истории, что они расположены в единственной географическо-политической среде.

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ФАКТОРЫ, ВЛИЯЮЩИЕ НА ФОРМИРОВАНИЕ ГОРОДСКОЙ СРЕДЫ

Аннотация. В статье рассматриваются основные факторы, влияющие на формирования городской среды. Факторы формирования городской среды – это условия, процессы и объекты, способствующие приобретению городом его специфических особенностей.

Ключевые слова: город, ритм, фактор, география, антропоген, климатограмм, циркуляция, сезон.

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FACTORS INFLUENCING THE FORMATION OF THE URBAN ENVIRONMENT

Annotation. The article discusses the main factors influencing the formation of the urban environment. Factors in the formation of the urban environment are the conditions, processes and objects that contribute to the acquisition by the city of its specific features.

Key words: city, rhythm, factor, geography, anthropogen, climatograms, circulation, season.

Городская среда – это комплекс условий, в которых человек проводит большую часть своей жизни, и именно эта среда оказывает наибольшее воздействие на ритмы жизненной активности и поведение человека.

Факторы формирования городской среды – это условия, процессы и объекты, способствующие приобретению городом его специфических особенностей. В формировании городской среды участвуют сразу несколько факторов. Среди таких факторов можно назвать природных, антропогенных, и техногенных [5].

К природным факторам относятся нижеследующие климатообразующие факторы, например, как: географическое положение, солнечная радиация, атмосферная циркуляция, рельеф, водоемы и т.д. Среднее значение температуры воздуха по сезонам, количество атмосферных осадков по месяцам, роза ветров, количество часов солнечного сияния все эти показатели обобщаются в климатограммах. Особо важную роль играет рельеф и геологическое строение местности, наличие или отсутствие водоемов, особенности их гидрологического режима и т.д.

Живые организмы, обитающие в окрестностях города, оказывают существенный вклад в формирование городской среды. Видовое многообразие флоры и фауны в городе сравнительно невелико, но иногда их численность может доминировать в городской экосистеме [1].

Основным антропогенным фактором влияющей в городскую среду является деятельность человека. В городских условиях наблюдается интенсивный и стабильный приток пищевых продуктов, а также процесс ее хранения, перераспределения, утери и т.д. Эти пищевые продукты люди используют для питания, а также они служат источником существования для группы синантропных видов животных. В городе человек целенаправленно действует на флору и фауну, покровительствует одним видам и борется против других. Все это сказывается как на структуре городских экосистем, так и на формировании городской среды в целом [2].

В условиях города человек тесно связан отходами своей жизнедеятельности, которые включают себе канализационную систему, занимающие значительные территории для очистки и переработки отходов. Такие территории обладают уникальной для природных экосистем биотой и оказывают существенное воздействие на экологическую среду всего города [3].

К техногенным факторам можно отнести производственные объекты, топливо-энергетические системы, газовые и канализационные линии. водопровод, и др. коммунальные коммуникации, транспортные потоки. В городах сосредоточена практически вся промышленность, поэтому город испытывает наиболее существенное воздействие разнообразных промышленных отходов. Городская среда является транспортным центром. Транспортные средства в условиях города является источником опасности, фактором травмирования и гибели людей, источником постоянного нервного напряжения, повышенной агрессивности, шума и вибраций [4]. При формировании городской среды существуют факторы, влияющие на ее структуру и формирование. Эти факторы делится на объективные и субъективные. Объективные факторы — это изменения городской среды в социально-экономической жизни. В качестве субъективных факторов выступает социально-экономическое развитие

города, а именно управление внешние и внутренние. Они в свою очередь разделяются на 5 групп факторов:

- географическое и геополитическое положения;
- научно-производственная деятельность;
- финансово кредитная система;
- социальная сфера;
- управление городом.

Важным фактором при формировании городской среды является географическое и геополитическое положение города: удаленность от столицы, наличие водных путей, транспортные коммуникации, масштаб территории города, плотность и состав населения, природно-климатические условия, природные ресурсы, телекоммуникация, международные и межрегиональные коммуникации, международные связи и партнерство, политическая стабильность, и т.д.

Научно-производственная деятельность как фактор, формирующий городскую среду, включает себе наличие научных, учебных и высших образовательных учреждений, научных инновационных центров, отраслевое производство, уровень и качество производимых товаров, производственная кооперация, наличие межотраслевых комплексов промышленных узлов, ярмарки, выставки, место под производства и т.д.

Формирование городской среды тесно связано от доходов и расходов городского бюджета, уровня инфляции, налога, фонда, уровня зарплаты, финансовой обеспеченности, от размера банковского капитала, величины кредитных ресурсов, развитость местных банков, также от инвестиционного потенциала.

При формировании городской среды важную роль играет социальная инфраструктура города: здравоохранения, образования, культура, искусство, спорт, жилье, отдых, наличие рабочих мест, количество безработных, уровень напряженности на рынке труда и др.

Таким образом, факторы, формирующие городскую среду, способствуют приобретению городом его специфических особенностей. Состояние городской среды во многом предопределяет качество жизни, уровень экономического развития и возможности привлечения инвестиций в регион.

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ВИКТИМОЛОГИЧЕСКИЕ АСПЕКТЫ КОРРУПЦИОННЫХ ПРЕСТУПЛЕНИЙ

Аннотация. В статье представлено исследование понятий коррупция и виктимология, так как одной из актуальных проблем в нашей стране считается наличие коррупционных ситуаций в любой сфере. Поэтому в статье рассматриваются причины коррупции, виктимологические аспекты коррупции, количество потерпевших от коррупции и представлены пути решения коррупционных ситуаций.

Ключевые слова: криминология, виктимология, потерпевший, преступление, коррупция, Уголовный кодекс Республики Узбекистан.

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THE VICTIMOLOGICAL ASPECTS OF CORRUPTION CRIMES

Abstract. The article presents the investigation of the concepts corruption and victimology as one of the urgent problems in our country is considered as the presence of corruption situations in any field. Therefore, the article deals with the reasons of corruption, the victimological aspects of corruption, the number of victims of corruption and presents the ways of solving corruption situations.

Keywords: criminology, victimology, victim, crime, corruption, Criminal Code of the Republic of Uzbekistan.

Растущее число коррупционных преступлений в условиях сегодняшнего перехода к рыночной экономике в нашей республике является серьезным препятствием на пути к масштабным реформам, проводимым в нашей стране. Поэтому в нашей стране принимается ряд законов и президентских постановлений по борьбе с коррупцией. Одним из них является постановление Президента Республики Узбекистан №ПП-5177 от 6 июля 2021 года «О дополнительных мерах по эффективной организации антикоррупционной деятельности» [1].

Как отметил Р. Кадыров, “с сожалением следует сказать, что надзорные органы, или какое государственное учреждение, занимающееся обслуживанием предпринимателя, не проанализировало деятельность,

столкнулись с неправомерными действиями ответственного работника на том же месте”.

Под коррупционными преступлениями понимается совокупность правонарушений коррупционного характера. Коррупция – это социальное явление, характеризующееся приобретениями и использованием должностными лицами и государственными служащими публичной власти связанных с ней полномочий и возможностей в интересах собственной персоны, преступных групп и организованных группировок [3, 23-26].

Как отмечает С. Роуз-Аккерман, “коррупция – признак того, что некоторые аспекты государственного управления не были должным образом урегулированы” [2, 182-186].

Политическая опасность коррупции выражается в:

*Принятие законов и других нормативных актов в поражении коррумпированных государственных институтов и их составных частей.

*Гражданский долг возникает не в силу закона, а в силу подавления коррумпированных государственных чиновников.

*Углубление в общественное сознание негативных методов политической системы, таких как коррупция.

Согласно требованиям, изложенным в статье 7 Кодекса поведения должностных лиц по поддержанию правопорядка, принятого резолюцией 34/169 Генеральной Ассамблеи ООН от 17 декабря 1979 года, “коррупция” и корыстно-мотивированное злоупотребление государственной должностью – это действия, направленные на нарушение принципа безусловного служения обществу [10].

Виктимология коррупции – это относительно новая виктимологическая дисциплина, которая изучает жертв коррупционных преступлений, разрабатывает виктимологические меры по предупреждению коррупционных преступлений и оказывает своевременную виктимологическую поддержку жертвам. [8, 24-28].

Согласно Шиндеру (1982), виктимология исследует отношения между преступником и жертвой в причинном контексте преступления. Виктимология занимается процессом виктимизации и в этом контексте уделяет большое внимание вопросу жертвы и преступника, вопросу согласованности, т.е. может ли виктимизация иметь последствия, вызывающие преступление, или может способствовать преступлению” [9].

Согласно информации, в 2022 году насчитывается 2 270 жертв коррупционных преступлений, совершенных по решению суда. Среди них по статьям о взяточничестве (ст. 211) – 1 056 человек, карьерном мошенничестве – 825 человек (ст. 209), злоупотреблении властью или служебным положением – 184 человека (ст. 205) и уголовным делам – 133 человека (ст. 210). Анализ показывает, что жертвами коррупционных преступлений в основном являются безработные (23%), работники сферы

образования (17%), медицины (7%), банковской сферы (5%), строительства (3%) и внутреннего управления (3%).

При изучении личности жертв коррупции, прежде всего, необходимо проанализировать понятие "механизмы виктимизации коррупции". [4].

* Двусторонние сделки, в которых лица, занимающие государственные должности, и другие неформально "монетизируют" свои должности и услуги отдельным лицам и организациям (включая преступные сообщества) на основе их статуса, репутации и связанных с ними возможностей, а "покупатели" неформально "монетизируют" возможности правительств и других организаций выиграть в своих собственных целях.

* Взятки или дополнительные расходы со стороны работодателей.

* Активное приобретение слуг посредством сильного психологического воздействия (характерная черта организованной преступности).

Коррупция является результатом общих и специальных процессов принятия криминальных решений. Специальные процессы принятия криминальных решений в основном связаны с карьерой и другими услугами.

При рассмотрении причин и условий, при которых происходит коррупционное преступление.

* Карьерная миссия.

* Следует отметить природу социального контроля.

Обстоятельства (в служебной среде), способствующие коррупции, связанной с карьерой, включают следующее

* Несоблюдение правил оплаты труда, которые позволяют чиновникам и их семьям зарабатывать на достойную жизнь.

• Тип управления.

Административные задачи в значительной степени оставлены на усмотрение отдельных работников, в зависимости от обстоятельств. Здесь широко используются индивидуальная воля и произвол, поскольку правовое регулирование носит лишь общий характер. В нормативном управлении речь идет о применении правовых норм, которые детально регулируют его в конкретных ситуациях.

В этом случае также имеет место взятка, но она дается за нарушение чиновником установленного правила.

* Социально-экономический контекст Восприятие коррупции как нормы для государственных служащих является формирующим фактором преступных тенденций. [7, 253-258].

Должностные лица, совершающие коррупционные преступления, имеют сильную склонность идти против закона, против морали и профессиональной этики ради материальной выгоды.

* Существование людей, которые приобрели большие материальные богатства в результате коррупции и другой преступной деятельности.

* Уровень жизни людей материально обеспечен, и в будущем этот уровень достатка будет резко снижен.

* Также следует отметить наличие невероятно дорогих привычек, поблажек и других подобных ситуаций.

Социальный контроль должен быть основан на стимулах. Отсутствие контроля за доходами и расходами должностных лиц и исполнением ими служебных обязанностей, незнание фактов коррупции, поверхностное и ненадлежащее внимание - это условия, которые способствуют совершению коррупционных преступлений, а для некоторых преступников образуют причинный комплекс, формирующий преступные наклонности.

В конкретных мерах по предотвращению случаев коррупции важно применять следующие меры:

* Установление заработной платы, позволяющей достойно жить государственным служащим, работникам и их семьям.

* Установление строгого контроля над доходами и расходами государственных служащих и других категорий работников, а также над кадровой политикой.

* Обеспечить безопасность лиц (и их семей), борющихся с коррупцией и преступностью.

* Ввести систему использования без отрыва от работы дорогостоящего государственного жилья, предоставляемого в связи с профессией государственных служащих.

- Обеспечение законности всех платежей, осуществляемых, например, из бюджетной системы Республики Узбекистан.

Организация борьбы с коррупционными правонарушениями должна основываться на:

* Определении стратегии и тактики борьбы с коррупцией на основе системного анализа изменений в коррупции и их причин, реальной социально-экономической и политической ситуации, состояния общественного сознания и правоохранительных органов.

* Основываться на законе, а не на.

* Разработать целевые антикоррупционные программы в Республике Узбекистан.

-Подготовка специализированных кадров и организация специализированных подразделений в правоохранительных органах.

- Использование различных структур гражданского общества, общественных и корпоративных организаций.

* Систематическая оценка эффективности и координация существующих систем деятельности и т.д.

Заключение. Как видно из приведенной выше информации, случаи коррупции в нашей стране не редкость. Виктимология коррупции - это

относительно новая область виктимологии, целью которой является изучение жертв коррупционных преступлений, производство жертв для предупреждения преступлений и виктимизация жертв. Анализ показывает, что чаще всего жертвами коррупционных преступлений становятся безработные (23%), работники сферы образования (17%), здравоохранения (7%), банковской сферы (5%), строительства (3%) и домашнего управления (3%). Для уменьшения числа жертв данной коррупции и устранения подозреваемых в коррупции важно использовать описанные выше меры.

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ПАСТБИЩНОЕ ЖИВОТНОВОДСТВО РЕСПУБЛИКИ КАРАКАЛПАКСТАН И ОСОБЕННОСТИ ЕГО РАЗВИТИЯ

Аннотация: в данной статье анализируются особенности и факторы развития пастбищного животноводства в мясошерстном направлении Республики Каракалпакстан.

Ключевые слова: пастбищное скотоводство, овцеводство, козоводство, верблюдоводство, региональные особенности.

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PASTURE LIVESTOCK OF THE REPUBLIC OF KARAKALPAKSTAN AND FEATURES OF ITS DEVELOPMENT

Abstract: this article analyses the development factors and features of pasture livestock in the meat-wool direction of the Republic of Karakalpakstan.

Key words: pasture cattle breeding, sheep breeding, goat breeding, camel breeding, regional features.

Одним из издревеле развитых и важных направлений животноводства Каракалпакстана является пастбищное скотоводство. Потому что основными факторами для развития этой отрасли животноводства послужили природно-климатические условия региона и исторически сложившийся богатый опыт местного населения. Известно, что дефицит водных ресурсов в последние годы вынудил осуществить ряд изменений в составе сельскохозяйственных культур республики, особенно выращивание культур с низкой потребностью в воде. В этой реализации большое практическое значение имеет замена хлопчатника, риса и других культур, требующих много воды, культурами, требующими меньше воды, особенно кормовые культуры. Таким образом, в структуре сельского хозяйства Каракалпакстана в перспективе более широкое развитие получит скотоводство, преимущественно пастбищное, чем земледелие, и эта сфера в будущем определит специализацию сельского хозяйства республики.

Из всего земельного фонда, используемого в сельском хозяйстве Республики Каракалпакстан, только 90,9 процента составляют пастбища, что составляет 5175,6 тыс. га. Однако продукция, выращенная на пастбищном животноводстве, очень мала по сравнению с общим масштабом. Например, 16,5 % производимого в республике мяса дают овцы и козы и 1,0 % — прочий скот, то есть верблюды и лошади. Также ежегодно на основе пастбищного животноводства (2022 г.) посавляется 1,5 тыс. тонн шерсти и 88,5 тыс. штук каракулевых овечьих шкурок.

По статистике 2022 года поголовье овец и коз в Каракалпакстане составляет 1178,5 тысяч, из них каракулевых овец – 290,4 тысячи. Кроме того, имеется 26 700 лошадей и 4 900 верблюдов. В 2000 году этот показатель составлял 437,4 тыс. овец, 235,4 тыс. каракулевых овец, 16,7 тыс. лошадей и 4,5 тыс. верблюдов. За этот период поголовье овец и коз увеличилось в 2,7 раза, поголовье каракулевых овец - на 123,3 процента, лошадей - на 160,1 процента, верблюдов - на 106,9 процента. Поголовье овец и коз за 2000-2010 годы увеличилось на 166,9%, а за 2010-2020 годы - на 152,7%, при этом у каракулевых овец этот процесс увеличился на 152,5% и 87,7%, а поголовье лошадей - на 109,7% и 133,7% соответственно, верблюдов было 118,9 и 93,8 процента. Таким образом, можно сделать вывод, что в последующие годы темпы роста поголовья овец и коз в республике резко снизились, при этом уменьшилось поголовье каракулевых овец и верблюдов. По сравнению с предыдущим периодом увеличился только темп роста поголовья лошадей.

В сельских районах республики поголовье скота, то есть их размещение, резко отличаются друг от друга. Например, поголовье овец и коз велико в Амударьинском, Караузакском, Кунградском, Тахтакупырском, Турткульском и Элликкалинском районах, и на эти районы приходится 64,5% всего поголовья овец и коз в республике. Его численность очень невелика в Бозатауском, Нукусском, Тахияташском и Ходжейлинском районах, и на каждый из них приходится менее 2,5 процента от общего поголовья овец и коз по республике.

В период 2000-2022 гг. Каракалпакстан также имел большие региональные различия в темпах роста поголовья скота. Например, за этот период поголовье овец и коз увеличилось в Амударьинском районе в 19,0 раз, в Муйнакском районе в 6,2 раза, в Тахияташском районе в 5,8 раза. Этот показатель был в 1,5-2,0 раза выше в Кегейлинском, Кунградском и Ходжейлинском районах, а в остальных районах был еще ниже.

Размещение каракулевых овец в регионе имеет свои особенности. Например, в Берунийском, Караузакском, Кунградском, Тахтакупырском, Турткульском и Элликкалинском районах разводят 99,4 процента овец этого типа. По географическому положению эти районы образуют северный (Караузакский, Кунградский и Тахтакупырский районы) и южный районы (Берунийский, Турткульский и Элликкалинский районы)

республики. В 2000-2022 гг. доля каракулевых овец снизилась с 37,7% до 20,0% в районах северной группы и увеличилась с 60,4% до 79,4% в районах южной группы. В остальных районах доля каракулевых овец снизилась с 1,9 процента до 0,6 процента.

За исследуемый период поголовье каракулевых овец увеличилось в 2,4 раза в Турткульском районе, на 130,1% в Берунийском районе и на 109,9% в Элликкалинском районе, тогда как в остальных районах поголовье овец этого типа уменьшилось.

Климатические условия Каракалпакстана очень благоприятны для развития животноводства. Обширные пастбища равнины Устюрт, пустыни Кызылкум и дельты считаются одним из важнейших природных факторов не только для животноводства, но и для развития всех видов пастбищного животноводства. Местные жители занимались этим делом с древних времен. Сначала коневодство широко использовалось населением как средство передвижения, но теперь широко используется его мясо, особенно для приготовления кази, а также его молоко, то есть его целебные свойства.

Разведение крупного рогатого скота присутствует во всех районах. Однако по количеству лошадей лидируют Бузатауский, Караузьякский, Кунградский, Муйинакский, Тахтакупырский, Турткульский, Чимбайский и Элликкалинский районы. В настоящее время в каждом из этих районов насчитывается 2-3 тысячи лошадей, что составляет 70,7 % от общего поголовья лошадей по республике и 90,5 % пастбищных угодий. Из приведенных статистических данных известно, что в указанных северных районах республики широко развито сельское хозяйство (54,9%). В южных районах только Турткульский и Элликкалинский районы имеют большую численность рабочих (15,9%), а в центральных районах этот сектор не так развит.

В 2000-2022 годах поголовье лошадей в Амударьинском, Бузатауском, Нукусском и Тахияташском районах увеличилось более чем в 2 раза, а в Берунийском, Караузакском, Кегейлинском, Кунградском, Тахтакупырском, Ходжейлинском и Шуманайском районах этот процесс составил более 150,0 процентов.

На территории Каракалпакстана население издревле занимается верблюдоводством. Эта территория возделывалась в основном для транспортных целей в условиях пустыни, а также для производства мяса, молока, шкур и шерсти. Несмотря на то, что в регионе имеются благоприятные природные условия для развития верблюдоводства и большие пастбища, в ближайшие годы ожидается медленное развитие этой отрасли. Учитывая дефицит водных ресурсов, дальнейшее развитие этого сектора будет иметь большое практическое значение для республики.

Согласно статистическим данным, в 2022 году на Кунградский, Тахтакупырский и Турткульский районы приходится 53% от общего

поголовья верблюдов и 71,1% пастбищных угодий в республике. Последующие места занимают Нукусский, Ходжейлинский, Чимбайский, Шуманайский и Элликкалинский районы. На эти восемь районов приходится 89,9% всего поголовья верблюдов и 81,8% пастбищного фонда республики.

В рассматриваемый период сельские районы Каракалпакстана резко отличались друг от друга по темпам роста поголовья верблюдов. Например, средний темп роста численности верблюдов за исследуемый период составляет 106,9 процента. Амударьинский, Бузатауский, Кунградский, Мойнакский, Нукусский, Тахияташский, Чимбайский и Шуманайский районы выше этого среднего показателя, а Берунийский, Караузьякский, Кегейлийский, Турткульский, Ходжейлинский и Элликкалинский районы находятся на более низком уровне. В Канлыкульском и Тахтакупырском районах этот показатель практически равен среднему по стране.

В целом наиболее распространенным видом пастбищного животноводства в Каракалпакстане является овцеводство и козоводство. Этот район имеет свои особенности как по численности, так и по географическому положению. По этой причине был определен показатель потенциала развития территории, выраженный в соотношении поголовья овец и коз и доли пастбищных площадей. Этот показатель условно равен 1,00. Если этот показатель больше 1,00, потенциал развития отрасли в районах высокий, а если показатель меньше 1,00, то это означает, что перспективы развития отрасли в этих районах не широкие (табл. 1).

Таблица 1

**Индекс развития овцеводства и козоводства в Республике
Каракалпакстан**

№	Административные единицы	Овцы и козы		Площадь пастбищ		Индекс развития отрасли
		Голов (тыс.)	Удельный вес (%)	Тыс. га	Удельный вес (%)	
1	Амударинский	105,0	8,9	8,6	0,2	53,51
2	Берунийский	74,7	6,3	294,3	5,7	1,11
3	Бозатауский	26,4	2,2	83,9	1,6	1,38
4	Караузьякский	95,9	8,1	381,5	7,4	1,10
5	Кегейлийский	33,1	2,8	17,2	0,3	8,43
6	Кунградский	102,1	8,7	1692,7	32,7	0,26
7	Канлыкульский	30,3	2,6	13,4	0,3	9,97
8	Муйнакский	32,5	2,8	136,8	2,6	1,04
9	Нукусский	29,9	2,5	20,7	0,4	6,33

10	Тахиаташский	17,3	1,5	1,2	0,0	61,87
11	Тахтакупырский	155,1	13,2	1430,3	27,6	0,48
12	Турткульский	162,4	13,8	558,7	10,8	1,28
13	Ходжейлинский	29,9	2,5	107,0	2,1	1,23
14	Чимбайский	61,5	5,2	44,0	0,8	6,14
15	Шуманайский	74,1	6,3	20,9	0,4	15,57
16	Элликкалинский	139,8	11,9	357,5	6,9	1,72
17	Город Нукус	105,0	8,9	8,6	0,2	53,51
		1178,5	100,0	5175,6	100,0	1,00

Таблица разработана автором на основе данных Статистического управления КР.

По результатам анализа таблицы №1 сельские районы Республики Каракалпакстан по показателю развития овцеводческого хозяйства можно разделить на следующие группы:

- Кунградский, Тахтакупырский и Муйнакский районы;
- Берунийский, Бузатауский, Караузьякский, Турткульский, Ходжейлинский и Элликкалинский районы.
- Амударьинский, Кегейлийский, Канлыкульский, Нукусский, Тахияташский, Чимбайский и Шуманайский районы

В сельских округах первой группы условный показатель меньше 1,00. Основной причиной этого является большая площадь земель и пастбищного фонда районов, входящих в эту группу, и сравнительно небольшое поголовье овец и коз. По статистическим данным, к первой группе относятся 79,9 % территории республики, 63,0 % пастбищ, 24,6 % овец и коз. Относительный коэффициент между площадью пастбищ и долей овец и коз составляет 2,56.

Во вторую группу входят сельские округа со средним показателем площади пастбищ и поголовья овец и коз, а условный показатель составляет от 1,10 до 2,00. На эту группу приходится 16,3% территории республики, 34,4% пастбищ, 44,9% овец и коз. Во второй группе относительный коэффициент между площадью пастбища и долей овец и коз составляет 1,30.

Третью группу составляют сельские округа с сферическим индексом выше 2,10. В этой группе площади пастбищ крайне малы, к ней относятся 3,6 % территории республики, 2,4 % пастбищного фонда, 29,8 % овец и коз. В третьей группе относительный коэффициент между площадью пастбищ и долей овец и коз составляет 12,4.

Можно сделать вывод, что в первой группе Кунградский, Тахтакупырский и Муйнакский районы, расположенные в северном

регионе, и Берунийский, Турткульский и Элликкалинский районы северного региона имеют благоприятный климат и большие площади пастбищ для развития пастбищного животноводства. Поэтому в этих районах желательно развивать пастбищное животноводство в мясно-шерстном направлении.

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ЛИНГВОПРАГМАТИЧЕСКИЕ СРЕДСТВА РЕАЛИЗАЦИИ МЕЖЛИЧНОСТНЫХ ОТНОШЕНИЙ В ХУДОЖЕСТВЕННОМ ТЕКСТЕ (НА ПРИМЕРЕ ТВОРЕНИЯ ЭЛИФ ШАФАК)

Аннотация: В произведениях Элиф Шафак межличностные отношения складываются уникальным образом, что еще больше привлекает читателя. Тот факт, что факты связным образом связаны друг с другом, придает произведению больше шарма. Человек, прочитавший его произведения один раз, будет испытывать потребность в них снова и снова. Это показывает, насколько привлекательно и искусно написано это произведение.

Ключевые слова: человечность, богатство жизненных событий в его произведениях, качества разных людей.

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LINGUO-PRAGMATIC MEANS OF REALIZING INTERPERSONAL RELATIONS IN A LITERARY TEXT (ON THE EXAMPLE OF ELIF SHAFAK'S CREATION)

Annotation: In the works of Elif Shafak, interpersonal relationships develop in a unique way, which attracts the reader even more. The fact that the facts are related to each other in a coherent way gives the work more charm. A person who has read his works once will feel the need for them again and again. This shows how attractive and skillfully written this piece is.

Key words: Humanity, richness of life events in his works, qualities of different people.

Языково-прагматические средства реализации межличностных отношений в художественном тексте (на примере творчества Элиф Шафак) Элиф Шафак (турецкий: Элиф Шафак, произношение [e'lif ʃa'fak]; род. 25 октября 1971 г.) – турко- Английский писатель, эссеист, оратор,

политолог. Шафак пишет на турецком и английском языках и опубликовал 19 работ. Он наиболее известен своими романами «Ублюдок из Стамбула», «Сорок правил любви», «Три дочери Момо» и «10 минут и 38 секунд в странном мире», его книги переведены на 55 языков и номинированы на несколько наград., Financial Times Описанная как «ведущая женщина-романист Турции», некоторые из ее работ являются бестселлерами в Турции и на международном уровне. В его произведениях освещается город Стамбул, освещаются темы восточной и западной культуры, роль женщины в обществе и вопросы прав человека. Некоторые из политически сложных тем, обсуждаемых в ее романах, такие как жестокое обращение с детьми и Геноцид армян, связаны с правовыми мерами, принятыми турецким правительством, которые побудили ее переехать в Великобританию. Шафак также является кандидатом политических наук. Шафак, публицист и автор нескольких средств массовой информации, защищает права женщин и свободу слова. После развода родителей Шафак вернулась в Анкару, Турция, где ее воспитывали мать и бабушка. По ее словам, вырасти в этой семье было сложно, но взросление в непатриархальной среде оказало на нее положительное влияние. Выросший без отца, он впервые увидел своих сводных братьев, когда ему было за двадцать. В возрасте восемнадцати лет Шафак принял фамилию своей матери, что в переводе с турецкого означает «рассвет». Шафак провел подростковые годы в Мадриде, Иордании и Германии. Шафак изучал международные отношения в Ближневосточном техническом университете. Имеет степень доктора политических наук. Преподавал в университетах Турции. Позже, перебравшись в Соединенные Штаты, он учился в колледже Маунт-Холиок, был приглашенным профессором в Мичиганском университете и профессором ближневосточных исследований в Аризонском университете. В Великобритании он занимал должность приглашенного профессора сравнительной европейской литературы Вайденфельда в колледже Святой Анны Оксфордского университета в течение учебного года 2017-2018, где он также получил почетную стипендию. Элиф Шафак — британо-турецкий писатель, отмеченный наградами. Он опубликовал 19 книг, 12 из которых романы. Он является бестселлером во многих странах мира, а его произведения переведены на 55 языков. «Остров затерянных деревьев» был номинирован на премию Costa, премию RSL Ondaatje и женскую премию за художественную литературу. «10 минут 38 секунд в странном мире» вошла в шорт-лист Букеровской премии и премии RSL Ondaatje и стала книгой года Блэквелла. «Сорок правил любви» были выбраны BBC как один из 100 романов, сформировавших наш мир. Ученик архитектора был избран в книжный клуб Читального зала герцогини Корнуольской. Шафак имеет докторскую степень в области политических наук и преподавал в различных университетах Турции, США и Соединенного Королевства, в

том числе в колледже Святой Анны Оксфордского университета, где он является почетным членом. Он также имеет степень доктора гуманитарных наук Бард-колледжа. Когда читаешь его произведения, в нем отражаются свобода, человечность, искренние отношения между людьми. Если мы обратим внимание на ее жизнь, то увидим, что, несмотря на трудности своего возраста, это сильная духом, целеустремленная женщина, сумевшая сформировать в себе самые лучшие мечты и надежды. В свою очередь, он немеркнущая звезда, которая нашла свое отражение в своих работах и покорила множество сердец, подобных моему. Каждый человек, прочитавший его книги однажды, будет открывать для себя новые смыслы, перечитывая их снова и снова. В его произведениях есть места, которые проникают глубоко в сердце, когда читаешь их. Какой талант. Шафак является членом и вице-президентом Королевского литературного общества. Он является одним из основателей ECFR (Европейский совет по внешним связям). Защитница прав женщин, прав ЛГБТК+ и свободы слова, Шафак является вдохновляющим оратором и дважды выступала на конференции TED Global. Мягкий и теплый, ее голос никогда не подчеркнут; он улыбается своими (зелеными) глазами, а также губами. А его новый роман «Остров затерянных деревьев» — его первый роман «10 минут 38 секунд в этом странном мире», попавший в шорт-лист Букера, — безошибочно политический, с темами насилия и утраты, хотя это также и страстная история любви. Выраженный из черенков, привезенных контрабандой с Кипра в Лондон его владельцем Костасом, после того, как он и его запретная любовь Дефне покидают остров в поисках нового начала, он видит все, этот маленький фиг. Первоначально он вырос в таверне, где Костас, киприот-грек, и Дефне, киприот-турок, познакомились в подростковом возрасте — ресторан, который превратился в руины после взрыва бомбы в 1974 году, — и поэтому он знает их всех. Я испытал: боль разлуки, тоску изгнания. Но это также представляет собой физическую связь между прошлым и настоящим для их лондонской дочери-подростка Ады, которая не понимает секретов своих родителей и общей травмы, когда книга начинается. «Я всегда верил в генетическую боль, — говорит Шафак. «Возможно, это не научно, но в семьях вещи, о которых нам нелегко говорить, передаются из поколения в поколение. В семьях иммигрантов старшее поколение часто хочет оградить молодых от печали прошлого, поэтому они предпочитают мало говорить, а второе поколение слишком занято адаптацией. Так что остается третьему поколению раскапывать память. Я встречал многих иммигрантов в третьем поколении, воспоминания которых даже старше, чем у их родителей. Их матери и отцы говорят им: «Это твой дом, забудь обо всем». Но для них важно то, кто они есть». Может ли человек скучать по месту, где он никогда не был или знал его совсем немного? Он считает: «Вы находите место в своем сердце даже через истории, которые вы Мне сказали, что вы «чувствуете

разрыв». Прошлое важно, потому что оно формирует нас, знаем мы об этом или нет». вы читаете, кусок липкой пахлав, «правильный» рецепт так же горячо оспаривается, как и рецепт хумуса). «Религии сталкиваются, но суеверия пересекают границы», — говорит он. То же самое и с едой». Турецкая семейная жизнь может быть очень похожей. Тетя Ады Мерьем приезжает в Лондон и превращает каждый прием пищи в праздник, даже завтрак: это ее способ управлять миром. вместе. Вы можете решать проблемы за столом. Вы можете помириться. Да, есть вещи, о которых Мерьем не умеет говорить. В каком-то смысле она старомодна. Но она связывает еду с любовью, и для меня это было истинный р."Это очень близко географически и является частью истории страны [Великобритания была колониальной державой на Кипре]. Несмотря на то, что туда ездит много людей, мы очень мало о ней знаем». Возник вопрос: как подъехать к такому спорному району? «Я просто не решился. Это все еще открытая рана... Несмотря на всю боль в его книге, упругая смоковница Костаса показывает, что он может быть.«Я хочу быть оптимистом», — мягко сказал он. «Комитет по пропавшим без вести очень ценен. Большинство участников — женщины, и эти молодые добровольцы вселяют в меня надежду. Но, конечно, политики — другое дело. Это сложнее, чем это." Затем двое маленьких детей за соседним столом начали кричать, как баньши. Шафак провел карантин в Лондоне. Полезно ли было посетить Кипр в его воображении? Он покачал головой. «В начале пандемии я прочитал несколько твитов от издателей, в которых говорилось: эта [изоляция] не имеет большого значения для авторов; они и так работают дома, они все равно одни. Это был совсем не мой опыт. Писатель не застрахован от того, что происходит в мире. Люди умирают. Даже садясь за стол, вы начинаете задавать себе вопросы. «Но то, что вы физически далеко от места, не означает, что вы эмоционально отсоединены. Иногда в вашем сердце вы более эмоционально связаны. В изгнании есть меланхолия, хотя я говорю это осторожно. Я знаю, что Великобритания — мой дом, и я чувствую, что принадлежу ей». **Краткое содержание.** можно сказать, что такие люди, как Элиф Шафак, являются совершенными людьми, которые стремятся увидеть чувства, которые другие не могли почувствовать, правду, которую другие не могли видеть. Да, я так думаю. Меня тоже вдохновляют его работы и я не хочу смотреть на какие-то события как наблюдатель, но хочу что-то изменить...

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ПЕРСПЕКТИВЫ РАЗВИТИЯ САФАРИ-ТУРИЗМА В ЗАПАДНОМ ТУРИСТИЧЕСКОМ РАЙОНЕ (НА ПРИМЕРЕ КАШКАДАРЬИНСКОЙ ОБЛАСТИ)

Аннотация: В данной статье гоморфологическая структура Кашкадарьинской области, деление на туристские регионы с целью развития туризма в регионе, туристские возможности и ресурсы Западного туристического региона, проблемы их использования в развитии туризма и отдыха были замечены. Также в статье освещены вопросы развития сафари-туризма в Западном туристическом регионе.

Ключевые слова: Пустыня сафари, туристический потенциал, природоохранная, дикуя природу, туристских района, OasisSafari, SichanLakeResort, SafariTour, равнинный туризм.

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PROSPECTS FOR THE DEVELOPMENT OF SAFARI TOURISM IN THE WESTERN TOURIST REGION (BY THE EXAMPLE OF KASHKADARYA REGION)

Abstract: In this article, the hemomorphological structure of the Kashkadarya region, the division into tourist regions in order to develop tourism in the region, the tourism opportunities and resources of the Western tourism region, the problems of their use in the development of tourism and recreation were noted. The article also highlights the development of safari tourism in the Western tourist region.

Key words: Desert safari, tourism potential, conservation, wildlife, tourist area, Oasis Safari, Sichan Lake Resort, Safari Tour, Lowland Tourism.

Кашкадарьинская область расположена на юге республики, граничит с Бухарой на северо-западе, Самаркандской на севере и Навоийской областями на более коротком расстоянии, Сурхандарьинской областью на юге и юго-востоке. Геополитическое положение уникально, территория

области граничит с Туркменистаном на западе и юго-западе, а с Республикой Таджикистан на востоке.

Структура поверхности Кашкадарьинской области достаточно сложная, более половины ее составляют травнины и невысокие холмы, здесь жера сполоче напустыня Карши. Кашкадарьинский бассейн делится на следующие геоморфологические районы: 1) горный район; 2) предгорья и низкогорные районы; 3) равнинная область.

Равнинный район включает большую западную часть Кашкадарьинской впадины. Основную часть района занимает наклонная равнина пустыни Карши. Противоположная наклонная равнина представляет собой юго-восточную окраину пустыни Кызылкум, а в пределах области абсолютные отметки колеблются от 280 м до 600 м. [4].

К юго-западу от пустыни Карши находится пустыня Сандыкли. Поверхность этой песчаной пустыни состоит из ряда песчаных дюн и хребтов. Кроме того, здесь встречаются зыбучие пески и пустоши. Плоские поверхности, покрытые лёссовыми породами, с вкраплениями дюнных кораллов и массивными подвижными песчаными массами, также являются основными чертами пустынного ландшафта Карши. В большинстве случаев разные типы рельефа располагаются взаимно сближенным или смешанным образом. Среди песчаных поверхностей выделяются Ходжамубарак, Оккум, Дейкум, Шокирча, Гулбадом, Сухта, Памук, Чодырликум, Дарвозакум, которые являются большими туристическими ресурсами. В этих песчаных районах есть многообещающие возможности для развития многих видов пустынного туризма.

Несмотря на то, что горы более привлекательны, чем равнины, туристско-рекреационная деятельность на равнинах достаточно активна. В связи с этим можно использовать даже понятие «равнинный туризм» [3]. Хотя равнинные районы не очень богаты природными ресурсами, по сравнению с горными районами возможности развития туризма гораздо выше и перспективнее.

Пустынно-песчаные массивы на западных и юго-западных равнинах области занимают большие площади в Мубаракском, Миришкорском и Нишонском районах. В этом регионе пустыня очень богата животным миром и является перспективным районом для развития сафари-туризма. Что же означает слово сафари, где и как появился сафари-туризм, какие природные ресурсы и какие работы необходимо провести для развития этого вида туризма, давайте остановимся на этом.

Сафари (суахалисаfari – путешествие) – первоначально охотничьи поездки по Восточной Африке. Позже понятие сафари стало применяться и в других частях Африки и мира, а его значение существенно изменилось. Сегодня слово «сафари» чаще означает вполне мирные и сравнительно недорогие экскурсии в дикуую природу, на которых фотографируют зверей.

В некоторых странах развилась целая индустрия сафари с опытными сопровождающими [5]. Сафари – охота на животных, возникло в девятнадцатом веке. Введение этого термина приписывают капитану сэру Ричарду Фрэнсису Бертону. Он был английским исследователем, который вместе с джентельменами, принадлежащими к высшему обществу, получал удовольствие, занимаясь охотой и убийством зверей, находящихся в природных условиях [6].

В целях развития туризма в Кашкадарьинской области мы обратили внимание на факторы при делении на туристские регионы. В данном исследовании, с учётом потенциала туристских ресурсов каждого региона, количества туристов, туристских объектов, способных удовлетворить потребности туристов, уровня развития транспортной и другой инфраструктуры, формирования существующих видов туризма и новых маршрутов в регионе, региональных отличий и административных единиц области, роли и места области в республиканском и мировом туризме, Кашкадарьинская область делится на 3 туристских района: Северо-Восточный туристический район (г. Шахрисабз, Шахрисабзский, Китабский и Яккабагский районы), Центральный туристический район (г. Карши, Каршинский, Касанский, Чиракчинский, Гузарский, Дехканободский и Камашинский районы) и Западный туристический район (Касбийский, Мубарекский, Миришкорский и Нишанский районы) [1]. В западном туристическом районе, помимо пустынносафари-туризма, перспективно развитие экотуризма, охотничьего туризма, историко-культурного, паломнического, этнотуризма, гастрономического, лечебно-оздоровительного, купально-пляжного и водно-спортивного туризма.

В целях развития туризма в равнинной части нашей республики реализуется ряд проектов. В частности, проводится ряд мероприятий по развитию туризма в пустыне Кызылкум соседней Бухарской области.

В знойной пустыне Кызылкум, в окрестностях Варахши расположен туристическо-развлекательный комплекс «OasisSafariBuxara». Очаровательный комплекс предоставит окунуться в мир восточной сказки из тысячи одной ночи. Комплекс находится недалеко от Бухары, примерно в 40 км. езды к западу. Древнее поселение Варахша славится своей историей, в котором правила династия Бухар-Худатов. Здес насыщенная и интересная программа разнообразных и увлекательных программ. Здес имеются все условия для прекрасного проведения времени. Предлагаются такие услуги как, отдых в юрте, катание на верблюдах, великолепные пляж и пляжные игры [7].

В Мубаракском районе области с целью охраны дикой природы создан заказник «Мубарак», где во флоре можно увидеть множество диких животных и птиц, особенно в саксазовых рощах, в том числе верблюдов, кабанов, чиябори, лисы, кролики, тувалки, дикие животные в соленых озерах, утки и некоторые другие виды птиц привлекают туристов и, в свою

очередь, увеличивают возможности развития многих видов туризма, в том числе сафари-туризма. Имеются перспективные направления развития туризма и рекреации в равнинной (пустынной) части области. В частности, планируется развитие внутреннего туризма путем создания туристического комплекса «Sichan Lake Resort» в Сичанкольском зоне Миришкорского района. Здесь она организована из объектов инфраструктуры. Также предлагаются туры на рыбалку и дайвинг. В рамках проекта строительства тематического парка «Safari Tour» в пустынной местности района Мубарак будет построена территория, напоминающая пустынную деревню, и здесь будут построены травяные домики, тематические деревенские домики, национальный ресторан, амфитеатр, небольшой рынок, размещение на лошадях, осликах, верблюдах, джипах и квадроциклах по пустыне организованы путешествия, кроме того, организация развлекательных игр (узаконенных азартных игр) служит увеличению числа туристов [2].

В дальнейшем необходимо создать в этом туристическом районе верблюжьи фермы и использовать верблюжье молоко, в целях развития наряду с сафари-туризмом в районе охотничьего и джип-туризма организовать переносные хижины, палатки, палатки, установить узаконенный развлекательный игровой центр казино в этом районе. Будут построены домики отов, тематические деревенские домики, национальная кухня, небольшой рынок, помещения для лошадей, ослов и верблюдов и организовано путешествие по пустыне. Целесообразным будет также создание настоящих природных оазисов – зеленых островов в песчаной пустыне и создание на этих территориях специальных туристических подзон «Мубарак» и «Сичанколь».

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ГОРМОНАЛЬНЫЙ СТАТУС БОЛЬНЫХ АТОПИЧЕСКИМ ДЕРМАТИТОМ НА ФОНЕ НИЗКОИНТЕНСИВНОЙ СВЕТО – ЛАЗЕРНОЙ ТЕРАПИИ

Аннотация. У 42 больных атопическим дерматитом (АД) в возрасте от 15 до 35 лет радиоиммунологическим методом изучили содержание в плазме крови лютеинизирующего гормона (ЛГ), фолликулостимулирующего гормона (ФСГ), а также эстрадиола. Концентрация лютеинизирующего гормона в период обострения у всех пациенток было достоверно снижено по сравнению с контрольным, как в фолликулиновой, так и в лютеиновой фазе менструального цикла. Концентрация ФСГ в фолликулиновой фазе при обострении АД не отличалась от нормы, а в лютеиновой фазе превышал норму. Содержания эстрадиола в плазме крови у всех больных было значительно снижено в обоих фазах менструального цикла, особенно при обострении кожного процесса.

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HORMONAL STATUS OF PATIENTS WITH ATOPIC DERMATITIS ON THE BACKGROUND OF LOW-INTENSITY LIGHT-LASER THERAPY

Annotation. At 42 patients atopic dermatitis in the age of from 15 till 35 years. Radioimmunologic by a method have studied the contents in plasma of blood Luteinising hormone (LG), folliculin hormone (FCG), and also estradiol. The concentration Luteinising hormone during an aggravation at all patients was authentically reduced in comparison with control, both in folliculin, and in luteinising to a phase menstrual of a cycle. The concentration FCG in folliculin fase to a phase at an aggravation a atopic dermatitis did not differ from norm, and in luteinising to a phase exceeded norm. The contents estradiol in plasma blut at all patients was considerably reduced in thou phases menstrual of a cycle, is especial at an aggravation of skin process.

Введение

Проблема атопического дерматита (АД) приобретает все большее значение в современной медицине. Рост заболеваемости в последнее десятилетие. Хроническое, с частыми рецидивами, течение, недостаточная

эффективность существующих методов лечения и профилактики сегодня ставят это заболевания в ряд наиболее актуальных проблем медицины. В связи с этим понятен большой интерес, который проявляется к немедикментозным методам терапии [1,2,3,5,6]. Одним из таких методов лечения является – Лазерная терапия (ЛТ).

Важную роль в регуляции иммунобиологических и аллергических процессов играют нейроэндокринные механизмы, в том числе и гипофизарно - гонадная система, посредством которой реализуются многие защитно-приспособительные механизмы в условиях действия на организм различных аллергенов. В современной литературе практически отсутствуют сведения о состоянии репродуктивной эндокринной системы при АД у женщин, хотя связь заболевания с функциональным состоянием желез внутренней секреции не вызывает сомнений [4]. Эта связь подтверждается как зависимостью течения заболевания от функционального состояния гипофизарно-яичниковой системы (пубертатный возраст, менструации, беременность, роды и пр.).

Учитывая недостаточную эффективность многих современных методов лечения АД, актуальным является изыскание новых, патогенетически направленных методов терапии этого заболевания. Лазерная терапия, в основе лечебного действия которой лежат нейрорефлекторные механизмы, оказывает нормализующее влияние на центральную нервную систему и её вегетативное звено, на аллергические и иммунологические процессы, однако работ об использовании этого метода у больных АД мало.

Цель исследования – является изучение функционального состояния гипофизарно-яичниковой системы больных женщин атопическим дерматитом на фоне лазерной терапии.

Материалы и методы исследования. В разработку было включено 42 больных АД, в возрасте от 15 до 35 лет. У 20 больных было лихеноидная форма, среднетяжелая степень заболевания и 22-пруригипозная форма, тяжелая степень тяжести заболевания АД. Одновременно изучали функцию гипофизарно-яичниковой системы у 25 практически здоровых женщин того же возраста. О функциональном состоянии гипофизарно-яичниковой системы судили по содержанию в плазме крови в обеих фазах менструального цикла гипофизарных гормонов - лютеинизирующий гормон (ЛГ), фолликулостимулирующий гормон (ФСГ), а также половых стероидных гормонов эстрадиола.

Определение содержания гонадотропных и женских половых стероидных гормонов – ФСГ, ЛГ и эстрадиола в плазме крови проводили радиоиммунологическим методом количественного определения гормонов -одним из наиболее чувствительных, специфических и универсальных. Чувствительность этого метода позволяет определить содержание

гонадотропинов до 0,2 нг/мл. Этот метод предложен в 1960 г. R.S.Valow, S.A.Berson.

Атопический дерматит – наиболее тяжелое аллергическое заболевание кожи из группы зудящих дерматозов.

Кожные проявления АД выглядят как бляшки, состоящие из более мелких папул, кожа сухая, имеет «огрубевший» вид. Сыпь сопровождается сильным зудом, усиливающимся вечером и ночью. Типичная локализация экзантемы: на задней и боковых поверхностях шеи, в области локтевых и подколенных ямок, в области половых органов и заднего прохода.

Задачи лазерной терапии при лечении АД, а также остальных заболеваний, относящихся к группе зудящих дерматозов, реализуются в следующих направлениях: уменьшение возбудимости чувствительных рецепторов в зоне поражения, активация регенераторных и противовоспалительных процессов, устранение явлений эндогенной интоксикации, восстановление иммунной активности.

В план лечебных мероприятий входит воздействие непосредственно на область поражения, облучение зон сегментарной иннервации в соответствии с локализацией патологического очага зоны сегментарной иннервации отдельных частей тела облучение области печени, легких в проекции полей Кренига (область верхушек легких), воздействие в проекционной зоне тимуса, внутри - или надвенное облучение крови в проекции локтевой ямки, облучение крови в области брюшной аорты в комплексе с облучением.

Режимы облучения лечебных зон при лечении АД проекционных зон почек (табл. 1).

Таблица № 1

Зона сегментарной иннервации	Корреспондируемая область
C1-C7	Верхняя конечность
Th.1-Tb.8	Грудная полость
Th8-L4	Брюшная полость
L4 и краниальные	Брюшная полость и малый таз

Продолжительность курсовой лазерной терапии - до 10 - 12 процедур. В течение первой половины лечения сеансы выполняются ежедневно, затем - один раз в 2 - 3 дня.

Повторное курсовое лечение выполняется через 1,5 - 2 месяца (табл. № 2, рис. 1).

Таблица № 2

Зона облучения	Терминал	Частота, Гц	Мощность светодиодов, мВт (лазеров, Вт)	Насадка	Экспозиция, мин
ВЛОК	ДТ-ВЛОК	-	1,5 мВт	КИВЛ-01	20-30
НЛОК	КТ1	1500	30	№ 7	4

локтевых сосудов					
НЛОК брюшной аорты	ОТ2-3	1500	40	№ 7	4
Проекция почек	ОТ3-5	600-1500	50	№ 7/МН	4-12
Позвоночни к, область сегментарно й иннервации	МТ	150-300	40 (30-50)	БН	2-4
Область тимуса	МТ	150-300	40 (40-50)	БН	2-4

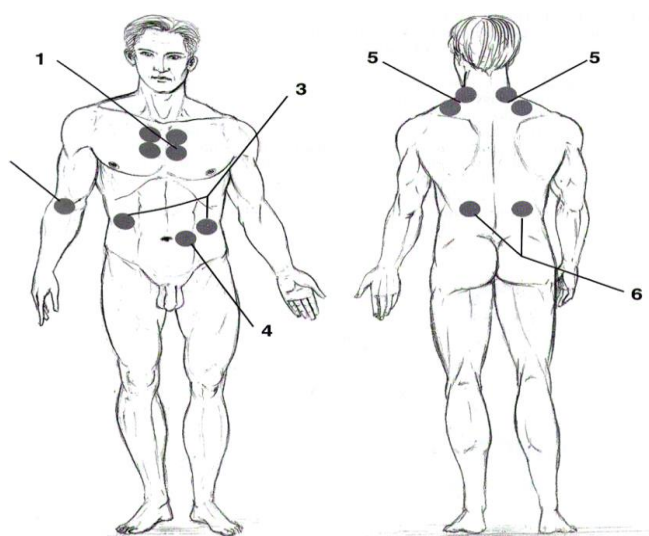


Рис. 1.

Зоны неспецифического воздействия при лечении АД. Условные обозначения: поз. «1» — проекция тимуса, поз. «2» - проекция локтевых сосудов, поз. «3», «6» — проекция почек, поз. «4» — проекция брюшной части аорты, поз. «5» — проекция верхушек легких (поля Кренига).

Результаты их обсуждение.

В период настоящего обследования все больные АД в динамике находились под наблюдением врача - гинеколога. Несмотря на выявленную зависимость течения АД от функционального состояния репродуктивной системы лишь у 12 (28,5%) женщин при клиническом обследовании была обнаружена дисфункция яичников. Для более объективной оценки функционального состояния гипофизарно-яичниковой системы при АД мы сочли необходимым отдельно проанализировать результаты содержания в крови гонадотропных и половых гормонов у 12 больных с клиническими проявлениями дисфункции яичников. В таблице 1-3 приведены результаты определения в плазме крови в обеих фазах менструального цикла ЛГ, ФСГ и эстрадиола у 30 женщин, страдающих

АД (I группа) и у 12 больных АД с клиническими проявлениями дисфункции яичников (II группа) в зависимости от периода заболевания.

1. Лютеинизирующий гормон гипофиза (ЛГ). У всех больных в период обострения заболевания концентрация лютеинизирующего гормона гипофиза в плазме крови была достоверно снижена как в фолликулиновой ($P<0,05$), так и в лютеиновой ($P<0,05$) фазе менструального цикла. Степень снижения уровня ЛГ в плазме крови в обеих фазах менструального цикла у всех больных АД была примерно одинаковой (таблица № 3).

Таблица № 3

Концентрация лютеинизирующего гормона гипофиза (мМЕ/мл) в плазме крови у больных АД ($M\pm m$)

Клиническая группа больных		Фаза менструального цикла			
		Фолликулиновая		Лютеиновая	
		Обострение	ремиссия	Обострение	ремиссия
I		$5,93\pm0,42$ $P<0,001$	$9,77\pm0,78$ $P<0,001$	$5,79\pm0,52$ $P<0,01$	$8,33\pm0,68$ $P<0,01$
II		$0,38\pm0,62$ $P<0,05$	$8,13\pm0,96$ $P<0,05$	$6,01\pm0,78$ $P<0,05$	$7,84\pm0,85$ $P<0,05$
Контрольная группа		$16,1\pm4,8$ $P_1<0,05$ $P_2<0,05$	$16,1\pm4,8$ $P_1>0,05$ $P_2>0,05$	$12,8\pm2,9$ $P_1<0,05$ $P_2<0,05$	$12,8\pm2,9$ $P_1>0,05$ $P_2>0,05$

Примечание: Р- достоверность различий между показателями периода обострения и ремиссии АД; P_1 - достоверность различий между показателями I группы больных и контрольной группой; P_2 - достоверность различий между показателями II группы больных и контрольной группой.

В период ремиссии уровень ЛГ повышался, достигая нижней границы нормы. При этом у больных I группы степень его повышения по отношению к данным в период обострения заболевания была достоверно выше в обеих фазах менструального цикла.

2. Фолликулостимулирующий гормон гипофиза (ФСГ).

Концентрация ФСГ в фолликулиновой фазе менструального цикла при обострении АД у всех больных достоверно не отличалось от нормы. В период ремиссии наблюдалось увеличение концентрации ФСГ ($P<0,05$) по отношению к периоду обострения, однако его количество не выходило за пределы нормальных значений. В лютеиновой фазе уровень ФСГ в период обострения АД достоверно превышал норму, а в период ремиссии его концентрация ещё более возрастала ($P<0,001$). При этом существенной разницы в содержании ФСГ у больных групп обнаружено не было (таблица № 4).

Таблица № 4

**Концентрация фолликулостимулирующего гормона (мМЕ/мл) в
плазме крови у больных АД (M±m)**

Клиническая группа больных	Фаза менструального цикла			
	Фолликулиновая		Лютеиновая	
	Обострение	ремиссия	Обострение	ремиссия
I	18,25±1,39 P<0,05	22,01±1,42 P<0,05	11,60±0,84 P>0,05	13,36±0,75 P>0,05
II	18,77±2,09 P>0,05	22,58±3,75 P<0,05	10,68±0,73 P>0,05	15,26±1,77 P>0,05
Контрольная группа	14,2±5,1 P ₁ >0,05 P ₂ >0,05	14,2±5,1 P ₁ >0,05 P ₂ >0,05	7,5±1,5 P ₁ <0,05 P ₂ <0,05	7,5±1,5 P ₁ <0,01 P ₂ <0,01

Примечание: P- достоверность различий между показателями периода обострения и ремиссии АД; P₁- достоверность различий между показателями I группы больных и контрольной группой; P₂- достоверность различий между показателями II группы больных и контрольной группой.

3. Эстрадиол. Содержание эстрадиола в плазме крови у всех больных АД было значительно снижена в обеих фазах менструального цикла. Наибольшая степень его снижения отмечалось при обострении заболевания. При этом наименьшее содержание эстрадиола - в фолликулиновой и лютеиновой фазах – наблюдалось у женщин с сопутствующей дисфункцией яичников.

В период ремиссии заболевания у всех больных недостоверно возрастала концентрация эстрадиола по сравнению с данными в период обострения (таблица № 5).

Таблица № 5

**Концентрация эстрадиола (пмоль/л) в плазме
крови у больных АД (M±m)**

Клиническая группа больных	Фаза менструального цикла			
	Фолликулиновая		Лютеиновая	
	Обострение	ремиссия	Обострение	ремиссия
I	0,12±0,01 P>0,05	0,17±0,01 P>0,05	0,28±0,04 P<0,05	0,36±0,03 P<0,05
II	0,09±0,01 P>0,05 P ₁₋₂ < 0,05	0,13±0,03 P>0,05 P ₁₋₂ >0,05	0,13±0,01 P>0,05 P ₁₋₂ <0,001	0,20±0,06 P>0,05 P ₁₋₂ <0,05
Контрольная группа	0,32±0,02 P ₁ <0,001 P ₂ <0,001	0,32±0,02 P ₁ <0,001 P ₂ <0,001	0,62±0,02 P ₁ <0,001 P ₂ <0,001	0,62±0,02 P ₁ <0,001 P ₂ <0,001

Примечание: P- достоверность различий между показателями периода обострения и ремиссии АД; P₁- достоверность различий между показателями I группы больных и контрольной группой; P₂- достоверность различий между показателями II группы больных и контрольной группой.

P_{1-2} – достоверность различий между показателями I – II групп больных.

Вывод. В результате проведенных исследований было выявлено, что у всех больных в период обострения АД фолликулиновая фаза менструального цикла характеризуется низким содержанием в крови ЛГ, эстрадиола, лютеиновая-низкой концентрацией ЛГ. В период ремиссии заболевания у всех больных в фолликулиновой фазе менструального цикла сохранялась выраженная гипоестрогения.

Полученные данные свидетельствуют о наличии у больных АД дисфункции гипотизарно-яичниковой системы, проявляющиеся недостаточностью фолликулярного аппарата яичников, а также лютеиновой их недостаточностью. В обеих фазах менструального цикла отмечена недостаточность регулярных механизмов стероидогенеза.

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МУҲАНДИСЛАРНИ КАСБИЙ ИННОВАЦИОН ФАОЛИЯТГА ТАЙЁРЛАШДА МУСТАҚИЛ ТАЪЛИМНИНГ ЎРНИ

Аннотация: Мақолада муҳандисларнинг касбий инновацион фаолиятга тайёрлашда фойдаланиладиган интерфаол усуллар, уларни ўқув жараёнида қўллаш бўйича таклифлар келтирилган. Шу билан бирга интерфаол методлардан таълим жараёнида фойдаланиш бўйича тавсиялар берилган.

Калит сўзлар: Муҳандис, интерфаол усуллар, Бумеранг методи, Домино методи, Кейс стади методи, компетентли ёндашув, инновацион фаолият, мустақил фикрлаш.

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THE ROLE OF INDEPENDENT EDUCATION IN THE PREPARATION OF ENGINEERS FOR PROFESSIONAL INNOVATIVE ACTIVITY

Abstract: The article presents interactive methods used in the preparation of engineers for professional innovative activities, suggestions for their application in the educational process. At the same time, recommendations are given on the use of interactive methods in the educational process.

Key words: Engineer, interactive methods, Boomerang method, Domino method, Case study method, competent approach, innovative activity, independent thinking.

Республикада таълим тизими ислоҳ қилинаётган ҳозирги шароитида техника олий таълим муассасаларида таълим жараёнида интегратив ёндашув асосида бўлажак муҳандисларнинг касбий - инновацион фаолиятга тайёргарлигини такомиллаштириш долзарб педагогик муаммолардан ҳисобланади. Ушбу муаммони ҳал этиш жамият ҳаётининг турли томонларини, унинг ижтимоий институтлари, жумладан, техника олий таълим муассасаларидаги ўқитиш тизимини ўзгартиришнинг самарали йўллари излашни тақозо этади [1].

Ҳозирги замон шароитида мустақил таълимнинг алоҳида аҳамияти шундаки, у ўқув фаолиятининг энг муҳим соҳасига айланиб, интегратив

ёндашув асосида бўлажак муҳандисларнинг касбий - инновацион фаолиятга тайёргарлиги сифатини оширишнинг устувор йўналишларини белгилаб беради [2].

Бинобарин, таълимнинг янги парадигмаси Болонья жараёнининг ташкил этувчиси сифатида бўлажак муҳандисларнинг касбий - инновацион фаолиятга тайёргарлигини такомиллаштиришга хизмат қилувчи мустақил таълим муҳитини яратишни назарда тутди. ЮНЕСКОнинг эътироф этишича, таълимнинг ҳозирги замон талабларига мувофиқлигини таъминлаш кечиктириб бўлмайдиган вазифалар қаторига киради [3].

Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегиясида “Ўзлуксиз таълим тизимини янада ривожлантириш, таълим хизматлари имкониятларини ошириш, меҳнат бозорининг замонавий эҳтиёжларига мувофиқ юқори малакали кадрлар тайёрлаш сиёсатини давом эттириш” устувор вазифа сифатида белгиланган [4]. Республикамиздаги фундаментал ижтимоий-иқтисодий ва сиёсий ўзгаришлар инсонда фаол ҳаётий позициясини шакллантириш заруратини келтириб чиқарди. Мамлакатимизда меҳнат бозорида рақобатбардош, фан, техника ва технологиядаги ўзгаришларга тезда мослаша оладиган, илмий билиш методларини пухта эгаллаган, олган билимларини нафақат мустақил жорий этишга, балки доимий равишда янгилаш, чуқурлаштириш ва бойитишга қодир компетентли муҳандислар, жумладан, муҳандисларга эҳтиёж тобора ортиб бормоқда. Айни даврда касб таълими тизими, шу жумладан олий таълим шароитида бўлажак муҳандисларни касбий тайёрлаш тизимини қайта кўриб чиқиш талаб этилмоқда.

Тадқиқотлар кўрсатадики, олий касбий таълим тизимида қатор педагогик муаммолар мавжуд бўлиб, улар жамиятнинг малакали муҳандисларга ортиб бораётган эҳтиёжини тўла даражада қондириш имконини бермайди. Олий таълим тизимида интегратив ёндашув асосида бўлажак мутахассисларни касбий тайёрлашдаги асосий етишмовчиликлар қаторига қуйидагиларни киритиш мумкин: мутахассисларни чекли-аниқ мутахассисликлар бўйича тайёргарликка йўналганлик; шахснинг потенциал имкониятларига боғлиқ равишда таълимнинг вариативлигини ҳисобга олмаслик: олий таълимгача ва олий таълимдан кейинги таълим интеграциясининг кучсизлиги; табиий илмий ва умумий муҳандислик фанларини ўрганишга мотивациянинг пастлиги. Ушбу камчиликларни бартараф этиш касбий таълимни модернизациялаш ва бўлажак муҳандиснинг асосий фаолиятининг назарий асосларини ташкил этувчи умумкасбий (шу жумладан, электротехник) тайёргарлик ва аниқ мутахассислик, касбни эгаллашга йўналтирилган махсус тайёргарликни энг мақбул даражада бирга қўшилиши учун имкон яратади [5], [12].

Касбий таълимнинг мақсади ўз фаолияти усуллари мустақил аниқлай оладиган ижодкор шахсни шакллантиришни кўзда тутди. Касб таълими ва касбий - инновацион фаолиятга тайёргарлик сифати таълим

олувчининг ўқув жараёнидаги фаоллиги ва мустақил таълим олиши билан узвий боғлиқ. Мустақил таълим жараёнида интегратив ёндашув асосида бўлажак муҳандисларнинг касбий - инновацион фаолиятга тайёргарлигини такомиллаштириш муаммоси олий таълим муассасалари олдида долзарб вазифа сифатида турибди. Ана шунга боғлиқ ҳолда, олий таълим жараёнида шахснинг ривожланишини бошқариш масаласи анча мураккаб тус олмоқдаки, интегратив ёндашув асосида бўлажак муҳандисларнинг касбий - инновацион фаолиятга тайёргарлиги сифатини баҳолашда билимларидан ташқари, яна қатор сифатлари, масалан, таълим олиш ва қарор қабул қилишдаги мустақиллиги, технологик дадиллиги, тезкорлик ва ностандарт хатти-ҳаракатлари муҳим ҳисобланади. Бундан ташқари, ҳозирги замон шароитида бўлажак муҳандислардан фаоллик, ташаббускорлик, тadbиркорлик, қўйилган мақсадга эришиш учун барча ҳаётий кучларни сафарбар эта билиш қобилияти ҳам талаб этилади. Юқорида санаб ўтилган сифатлар бўлажак муҳандисларда ўқитиш, мустақил таълим жараёнида ривожланади. Халқаро педагогик тажрибадан келиб чиқиб айтиш мумкинки, таълим ўқитиш тизимининг ажралмас таркибий қисмидир. Интегратив ёндашув асосида бўлажак муҳандисларнинг касбий - инновацион фаолиятга тайёргарлигини таълим жараёнида такомиллаштириш ўқув адабиётлари билан ишлаш, ахборот-коммуникация технологиялари воситаларидан фойдаланиб мустақил билим олиш, ўқув материалларини таҳлил қила олиш қобилиятларини ривожлантириш билан узвий боғлиқ [6], [20].

Психолого-педагогик адабиётларни таҳлил этиш кўрсатадики, педагогика назарияси ва амалиётида таълим жараёнида интегратив ёндашув асосида бўлажак муҳандисларнинг касбий - инновацион фаолиятга тайёргарлигини такомиллаштириш усуллари (ўрганиш предмети ҳақида материал тўплаш, олинган ахборотларни таҳлил ва талқин этиш, тажриба ўтказиш, эксперимент ва кузатишлар орқали мустақил билим олиш масалалари) қараб ўтилган [7], [15].

Таълим амалиётини ўрганиш ҳамда олий таълим муассасалари ўқитувчиларининг иш тажрибаларини ўрганиш асосида қуйидагилар ўртасидаги зиддиятларни қайд этиб ўтиш мумкин [8], [16]:

- жамиятнинг объектив эҳтиёжи ва ишлаб чиқаришнинг доимий ўзгарувчи шароитида мустақил, тез ва тўғри йўналиш ола билишга қодир бўлган муҳандисларни тайёрлашга устувор йўналганлик билан олий таълим муассасалари ининг бу эҳтиёжни тўлиқ қондира олмаслиги ўртасида;

- таълим жараёнида бўлажак муҳандисларнинг касбий - инновацион фаолиятга тайёргарлигини такомиллаштириш зарурати билан педагогика фанида ушбу муаммонинг етарлича ишлаб чиқилмаганлиги ўртасида;

- таълим жараёнида интегратив ёндашув асосида бўлажак муҳандисларнинг касбий - инновацион фаолиятга тайёргарлигини

такомиллаштириш имкониятлари ва унинг касб таълим муассасаларида етарлича жорий этилмаганлиги ўртасида.

Аниқланган зиддиятлар тадқиқотнинг долзарблигини ва унинг муаммосини белгилаб беради. Бу эса таълим жараёнида интегратив ёндашув асосида бўлажак муҳандисларнинг касбий - инновацион фаолиятга тайёргарлигини такомиллаштириш методини ишлаб чиқиш ва амалда жорий этишни тақозо этади.

Саноатлашган жамият ривожини муҳандисларни нафақат малака хусусиятлари, балки бутунлай янги компетентликларни эгаллашини ҳам кўзда тутди. Шунинг учун, охириги вақтларда олий таълим мазмунини компетентли ёндашув асосида модернизациялаш амалга оширилмоқда, унинг мақсади шахснинг касбий компетентлигини шакллантиришдан иборат [10].

Компетентли ёндашув фақулудда мураккаб вазифаларни ҳал қилиш учун фойдаланилади, у олий таълим сифатини баҳолаш ва кўпгина бошланғич параметрларга эга моделларни яратишни талаб қилиши билан боғлиқ.

Компетентли ёндашуви таълим жараёни технологиклигини назарда тутди. Таълим мақсадларига эришишнинг технологик усулида битирувчи “маҳсулот” сифатида намоён бўлади, унинг сифати таълим сифати билан аниқланади. Сифат мезонларини тизимлаштириш ва параметрлаш асосида ушбу ёндашув технологияларни малакали муҳандисларни тайёрлашга таъсирини баҳолаш имконини беради [11].

Таълимда компетентли ёндашув замонавий мутахассисни тайёрлашнинг мақсади ва вазифаларига мос келади. Бундай ёндашув олий таълим битирувчиси учун келажакда зарур бўлган шахснинг универсал (умуммаданий) ва махсус (малакавий) сифатларини талаб қилади.

Касбий маҳоратни шакллантириш жараёнида олий таълим ва олий таълимдан кейинги таълим босқичларини ажратиш мумкин. Олий таълим босқичида мутахассисларни касбий шаклланиши уларнинг билиш фаолияти ва касбий тайёргарлигини шаклланганлигини ривожлантириш орқали таъминланади. Олий таълимдан кейинги босқич мустақил касбий фаолият давомида, мутахассиснинг касбий маҳорати профессионализмнинг энг юқори даражасига кўтарилганлиги билан тавсифланади, олий таълим муассасасидаги жадал касбий тайёргарлик, билиш фаолияти бунинг учун асос бўлади.

Инновацион фаолиятга тайёрлик мотивлар, билим ва кўникмалар, ҳуқ-атвор нормалари билан мустаҳкамланган инсоннинг қадрият йўналишини акс эттиради, янги ғоялар ва уларни амалиётга тадбиқ этишга кўникувчанликни таъминлайди.

Шундан келиб чиқиб, бўлажак мутахассисларни инновацион фаолиятга тайёрлиги деганда биз шахснинг индивидуал-психологик хусусиятлари, инновация соҳасидаги ўзаро боғлиқ касбий ва махсус билим

ва кўникмаларнинг мажмуини тушунамиз, улар янгича усулда таълим олиш ва фаолият юритиш, ушбу фаолият турига мос аниқ компетентликларни кўзда тутди.

Бўлажак мутахассисларни инновацион фаолиятга тайёрлашда уларни мустақил ишлаш кўникмаларини ва амалий компетентлигини шакллантириш катта аҳамият касб этади.

Олий таълим тизимида бўлажак мутахассисларни инновацион фаолиятга тайёрлашда, асосий қилинадиган ишлардан бири, бу талабаларни мустақил изланиш ва ўрганишга ундашдир. Ўқитишнинг мустақил ўрганишга ундовчи усули жуда самарали бўлиб, бунда талабаларнит барча маълумотларни ўзлари мустақил тарзда ўқиб ўрганишлари талаб этилади, ўқитувчилар талабалар топшириқларни бажара олишлари учун мавзу бўйича кенг қамровли маърузалар ва маслаҳатлар бериб борадилар.

Бўлажак мутахассисларни инновацион фаолиятга тайёрлашнинг яна бир усули бу интерфаол методлардан фойдаланишдир. “Венн диаграммаси”, “Бумеранг”, “Кубик”, “Кейс-стади”, “БББ” ва бошқа шунга ўхшаш интерфаол методлар талабаларни ижодий қобилиятини ўстиришга, ўзаро ҳамкорликда ишлашга, мустақил фикрлашларини ривожланишига олиб келади.

Мисол учун, Домино методи - фикрий жараёнларни мос тушунчалар кетма – кетлигида тўғри тақдим этиб, бирор бир шаклни ҳосил қилишдир. Бу усул талабаларни ижодий ва ақлий қобилиятини ўстиришга, ўзаро ҳамкорликда ишлашга, нафосат тарбиясини ривожланишига олиб келади [19].

Бўлажак мутахассисларни инновацион фаолиятга тайёрлашда ўқув жараёнида фойдаланиш учун яна бир самарали усул сифатида “Кейс-стади” методини тавсия этиш мумкин. “Кейс-стади” методида очик ахборотлардан ёки аниқ воқеа-ҳодисадан вазият сифатида таҳлил учун фойдаланиш мумкин. Бунда ўқитувчи талабани вазиятни мавжуд маълумотлардан фойдаланган ҳолда самарали ечимларни топишга йўналтиради.

“Кейс-стади” методини қўллаш билан талабаларда мустақил ўрганиш ва фикрлаш кўникмасини ривожлантиради. Ушбу методни бирор фаннинг барча мавзулари учун қўллашнинг имкони бўлмайди, чунки ҳар бир мавзу бўйича бир нечта ечимга эга бўлган муаммони топиш ва бу муаммони ечиш учун талабаларда етарли билим бўлишини таъминлаш талаб этилади. Шунинг учун, “Кейс-стади” методини маъруза машғулотларида мавзу бўйича назарий билимлар берилгандан сўнг, амалий машғулотларда қўллаш мақсадга мувофиқ бўлади [13].

Худди шундай интерфаол методлардан яна бири бу “Бумеранг” методидир. Бунда бир машғулот давомида ўқув материални чуқур ва

яхлит ҳолатда ўрганиш, ижодий тушуниб етиш, эркин эгаллашга йўналтирилган.

«Бумеранг» методи танкидий фикрлаш ва мантиқни шакллантиришга имконият яратади ҳамда ғоя ва фикрларни ёзма ва оғзаки шаклларда баён қилиш кўникмаларини ривожлантиради. Мазкур метод тарбиявий характердаги қатор вазифаларни амалга ошириш имконини беради, яъни келажакда жамоа билан ишлаш маҳорати, муомилалик, ҳушфеъллик, ўзгалар фикрига ҳурмат, раҳбарлик сифатларини шакллантириш, ишга ижодий ёндашиш, ўз фаолиятини самарали бўлишига қизиқиш, ўзини ҳолис баҳолаш кабилар [14].

Бўлажак муҳандис-энергетикларнинг инновацион фаолиятга тайёрлашда мустақил ўрганишга ундовчи дарс ёки интерфаол методлар орқали олиб борилганда дарснинг самарадорлиги ортади, чунки бунда ҳар бир талаба ўзи мустақил равишда ишлашга мажбур бўлади ва шунга яраша тайёргарлик кўради ҳамда улар ўзларини ўзлари баҳолайдилар. Шунинг учун, дарс давомида бирорта талаба ҳам четда қолмайди, талабаларни ўзларига бўлган ишончи, фанга ва ўзлари танлаган касбга қизиқиши ортади, шу билан бирга талабаларнинг ўзлаштириш кўрсаткичлари сезиларли даражада ортади.

Талабанинг доимо ўз устида ишлаши, мустақил фикрлаши, олган билимларини амалда қўллаши – унинг ақлий фаолиятга эҳтиёжини ривожлантиради ва талабаларни вақтдан унумли фойдаланишга ўргатади. Бу билан бўлажак муҳандис-энергетикларнинг мустақил ўқув фаолиятларини, илмий тадқиқот ишларини ривожлантириш, шулар асосида олий таълим тизимида рақобатбардош мутахассислар тайёрлаш сифатини оширишга эришиш мумкин бўлади.

Олий таълим муассасаларидаги таълим жараёнида фойдаланиладиган кўникмалар, инсонпарварлик дунёқарашини шакллантиради. Танкидий муносабатда ностандарт мустақил фикрлашнинг ривожланиши анализ, синтез, ҳулосалар воситасида таълимда фаол, интерфаол технологиялар, мунозара тўғаракларини, ахборот вебинарлари, форумлар, видеоконференциялардан фойдаланилганда юзага келади. Ахборот манбалари (илмий кутубхона, интернет, электрон ўқув нашрлари) билан мустақил ишлаш кўникмаларини ривожлантириш мустақил фикрлашни шакллантиради ва талабаларнинг билиш фаолиятини ривожлантиради.

Талабаларнинг ижодий қобилиятларини ривожлантириш таълим жараёнида тизимли-мантикий схемалар, ментал йўл харитаси, модернизация бўйича ижодий лойиҳаларни яратиш ёки янгисини яратиш (синтетик кўникмалар) асосида амалга оширилади. Ушбу мезонлар ўқув-билиш, ижодкорлик, илмий-тадқиқот фаолияти натижаларини баҳолаш ва таҳлил қилиш асосида талабаларнинг рефлексивлигини ривожланишини

таъминлайди. Бу юқори даражадаги мақсадларга эришишда ўз-ўзини ривожлантириш, такомиллаштириш учун асос бўлади.

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ЗНАЧИМОСТЬ ИСКУССТВА В СОВРЕМЕННОМ БИЗНЕСЕ

Аннотация. В данной статье делается обзор о применении искусства как эффективного инструмента для создания узнаваемого бренда и развития продвижения в корпоративном мире. Искусство может представлять возможность для компаний помочь клиентам, посетителям и сотрудникам узнать и почувствовать саму организацию.

Ключевые слова: корпоративный имидж, субъекта PR, фирменный стиль, современное рабочее место.

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THE SIGNIFICANCE OF ART IN MODERN BUSINESS

Annotation. This article provides an overview of the use of art as an effective tool for creating a recognizable brand and developing promotion in the corporate world. Art can represent an opportunity for companies to help customers, visitors, and employees get to know and feel about the organization itself.

Key words: corporate image, PR subject, corporate identity, modern workplace.

Предприятия и организации все больше осознают влияние искусства на их успех и положение на рынке. Как показывает практика бизнеса сегодня на эффективность деятельности влияют множество факторов, среди которых можно выделить корпоративный имидж. Как известно корпоративный имидж (имидж организации) — это устойчивое представление общественности об отличительных или исключительных характеристиках организации, выделяющих ее из ряда подобных организаций, создаваемое целенаправленно для формирования оптимальной коммуникационной среды данной организации — субъекта PR. Повышение престижа бизнеса, повышение эффективности мероприятий по продвижению товара/услуги, повышение конкурентоспособности, так как в условиях равного товара конкуренция ведется на уровне имиджей фирм являются задачами корпоративного имиджа.

Одним из главных средств формирования имиджа является фирменный стиль. Важными являются визуальные средства — дизайнерские приемы формирования имиджа, включая создание упаковки, оформление витрин, офисов, выставок, разработку макетов. Современные организации используют различные средства для создания своей корпоративной идентичности, включая брэндинг, товарные знаки, логотипы, дизайн продукта, рекламу и связи с общественностью и даже способ оснащения штаб-квартиры (например, офисы Google). Все эти вещи способствуют сильной корпоративной идентичности. Организации тратят много времени на создание правильной корпоративной идентичности, чтобы сделать себя более привлекательными для клиентов, сотрудников, инвесторов и поставщиков. Фирменный стиль — это то, как организация представляет себя, и, как и у каждого человека, у каждой организации есть свой собственный стиль.

Сильный внешний вид влияет на то, как люди думают и относятся к вашей организации, и помогает вашему бизнесу сохранить свое место на рынке в долгосрочной перспективе. Ваша деловая идентичность должна передавать общее сообщение вашей компании и продвигать ваши бизнес-цели. Это можно сделать, включая следующие элементы:

- выявление индивидуальности бизнеса. Применение ценностей компании к визуальным элементам, которые будут использоваться для продвижения вашего бизнеса, дает вам возможность проявить свою индивидуальность. Фирменный стиль — это визуальное представление духа и индивидуальности вашего бренда. То, как вы представляете себя визуально, вызывает определенные чувства и позволяет вам установить связь с вашими клиентами, поставщиками, инвесторами, всеми людьми, которые вовлечены в ваш бизнес.

- подчеркивание последовательности. Четко определенный фирменный стиль означает, что ваше сообщение является связным и

последовательным во всех ваших маркетинговых материалах и каналах. Наличие целостного пакета брендинга, построенного вокруг фирменного стиля, делает ваш бизнес мгновенно узнаваемым.

-доверие клиента. Когда фирменный стиль хорошо продуман и является истинным отражением ценностей и целей организации, более вероятно, что люди установят подлинную связь, когда вступят в контакт с ним. Когда элементы индивидуальности и последовательности находят отклик у людей, можно укреплять их доверие и лояльность.

Мы обсудили корпоративный имидж как средство, с помощью которого бизнес может представить себя своим заинтересованным сторонам, как он воспринимает себя и как он передает свои ценности и индивидуальность в визуальном смысле.

Корпоративный имидж — это мощный инструмент идентификации, который действует во всех аспектах бизнеса. Визуальная идентичность бизнеса влияет на маркетинг, PR, отношения с клиентами, заинтересованными сторонами и инвесторами.

Искусство имеет далеко идущие воздействия внутри организации и играет важную роль не только в том, как воспринимается компания, но и в том, как чувствуют себя люди, которые работают в ней и вступают с ней в контакт.

Современное рабочее место может усилить фирменный стиль, а компания может внедрить свою идентичность в дизайн своего рабочего места. Искусство — это способ показать корпоративную культуру. При правильном выборе искусство на рабочем месте может выражать индивидуальность, ценности и культуру организации, но также имеет широкий спектр стратегических преимуществ.

При разработке решений для оформления интерьера компании должны учитывать психологические свойства цветов, которые могут влиять на поведение. Определенные цвета могут вызывать схожие эмоциональные и поведенческие реакции у людей. Исследования Колумбийского университета, например, показывают, что синий и зеленый цвета успокаивают и расслабляют сотрудников, что может положительно сказаться на производительности. Понятно, что визуально стимулирующее рабочее место — это гораздо больше, чем просто «украшение» пространства. Предприятия, создающие такую среду для своих сотрудников и клиентов, могут положительно повлиять на производительность, качество обслуживания клиентов и, в конечном счете, на успех в бизнесе.

Сектор розничной торговли, тем временем, выигрывает от более авантюрного подхода к цвету. Большинство цветов хорошо подходят для торговых помещений, за исключением синего или серого; цвета, которые вызывают осторожное отношение и могут помешать покупателям тратить деньги. По словам психолога по цвету Анджелы Райт, индустрия

гостеприимства должна выбирать решения для дизайна интерьера в теплых тонах: «Оранжевый — лучший цвет для продвижения индустрии гостеприимства — он вызывает чувство голода, он чувственный и самый веселый».

Итак, искусство — это возможность для компаний помочь клиентам, посетителям и сотрудникам узнать и почувствовать саму организацию.

Искусство на рабочем месте поощряет и способствует социальному взаимодействию, стимулирует эмоциональные реакции и способствует развитию личных отношений.

Искусство на рабочем месте влияет на то, как люди в окружающей среде относятся к себе и компании, в которой они работают.

Искусство открывает умы, расширяет горизонты, бросает вызов фиксированному мышлению и облегчает обучение.

Искусство повышает мотивацию и повышает продуктивность.

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ВВЕДЕНИЕ СИСТЕМЫ КРЕДИТНОГО МОДУЛЯ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ УЗБЕКИСТАНА

Аннотация. Первоначальная цель статьи заключалась в анализе внедрения кредитно - модульной системы в высших учебных заведениях Республики Узбекистан. Для этого были определены содержание и сущность кредитно – модульной системы, приоритеты, этапы организации учебного процесса в вузах республики. Согласно исследованию, внедрение системы кредитных модулей в нашей республике удобно и выгодно для студентов и преподавателей высших учебных заведений.

Ключевые слова: кредитно – модульная система, модуль, модульная технология обучения, кредит, внедрение, учебный процесс.

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INTRODUCTION OF A CREDIT MODULE SYSTEM IN HIGHER EDUCATIONAL INSTITUTIONS OF UZBEKISTAN

Abstract. The main purpose of the article is to analyze the implementation of the credit-modular system in higher educational institutions of the Republic of Uzbekistan. For this, the content and essence of the credit-modular system, priorities, stages of organizing the educational process in the universities of the republic were determined. According to the research, the introduction of a system of credit module in our republic is convenient and beneficial for students and teachers of higher educational institutions.

Keywords: credit - modular system, module, modular learning technology, credit, implementation, educational process.

Все мы знаем, что формирование знаний и науки напрямую связано с системой образования. Эффективность образовательной системы напрямую обеспечивается уровнем преподавателя, потребностями учащихся, содержанием учебной литературы, инфраструктурой, направленной на формирование самостоятельного образования. Поэтому подготовка передовых кадров, повышение их конкурентоспособности в соответствии с требованиями рынка труда, воспитание творчески мыслящих специалистов тесно связаны с образовательным процессом, налаженным в образовательных учреждениях. Поэтому принято решение о внедрении кредитно-модульной системы в вузах нашей республики.

Кредитно-модульная система, это-процесс организации обучения, представляет собой совокупность модульных технологий обучения и модель оценки на основе кредитного измерения. Проведение его в единое целое-процесс не только плодотворный, но и сложный системный [3, 476-480]. В кредитно-модульном принципе значение придается двум основным вопросам: обеспечению самостоятельной работы учащихся; оценке знаний учащихся на основе рейтинга.

Постановление Президента Республики Узбекистан от 8 октября 2019 года № ПФ-5847 «Об утверждении Концепции развития системы высшего образования Республики Узбекистан до 2030 года «и государственной программы по реализации стратегии действий по пяти приоритетным направлениям развития Республики Узбекистан на 2017-2021 годы» Год науки, просвещения и развития цифровой экономики» 2020 год. В целях обеспечения выполнения задач, определенных указами № ПФ-5953 от 2 марта, Кабинет министров принял постановление. В соответствии с ним с 2020/2021 учебного года в высших учебных заведениях республики введен порядок поэтапного перехода учебного процесса на кредитно-модульную систему [1].

В целях внедрения системы кредитных модулей в нашей республике принят закон, и Глава 4 этого закона касается планирования, мониторинга и обеспечения качества образования. Оно содержит следующие:

Учебный процесс включает комплекс учебно-контрольных мероприятий. Учебная деятельность предусматривает организацию всех

видов аудиторных занятий, практики и самостоятельной работы. Контрольные мероприятия предполагают усвоение обучающимися знаний по соответствующим предметам учебной программы и оценку их результатов.

Планирование учебного процесса состоит из следующих этапов:

- разработка типового учебного плана и каталога дисциплин на основе передового зарубежного образовательного опыта с учетом проводимых реформ в отраслях экономики республики, требований потребителей кадров и национальных ценностей, а также формирование каталога факультативных дисциплин, разработка типовых предметных программ по каталогу дисциплин с опорой на отечественную и зарубежную литературу нового поколения;

- разработка рабочей программы (Силлабуса) дисциплин;

- формирование индивидуальной траектории обучения каждого студента под контролем учебно-методического отдела (управления) и декана факультета с помощью группового тренера в соответствии с учебным планом и перечнем предметов по выбору;

- составление рабочих планов обучения;

- составление графика учебного процесса;

- составление расписания учебных занятий по академическим группам.

Продолжительность учебного года до 36 недель, из которых 30 недель отводится на академический период, 2 недели на зачисление по выбору предметов, 4 недели на аттестацию. Продолжительность учебного года может быть определена в особом порядке решением Совета высшего учебного заведения в соответствии с графиком учебного процесса.

В кредитно-модульной системе 1 кредит равен в среднем 25 — 30 академическим часам учебной нагрузки. То есть студенту необходимо освоить определенную учебную нагрузку, чтобы накопить соответствующие кредиты по определенному предмету. Учебная нагрузка делится на: в бакалавриате — 40 — 50% аудиторных часов, 50 — 60% аудиторных часов, в магистратуре — 30% — 40% аудиторных часов, 60-70% самостоятельных рабочих часов (за исключением квалификационной практики и выпускной квалификационной работы). Сумма кредита в часах и размер учебной нагрузки устанавливаются Советом высшего учебного заведения и прозрачно размещаются на веб-странице высшего учебного заведения [4].

В областях бакалавриата и магистратуры обычно указывается, что студент накапливает 30 кредитов за семестр и 60 кредитов за учебный год. Объем кредитов, которые студент должен освоить в течение семестра, включает обязательные и факультативные предметы, указанные в учебном плане. Студент при формировании своей индивидуальной образовательной траектории должен предусмотреть освоение предметов в объеме 30

кредитов за семестр, которые должны содержать обязательные предметы по типовому учебному плану.

Вышесказанное заключается в том, что кредитная модульная система заключается не только в проведении обучения на основе инновационных образовательных технологий, но и в обучении студента самостоятельно учиться, по-новому подходить к обучению, приобретать необходимые и глубокие теоретические знания, формировать практические навыки, исходя из спроса рынка труда.

Заключение. Учитывая приведенную выше информацию, можно сделать вывод: кредитная модульная система ориентирована на профессиональное развитие и зрелость студента. Он направлен на обеспечение того, чтобы ученый получал знания на протяжении всей своей жизни, а также на формирование человеческого капитала, способного соответствовать рынку труда и современным требованиям.

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СОВРЕМЕННЫЕ ТЕХНОЛОГИИ И МЕТОДЫ ОБУЧЕНИЯ ДЕТЕЙ

Аннотация: Поступление ребенка в ДОО обычно связано с необходимостью изменения сложившихся у него привычек, и привыкание к детскому саду осложнено тем, что с трудом меняются установившиеся стереотипы поведения. В первые дни у ребенка может портиться аппетит, нарушаться сон, ухудшаться настроение. Для того, чтобы облегчить период адаптации ребенка, следует в беседе с родителями педагогу заранее познакомиться с индивидуальными особенностями ребенка, его режимом в семье и др.

Ключевые слова и выражения: Эффективные методы и приемы, организационно-дидактическая система процесса повышения квалификации, интерактивные методы, методология дидактического исследования, системно-комплексная.

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MODERN TECHNOLOGIES AND METHODS OF TEACHING CHILDREN

Annotation: The admission of a child to a preschool educational institution is usually associated with the need to change his habits, and getting used to kindergarten is complicated by the fact that established stereotypes of behavior are difficult to change. In the first days, the child's appetite may deteriorate, sleep may be disturbed, and mood may worsen. In order to facilitate the period of adaptation of the child, in a conversation with the parents, the teacher should get acquainted in advance with the individual characteristics of the child, his regime in the family.

Key words and expressions: Advanced training, professional competence, effective methods and techniques, organizational and didactic system of the advanced training process, interactive methods, methodology of didactic research, system-integrated.

Поступление ребенка в ДОО обычно связано с необходимостью изменения сложившихся у него привычек, и привыкание к детскому саду осложнено тем, что с трудом меняются установившиеся стереотипы

поведения. В первые дни у ребенка может портиться аппетит, нарушаться сон, ухудшаться настроение. Для того, чтобы облегчить период адаптации ребенка, следует в беседе с родителями педагогу заранее познакомиться с индивидуальными особенностями ребенка, его режимом в семье и пр.

В первые дни пребывания в детском саду не следует резко менять режим жизни, к которому ребенок привык дома, способы кормления и пр. Даже если ребенок приобрел дома отрицательные привычки (сосать пустышку, засыпать при покачивании и т.п.), то не следует сразу от них отказываться. Первые дни можно предложить матери забирать ребенка раньше, а в наиболее трудных случаях привыкания ребенка к новым условиям разрешить проводить ей некоторое время в группе. Принимать новеньких детей нужно постепенно по 2-3 человека, с небольшими перерывами в 2-3 дня. Это дает возможность воспитателю лучше присмотреться к каждому ребенку, изучить его индивидуальные особенности и правильно использовать индивидуальный подход.

Классические методы обучения детей на занятии:

- ° Наглядный
- ° Словесный
- ° Практический (игровой).

Методы развивающего обучения:

1. Метод звуковых ассоциаций (часто используется при изучении иностранных языков, а так же при изучении чего-либо, обучении детей);

2. Метод моделирования.

модель - это знаки. Знак – это сокращенный и обобщенный вариант понятия. Открыл его Л. А. Венгер, применил в программе «Развитие». Младший возраст – цветные схемы, старший возраст – черно-белые схемы, подготовительная группа – без схем. Предложение - знак, слово – знак. Ребёнок должен научиться читать знаки.

3. Метод сравнительного анализа:

чем похожи и чем отличаются предметы или явления между собой. Чем младше ребёнок – тем больше учим видеть разницу, чем старше ребёнок – тем больше учим видеть схожести.

4. Метод проблемного изложения информации (Н. Н. Подьяков).

педагог создаёт проблему – дети решают её. Занятие следует начинать и заканчивать вопросом.

5. Метод системного анализа (используется в ТРИЗе):

объект рассматривается в системе и целостности, например: прошлое – настоящее – будущее (игра «Что сначала, что потом»).

6. Метод детского экспериментирования (Н. Н. Подьяков).

данный метод очень хорошо совмещается с методом проблемных ситуаций.

7. Метод проектирования:

проект может быть кратковременным или длительным. По сути это перспективное планирование (чаще блочное). В конце проекта обязательна презентация. Данный метод чаще всего используется в программе «Сообщество», а тем же в системе Селистена Френе.

8. Метод мозгового штурма: (Генрих Альтшулер). Яркий пример применения данного метода телепередача «Что? Где? Когда?».

9. Метод развивающей игры: позволяет решать сразу несколько задач.

10. Метод частично – поисковый: не из всего надо создавать проблему, частично можно дать готовые задания (например: культура, этикет, ПДД).

11. Исследовательский метод: здесь проблему ставит сам ребёнок, сам решает её, сам же делает выводы (это пик методов, используется редко и только в подготовительной группе, т. к. очень сложен для ребёнка в интеллектуальном плане).

12. Методы ТРИЗ:

- метод эмпатии – ребёнок встаёт на позицию другого (человека, объекта)

- метод системного анализа

- метод морфологического анализа

- метод моделирования маленькими человечками (МММЧ): используется для моделирования состояния веществ: газообразное, жидкое, твёрдое.

13. Метод фокальных объектов (от слова *фокус*): хорошо используется для обучения детей иностранному языку.

14. Дуальный метод (два): так же используется при обучении детей иностранному языку.

Типы занятий в детском саду по формам и организации.

Комплексное занятие – это классическое занятие: цель – научить, закрепить, дать возможность ребёнку проявить себя в том, что ему хорошо известно, т. е. в самостоятельной деятельности.

Комбинированное занятие – это когда материал для занятия берётся из разных разделов программы, используются разные виды деятельности с разными целями, например: игра – путешествие на какую-либо единую тему.

Интегрированное занятие – это два или три вида занятия, соединяющиеся в одно, но имеющие одну цель. Например: музыкальное + изо + литература или экология + изо или развитие речи + музыкальное или ФЭМП + иностранный язык и т. д. и т. п.

Тематическое занятие - это занятие, которое посвящено какой-либо одной теме, и вся деятельность на занятии подчинена данной теме. Например: тема «Ткани» или тема «Бумага» или это может быть сюжетное занятие.

Типы вопросов.

I. Вопросы в которых сталкиваются противоречия («Что может быть чёрным и белым одновременно?», «Что может быть большим и маленьким одновременно?» и т. п.) Используется для развития интеллекта.

II. Вопросы для нахождения сходства и различия

III. Вопросы на установления причинно-следственных и причинно-временных связей.

IV. Вопросы на сопоставление вариантов (выбор действия, способа действия, инструментов и т. д.)

V. Вопросы требующие доказательств

VI. Вопросы, которые требуют подтверждения или опровержение.

VII. Какие вопросы должны задавать дети как показатель нормального интеллектуального развития по возрастам:

2 – 3 года: Что это? Кто это? Где? Когда?

5 лет: Почему? Отчего?

6 лет: Зачем?

Слова, активизирующие развитие мышления детей.

Слова, активизирующие познание:

- Назовите...
- Расскажите...
- Перечислите...
- Опишите...
- Установите...
- Соотнесите...

Слова, активизирующие понимание:

- Расскажи, что ты чувствуешь...
- Покажи взаимосвязь...
- Объясни смысл...
- Покажи на деле...

Слова, активизирующие применение:

- Продемонстрируйте...
- Объясните...
- Используйте это...
- Сделайте так, как...
- Посмотрите как...

Слова, активизирующие анализ:

- Разложите...
- Поделите...
- Сгруппируйте...
- Классифицируйте...
- Объясните причину...
- Объясните по своему...

Слова, активизирующие синтез:

- Разработайте...
 - Придумайте...
 - Что произойдёт, если...
 - Где и как это можно использовать...
 - Как по другому можно использовать...
- Слова, активизирующие оценку деятельности:
- На что похоже...
 - Выберите...
 - Отберите...
 - Скажите что вам нравится...
 - Скажите как улучшить...

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ИБН СИНОНИНГ “РИСОЛА ФИ ХИФА АС-СИХХА” РИСОЛАСИДА ЖИСМОНИЙ БАРКАМОЛЛИК ҒОЯСИ

Аннотация: мазкур мақолада Ибн Синонинг “Рисола фи хифа ас-сиҳҳа” рисоласида ёритилган инсон саломатлиги, ёшларни ҳар томонлама баркамол ва етук қилиб тарбиялаш жараёнида жисмоний тарбиянинг аҳамияти ва ўрни ҳақидаги қарашлар мазмуни келтирилган.

Калит сўзлар: саломатлик, тарбия, жисмоний баркамоллик, муҳит, ҳаракат, фаолият, натижа.

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IBN SINO'S IDEA OF PHYSICAL PERFECTION IN «RISOLA FI HIFA AS-SIHHA»

Annotation: this article contains the content of Ibn Sina's views on human health, the importance and role of physical education in the process of raising young people to become well-rounded and mature, which were covered in the treatise "Risola fi khifa as-sihha".

Key words: health, education, physical fitness, environment, action, activity, result.

Ўзбекистон Республикасининг 11.03.2019 йилдаги ЎРҚ-528-сон “Фуқароларнинг репродуктив саломатлигини сақлаш тўғрисида”ги Қонунида: фуқароларнинг репродуктив саломатлиги инсоннинг жисмоний, ақлий ва ижтимоий жиҳатдан соғломлиги ҳолати бўлиб, бу ҳолат унинг бола туғилишига кодирлигини белгилайдиган репродуктив тизими, ушбу тизимнинг функциялари, ҳаётий жараёнлари билан боғлиқ бўлади дея таъкидланган. Шунингдек, соғлом авлодни вояга етказиш борасидаги чора – тадбирларни янада кучайтириш, соғлом болалар туғилиши ва уларни тарбиялаш билан боғлиқ масалалар юзасидан аҳоли ўртасида тушунтириш ва маслаҳат ишларини кучайтириш ҳақида дастурий вазифлар белгиланган.

Боланинг саломатлиги у яшайдиган муҳит шароитига чамбарчас боғлиқ эканлиги бугунги кунда ҳеч кимга сир эмас.

Бола саломатлигига таъсир этувчи омиллар ва унинг ҳам ақлий, ҳам жисмоний баркамоллиги тиб илмининг билимдони буюк **Ибн Синонинг “Рисола фи хифа ас-сиҳҳа”** асарида ҳам ўз аксини топган бўлиб унда саломатликнинг асосий гарови сифатида жисмоний баркамоллик қоидалари баён қилинган.

Ибн Синонинг жисмоний баркамоллик ҳақидаги қарашлари, ижтимоий таффакур ва амалиёт тарихидаги буюк мерос ҳисобланади. Касалликларни келиб-чиқиши, олдиниши олиш, даволашга доир маслаҳатлар, инсон саломатлиги ва жисмоний баркамоллигининг атроф-муҳитдаги омилларга боғликлиги ҳақидан фикрлар Абу Али Ибн Сино ижодига сингиб кетган.

Унинг таъкидлашига: инсон саломатлиги атрофимизни ўраб турган хавонинг таркибига боғлиқ, чунки ҳаво гавдамизни ва руҳимизнинг таркибига кирган тўрт асосий унсурнинг биридир. Ҳаво мўътадил ва соф бўлиб, унда руҳнинг мижозига тескари ёт бир моддалар аралашмаганида у соғлиқ учун яроқли бўлади, акс ҳолда эса касаллик манбасидир.

Фан ва техник тарақий этган ҳозирги замонда ҳавоси нафас олиш учун бутунлай яроқсиз ҳолатга келиб қолган жойлар ҳам мавжудлиги касалликларнинг янги турларини ривожланиб боришига сабаб бўлмоқда.

Ёшларни ҳар томонлама баркамол ва етук қилиб тарбиялашда барча экологик ва ижтимоий тадбирлар туркумига кирадиган жисмоний тарбиянинг ҳам аҳамияти катта.

Ибн Сино таълимотича боланинг саломатлиги кўп жихатдан ота-она соғлигига боғлиқ бўлиб, у ўсаётган ва ривожланаётган муҳит ҳам ўз таъсирини кўрсатади.

Бола организми майин, янги ниҳолдек эгилади, ўзгариб туради. Маълум шароитларда ёмон туғма хусусиятлар юзага чиқмай қолиши ва жиддий касалликлар манбаи бўлиши ҳам мумкин. Худди шу каби яхши куртаклар ё ривожланиши ва такомиллашини ёки сўниб, йўқ бўлиб кетиши мумкин.

Ибн Синонинг айтишича одам ёруғ дунёга чидамлилиқ, бардошлиқ “тайёр” мослашувчанлик механизмларнинг маълум жамғармаси билан келади. Буни сеҳргар сахий табиат ҳар бир бўлажак фарзандга ато этган тухфа, деб ҳисоблаш мумкин. Бироқ ана шу табиат инъомини сақлаш учун ундан билиб, оқиллик билан фойдаланиш керак.

Масалан, чақалоқда иссиқликни идора этадиган табиий механизмлар жуда такомилига етган бўлади. Совуқда жавобан организмда иссиқлик берилишининг тезда камайишига, исиб кетишга жавобан эса унинг ошишига имкон берадиган реакцияларнинг мурракаб занжири пайдо бўлади.

Агар нагрузка тобора ошириб борилса, механизмлартобора ишончлироқ, саркашлиқ қилмай ишлайдиган бўлиб бораверади. Мабодо бу ҳидаги машқ бўлмаса, уларнинг “созлиги” сезиларли даражада сусаяди.

Бошқача айтганда, агар бола чиниктирилса, у совуқ қотишга (фақат ундагина эмас!) анча чидамли бўлади, агар бола ўраб-чирмалса, салгина шамол тегишидан асраб-авайланса, шамоллаш касалликларига ва бошқа хасталикларга чидамлилиқ сусаяди.

Ибн Сино инсон камолотида жисмоний тарбиянинг муҳим аҳамиятини ҳам назарий, ҳам амалий жиҳатдан таҳлил этади. Мутафаккирнинг фикрича, инсоннинг камолга етишида жисмоний тарбиянинг таъсири ҳақида бир бутун, яхлит, таълимот ёритилмаган эди. Ибн Сино биринчи бўлиб жисмоний тарбиянинг илмий педагогик жиҳатдан бир бутун тизимини яратди.

Жисмоний машқлар, тўғри овқатланиш, уйқу, баданни тоза тутиш тартибига риоя этиш инсон соғлиғини сақлашда муҳим омиллардан эканлигини ҳам илмий ҳам амалий жиҳатдан асослади.

Болага ҳам ҳали у туғилмасдан туриб ғамхўрлик қилиш, гўдаклик давридан бошлаб тарбияни бошлаш зарурлигини таъкидлайди. Боланинг етук нсон бўлиб шаклланишида унга ғамхўрлик, поклик, масъулиятни ҳис этиш, дўстона муносабатлар туйғусини сингдириб бориш зарур, дейди олим.

Кўриниб турибдики, аллома наслнинг соғлиғи, жамият аъзоларининг соғлом турмуш тарзи жамиятнинг равон осуда ҳаёти, фаровон турмушини таъминлашга хизмат қилишини назарда тутиб, инсон саломатлигини сақлаш ҳамда тиклаш борасидаги ўз қимматли фикр ва қарашларини ўлмас ва бетакрор асарларида ифода этган.

Республикамызда қабул қилинган “Соғлиқни сақлаш тизимини ислоҳ қилиш” тўғрисидаги дастур, “Соғлом авлод” жамғармаси ва орденининг таъсис этилиши, “Она ва бола” марказларининг ташкил этилиши, “Ёшлар йили”, “Баркамол авлод йили”нинг эълон қилиниши Президентимиз ва Республика раҳбариятининг бу соҳага бўлган эътиборларининг нақадар катта эканлигини кўрсатади. Келажакда ҳам жисмонан, ҳам маънан соғлом авлодни вояга етказиш масаласида аждодларимизнинг қарашлари ва фаолияти маънавий асослардан бири бўлиб хизмат қилиши, шунингдек, улардан фойдаланиш ислохотларни янада самаралироқ бориши ва ўтказилишига ёрдам бериши шубҳасиздир.

Адабиётлар:

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РАЗВИТИЕ МЕЖБЮДЖЕТНЫХ ТРАНСФЕРТОВ В УСЛОВИЯХ РОССИЙСКОЙ МОДЕЛИ БЮДЖЕТНОГО ФЕДЕРАЛИЗМА

Аннотация: Настоящая статья раскрывает особенности бюджетного федерализма Российской Федерации, в том числе конкретно рассмотрена система межбюджетных трансфертов. Данная система позволяет выделять финансовую помощь субъектам государства. В статье определены проблемы, которые касаются межбюджетных трансфертов, поэтому предложены возможные пути решения таких проблем.

Ключевые слова: межбюджетный федерализм, субъекты, финансовая помощь, трансферты.

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DEVELOPMENT OF INTER-BUDGET TRANSFERS IN THE CONTEXT OF THE RUSSIAN MODEL OF FISCAL FEDERALISM

Annotation: This article is devoted to the implementation of budget reform in the Russian Federation, which leads to an increase. The conclusion is also made about the inefficiency of the system of inter-budget transfers and the directions of further development of the system of inter-budget transfers are proposed.

Keywords: transfers, fiscal federalism, inter-budgetary relations.

Как мы знаем, в 1998 году произошло немаловажное событие - кризис в сфере финансовой системы, в связи с чем у органов государственной власти возникла необходимость приостановить операции по перечислениям налоговых поступлений, что снова повлекло за собой проблемы не полной регулированности межгосударственных отношений в федерации. Особенно это отразилось в области межбюджетных связей. Назрели злободневные вопросы, касающиеся системы бюджетов всех уровней, разработки механизмов в сфере финансов, которые укрепляли бы государство.

Бюджетная система играет большую роль в случаях, когда ответственность за население страны, поддержание его жизни и развитие возлагаются на государственные и муниципальные органы. Данную систему можно назвать стабилизатором и укрепляющим фактором. Отношения между уровнями бюджетной системы по своей сути обеспечивают баланс территориальных единиц с целью достижения социальной справедливости, роста в сфере экономики и целостности государства.

Согласно статье 6 Бюджетного кодекса Российской Федерации межбюджетные трансферты представляют собой средства, которые предоставляются одним бюджетом бюджетной системы Российской Федерации другому бюджету бюджетной системы Российской Федерации¹⁵.

Межбюджетные трансферты также выполняют важные функции по укреплению единства государства и созданию баланса между уровнями бюджетной системы.

Наилучшее перераспределение и распределение финансовых средств, баланс интересов Российской Федерации и субъектов могут быть получены в случае создания на базе межбюджетных отношений целесообразной модели бюджетного федерализма¹⁶.

Главные показатели ее устойчивости состоят в достоверности отношений в сфере бюджетной системы, учета особенностей субъектов, а также устранение больших различий в их бюджетном положении.

¹⁵ "Бюджетный кодекс Российской Федерации" от 31.07.1998 N 145-ФЗ (ред. от 21.11.2022)

¹⁶ Васильев Ю.В., Кузнецов Н.Г., Пороло Е.В. Политика реформирования налоговой системы России: Монография /РГЭУ «РИНХ». Ростов -н/д, 2018. С.59

По мнению многих исследователей, в Российской Федерации постепенными шагами произошло формирование модели бюджетного федерализма, где особенно сочетаются принципы кооперации и конкуренции с административным контролем федерального центра. Однако, существует и противоположные точки зрения относительно бюджетного федерализма. Некоторые исследователи полагают, что в Российской Федерации существует унитарная бюджетная система.

Если изучать все аспекты, то субъекты находятся в состоянии конкурентноспособности за создание на их территории в наибольшей степени прибыльных предприятий, получение денежных средств из федерального бюджета и других государственных ресурсов. Также ключевые компетенции и денежные ресурсы находятся во владении федерального бюджета, устанавливающего единые нормативно-правовые акты, регулирующие наиболее важные вопросы. Кроме того, государство обеспечивает единство налоговой системы на всей территории Российской Федерации.

Все вместе это составляет присущие черты и признаки кооперативного федерализма немецкого государства. Но в отличие от модели Германии в Российской Федерации обеспечена эффективность регионального управления, как правило, посредством установления государством перед субъектами важных целей. После органы федеральной власти анализируют и оценивают работу субъектов РФ в сфере бюджетной системы.

Злободневная и актуальная проблема состоит в улучшении бюджетной системы на всех уровнях, объединяющей федеральный бюджет, бюджеты субъектов РФ, то есть, 89 регионов и местные бюджеты. Базовый принцип бюджетного федерализма означает, что каждый субъект РФ имеет свой бюджет и действует в границах закрепленных за ним бюджетных компетенций в точном соответствии с законодательством.

Нужно отметить две главные составляющие:

1. Все субъекты РФ являются равноправными в денежных отношениях с центром, однако формы таких взаимоотношений по согласованию могут быть различными.

2. Разграничение сфер деятельности и ответственности между центральной властью и субъектами Федерации.

3. Бюджет каждого уровня составляют самостоятельные источники финансирования, в свою очередь, органы власти имеют право по собственной инициативе принимать решения относительно направления расходования данных средств.

Однако нужно заметить, что на практике встречаются проблемы и взаимоотношения федерального бюджета, бюджетов субъектов и местных бюджетов крайне неустойчивые и расплывчатые. Возникают некоторые противоречия по поводу вопросов о расходовании средств на те или иные

цели. На сегодняшний момент бюджетная система является сложной и запутанной. Я думаю, что необходимо создать такие меры, которые позволят привести бюджетную систему РФ в соответствие.

Субъекты Российской Федерации поделены на два вида:

1. регионы-реципиенты.
2. регионы-доноры.

Необходимость такого деления состоит в том, что установить баланс между уровнями развития территорий страны, что объясняется необходимостью более или менее осуществить баланс между уровнями развития территорий.

Первый вид регионов не имеет ресурсов для обеспечения в полной мере своих бюджетополучателей, поэтому они получают из центра страны трансферты, которые определяются как безвозмездные дотации.

Так, в середине 1998 года трансферты охватывали от 3 до 16% дефицита бюджетов регионов, а в отдельных субъектах и до 8%. Вместе с этим они переводят в федеральный бюджет положенные по нормативам налоговые поступления, то есть, обязательные и безвозмездные платежи, принуждаемы силой государства. Такую ситуацию можно назвать встречным движением денежных средств¹⁷.

При встречном расчете отмечается, что некоторые из них получают намного больше, чем отдают. В 1995 году, по официальной статистике, было 64 региона-получателя федеральной помощи, в 1996 году - 78, в 1997 году - 81. То есть, можно заметить увеличение. Регионы-доноры отдают в доход государства обязательные платежи, удовлетворяют свои потребности и делятся с иными регионами долей собственных доходов¹⁸.

Например, в 2022 году дополнительно были включены 23 субъекта РФ, что на 10 больше, чем в прошлом 2021 году. Другие 62 субъекта РФ, таким образом, получают дотации на выравнивание бюджетной обеспеченности в 2022 году.

Иногда на практике вышеперечисленные виды регионов представляется трудно различить. Следует с вниманием принимать утверждения о том, что десять регионов РФ "содержат" все другие. Учитывая все финансовые потоки, из федерального бюджета в региональные и обратно в полной мере может оказаться, что федеральная помощь меньше, чем средства, которые направляются данным регионом в центр.

Важным элементом структуры межбюджетных отношений, базой построения бюджетного федерализма в некоторых государствах являются

¹⁷ Молчанов И.Н., Молчанова Н.П. Совершенствование межбюджетных отношений и пространственное развитие в 2021–2023 годах. Экономика. Налоги. Право. 2021;

¹⁸ Приказ Минфина России от 11.11.2021 N 493 (ред. от 14.12.2021) "Об утверждении перечней субъектов Российской Федерации в соответствии с положениями пункта 5 статьи 130 Бюджетного кодекса Российской Федерации"

межбюджетные трансферты или гранты. Первые делятся на целевые и нецелевые, условные и безусловные, фиксированные и пролонгируемые. Они выделяются с целью оказания финансовой помощи, в том числе софинансирования, на финансирование переданных расходных обязательств финанси и кредит.

В ходе бюджетного реформирования была определена система межбюджетных трансфертов, представляющих собой финансовую помощь и субвенции.

Финансовая помощь выделяется на:

- на необусловленную (нецелевую и безусловную) финансовую помощь, представляемую в Российской Федерации в качестве дотаций;
- на обусловленную (целевую и (или) условную) финансовую помощь, то есть в качестве субсидий.

Данные трансферты на федеральном уровне предоставлены из многих фондов. Каждый фонд имеет собственные особенности и преследует конкретные цели. Трансферты в границах каждого фонда имеют свою, специфичную методику предоставления, что, в первую очередь, присуще для субсидий.

В соответствии с бюджетной реформой, изменением целей и задач социально-экономического развития регионов происходило развитие межбюджетных трансфертов.

По мере прохождения реформ, в том числе на федеральном и региональном уровнях, на сегодняшний момент система все еще страдает отсутствием целесообразной налоговой автономии на субнациональном уровне. Доходы от налогов, которые распределяются в соответствии с источником их получения, система которых может изменяться только на федеральном уровне, по-прежнему являются самой крупной долей региональных поступлений¹⁹.

Также существуют недостатки в выборе налогов, распределяемых между центром и региональными бюджетами, а также в пропорции, в которой делятся распределенные налоговые доходы между субнациональными органами управления.

Системы распределения доходов между региональными и местными бюджетами продолжают существовать по методике “нормирования”, причем посредством непрозрачной системы трансферты пропорционально распределяются, ежегодно меняясь.

Данная методика создавала отрицательное влияние для мобилизации доходов, так как региональные органы власти по установившейся практике возмещают собственные расходы, отбирая любые дополнительные доходы, которые получены местными бюджетами.

¹⁹ Тхамадокова, И.Х. Разграничение расходных полномочий и доходных источников как основа формирования бюджетов субъектов Федерации // Финансы и кредит. - 2019. - № 25. - С.41-44.

Несмотря на существование централизованного национального налогового органа, большим недостатком налоговой службы являлась неспособность федерального агентства по сбору налогов производить эффективный контроль над региональными и местными службами.

В общем, можно отметить, что система внутренних государственных отношений, которая существует на данный момент, стимулирует у должностных лиц всех уровней неправильное отношение к процедуре сбора налогов. Кроме того, существует противостояние федеральному центру (на региональном уровне) и региональным властям (на местном уровне власти), а также не в полной мере эффективное и завышенное расходование бюджетных средств и претензии на необоснованные дотации.

Отсутствие прозрачности в случаях разделения, с одной стороны, доходов, а с другой — ответственности за расходы приводит к постоянному торгу между регионами и государственными властями, а также между местностями и регионами.

Федеральное правительство обязуется показать свою надежность, постепенно усиливая налоговую дисциплину с помощью банкротства крупных неплательщиков налогов и изъятия их активов и неуклонно следуя заранее установленным процедурам распределения трансфертов.

Особенность формирования российской системы межбюджетных трансфертов состоит, в первую очередь, в практическом отсутствии прямых бюджетных связей федерального с местными бюджетами (кроме открытых административно-территориальных образований и города Сочи).

Средства, которые выделяются из федерального бюджета, фактически на цели регулирования положения местных бюджетов, поступают для начала в бюджеты региональных органов власти, самостоятельно формирующих структуру межбюджетной поддержки на территориях субъекта.

Итак, федеральный центр по большей мере имеет рычагов регулирования и контроля за расходованием денежных средств органами власти субъекта.

Другой особенностью российской системы является специфика форм межбюджетной поддержки, которая во многом отличается от общепринятых в мировой практике.

Все виды безвозмездных перечислений можно поделить на дотации, субвенции и средства по взаимным расчетам и трансферты. Почти не представляется возможным определить, какие из них носят целевой характер, а какие — нецелевой характер.

Одной из основных причин противоречий между центром и субъектами федерации является огромный разрыв между потребностями

регионов в финансовой помощи и возможностями федерального бюджета по ее оказанию.

Также механизм трансфертов в его настоящем положении не может учитывать полный объем финансовых ресурсов субъекта, включающего не только средства местных бюджетов, но и потенциал экономики сферы производства, кредитной системы, фондового рынка и так далее.

Работа всех данных денежных ресурсов в результате определяет уровень совокупного среднедушевого дохода населения региона.

При настоящей системе трансфертов часто среднедушевой доход граждан в субъектах, которые получают трансферты, оказывается выше не только среднедушевого бюджетного дохода по России в целом, но и по тем регионам, где не получают трансфертов.

Не до конца имеют обоснование и закрепление расходные обязательства для каждого уровня бюджетной системы, не определена нормативно-правовая основа для их обоснования. Это также приостанавливает процесс более рационального разграничения доходов между уровнями бюджетной системы, что ведет к более большому количеству дотационных бюджетов²⁰.

Все вышесказанное не способно сократить дотационность бюджетов субъектов РФ, и, кроме того, уменьшить объем встречных финансовых потоков.

Таким образом, по мере развития и реформирования системы межбюджетных трансфертов в условиях создания в РФ модели бюджетного федерализма на настоящий момент в России есть большое число форм межбюджетных трансфертов, например, к таким относятся: дотации, субсидии, субвенции, которые предоставляются по различным методикам из пяти различных фондов. Есть также дотации, предоставляемые на поддержку мер по обеспечению баланса бюджетов субъектов Российской Федерации.

Помимо вышесказанного, акцизы могут перераспределяться между бюджетами субъектов Российской Федерации, что имеет характер безусловной финансовой помощи.

Нужно отметить, что структура межбюджетных отношений с годами становится все труднее, увеличивается число потоков финансов внутригосударственной бюджетной системы. Следующее эволюционирование и реформирование межбюджетных отношений в условиях развития бюджетного процесса следует рассматривать с точки зрения обеспечения непрерывного улучшения деятельности практически всех уровней власти по увеличению качества жизни граждан Российской Федерации. Для этой цели необходимо более совершенное развитие

²⁰ Ренгольд, О. В. Межбюджетные трансферты как инструмент государственного регулирования бюджетной системы Российской Федерации / О. В. Ренгольд. // Молодой ученый. — 2020. — № 19 (123). — С. 507-510

системы межбюджетных трансфертов, которое отвечает настоящим требованиям экономики России.

Главной задачей развития межбюджетных трансфертов в России является повышение независимости в работе субъектов РФ, но существующая на данный момент времени система распределения налоговых полномочий и межбюджетных трансфертов не способствует достижению заданной цели, что подтверждает гипотезу.

Но не маловажным остаётся поддержка субъектов РФ, расширение их доходной базы и обеспечение устойчивости их бюджетов, наряду с повышением прозрачности и предсказуемости планирования межбюджетных трансфертов, которые остаются приоритетом государственной политики в сфере межбюджетных отношений.

В заключение хотелось бы отметить, что в настоящий момент политика бюджетного федерализма имеет пробелы и проблемы в своей реализации. Некоторые ученые говорят о том, что по всем признакам в РФ установлена унитарная бюджетная политика.

Необходимо создать такую структуру, которая позволила бы сделать межбюджетные отношения в нашей стране более достоверными, чистыми и прозрачными. Кроме того, предлагается увеличить потенциал регионов субъектов Российской Федерации в сфере налоговых отношений, а также усилить ответственность за решения, которые принимаются субъектами государства.

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К ВОПРОСУ ОБ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ ШКОЛЬНИКОВ ПО РУССКОМУ ЯЗЫКУ

Аннотация. В данной статье разъясняется методика преподавания русского языка как неродного, проблема самостоятельной работы учащихся занимает особое место.

Ключевые слова. самостоятельная работа, понятия, результат, уровень развития, анализ, мотивационные, психологические процессы.

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TO THE QUESTION OF THE ORGANIZATION OF INDEPENDENT LEARNING ACTIVITIES OF SCHOOLCHILDREN IN THE RUSSIAN LANGUAGE

Annotation. In this article that is explained the methodology of teaching Russian as a non-native language, the problem of student's independent work who occupies a special place.

Key words. independent work, concepts, result, level of development, analyze, motivational, psychological processes.

Признается важность необходимости самостоятельной работы, однако, ученые еще не пришли к единому определению этого понятия.

По мнению психологов, для того чтобы учащиеся могли выполнять самостоятельную работу с наилучшим результатом у них должен быть интерес к ней: определенный уровень развития познавательных процессов (внимания, мышления, памяти, воображения); достаточный запас знаний.

Но чтобы работа была действительно самостоятельной, учащийся должен осознанно и рационально организовать се. Это значит, во-первых, понимать цель работы; во-вторых, уметь анализировать условия данной работы и выделять важные для достижения цели; в-третьих, определять последовательность действий; в четвертых, контролировать правильность своих действий, вносить исправления.

Практика показывает, что далеко не все учащиеся обладают нужной мерой самостоятельности, которая позволяет осознанно и рационально организовать свою работу, управлять ею. У многих учащихся нет

готовности к самостоятельной иноязычной речевой деятельности, включающей мотивационную, интеллектуальную, лингвистическую, коммуникативную готовность.

Мотивационная готовность определяется интересом того, насколько предлагаемые задания помогают учащимся решать конкретные задачи общения на русском языке.

Интеллектуальная готовность предполагает определенный уровень сформированности основных психологических процессов (памяти, внимания, мышления и т.д.). Они имеют различный характер у учащихся разных возрастных групп.

Для того, чтобы выполнить самостоятельную работу по русскому языку, учащимся нужен определенный запас лексико-грамматического материала, позволяющего им строить правильные предложения и тексты, - лингвистическая готовность.

Решающее значение для успешной самостоятельной работы при изучении русского языка имеет коммуникативная готовность, под которой понимается способность включаться в коммуникацию. Самостоятельная учебная деятельность сначала предполагает всестороннюю помощь преподавателя, а затем с развитием самостоятельности учащегося выполняется без прямого педагогического руководства.

Один из перспективных путей обучения навыкам самостоятельной работы - использование упражнений, развивающих самостоятельность учащихся. Система данных упражнений строится в соответствии с динамикой, нарастанием самостоятельности.

Копирующий вид самостоятельной работы предполагает выработку приемов анализа и группировки учебного материала, для чего используются упражнения, опирающиеся на текст. Подчеркните основные мысли текста. Отметьте аргументы. Подберите опорные слова из текста, к предложенному плану высказывания.

Воспроизводящий вид самостоятельной работы характеризуется широким использованием приемов языковой и смысловой трансформации, которые усваиваются в упражнениях. Передайте содержание текста с позиции людей, имеющих разную оценку описанных фактов. Дайте сокращенный (расширенный) вариант сообщения.

Творческий вид самостоятельной работы предполагает обучение приемам выражения собственных мыслей. Подтвердите (или опровергните) положения текста, связанные с темой. Подберите из других текстовых источников материал на аналогичную тему. Аргументируйте собственную точку зрения в дискуссии по теме.

Формирование навыков самостоятельной работы включает не только обучение приемам учебного труда, но и приемам самоконтроля. На начальной стадии обучения самоконтроль отсутствует и ошибки обычно исправляет преподаватель, сопровождая коррекцию объяснением. На

следующей стадии, когда отдельные компоненты самоконтроля отработаны, учащиеся самостоятельно корректируют свою деятельность при минимуме вмешательства преподавателя (указание на зону контроля с помощью вопроса). В дальнейшем, когда контроль сформирован, но недостаточно автоматизирован, сигналом для самоконтроля, коррекции учащимся служит интонация, мимика преподавателя.

Самостоятельная работа может проводиться аудиторно и внеаудиторно.

Самостоятельная аудиторная работа имеет свою специфику, которую во многом определяет непосредственное участие преподавателя в учебной деятельности учащегося.

На аудиторном занятии преподаватель обучает навыкам самостоятельной работы с языком, управляет речевой деятельностью учащихся, осуществляет прямой контроль над самостоятельной работой по ее процессу и результату. Самостоятельная внеаудиторная работа учащихся имеет свои особенности, отличающиеся от аудиторной работы. В отличие от самостоятельной аудиторной работы, где преобладает устное речевое сообщение, внеаудиторные занятия направлены на совершенствование речевых умений в чтении и письме.

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КАТЕГОРИЯ И АВТОРИЗАЦИЯ «ЭКСТРЕМИСТСКОГО ТЕКСТА» В ЛИНГВИСТИЧЕСКОЙ ЭКСПЕРТИЗЕ

Аннотация: В статье кратко описана проблема лингвистической экспертизы материалов экстремистского характера как социального явления и направления прикладной лингвистики, приведены основные понятия лингвистической экспертизы, экстремизма, словесного экстремизма, описаны некоторые подходы к определению объекта и предмета лингвистической экспертизы.

Ключевые слова: лингвистическая экспертиза как социальное явление, лингвистическая экспертиза как направление прикладной лингвистики, экстремизм, словесный экстремизм, объект лингвистической экспертизы, предмет лингвистической экспертизы, экстремистские материалы.

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CATEGORY AND AUTHORIZATION OF "EXTREMIST TEXT" IN LINGUISTIC EXPERTISE

Abstract: The article briefly describes the problem of linguistic expertise of materials of an extremist nature as a social phenomenon and the direction of applied linguistics, gives the basic concepts of linguistic expertise, extremism, verbal extremism, describes some approaches to defining the object and subject of linguistic expertise.

Key words: linguistic expertise as a social phenomenon, linguistic expertise as a branch of applied linguistics, extremism, verbal extremism, object of linguistic expertise, subject of linguistic expertise, extremist materials.

Противодействие экстремизму как явлению современной реальности развития гражданского общества является одним из важнейших направлений обеспечения безопасности и стабильности в мире. Экстремизм как социальное явление характеризуется тенденциями к

увеличению количества проявлений таких форм экстремистской деятельности, как возбуждение расовой, национальной или религиозной вражды, унижение национального достоинства человека; пропаганда исключительности, превосходства либо неполноценности граждан по признакам их отношения к религии, социальной, расовой, национальной или языковой принадлежности; публичные призывы к совершению указанных действий. Экстремизм - это не только межнациональные и межконфессиональные идеологические конфликты, но и массовые беспорядки, хулиганские действия и акты вандализма, совершаемые в силу идеологических, политических, расовых, национальных причин или религиозной ненависти либо вражды, в том числе и в отношении какой-либо социальной группы, а также пропаганда исключительности, превосходства либо неполноценности граждан в силу социальной, расовой, национальной, религиозной или языковой принадлежности.

О роли специальных лингвистических знаний в установлении фактов, имеющих значение судебных доказательств по делам, в которых усматриваются проявления словесного экстремизма, научная литература крайне разрозненна, неполна, методологически и методически противоречива. Многие специалисты, исследуя явление экстремизма, обращаются в основном к политическим, правовым, социально-экономическим факторам, хотя в лингво-культурологической и коммуникативной сфере также коренятся причины экстремистских проявлений. На практике лингвистические знания по делам, связанным со словесным экстремизмом, нередко используются как вторичные, часто в качестве дополнения к психологическим и социальным, политическим и юридическим областям знаний.

Потребность практики в объективном разрешении информационных и документационных споров положило начало исследований, тесно связанных с лингвистической экспертизой, рассматриваемая в трудах А.Н. Баранова, Ю.А. Бельчикова, Н.Д. Голева, М.В. Горбаневского, Т.В. Губаев, Е.С. Кара-Мурза, Ю.Н. Караулова, О.В. Кукушкиной, А.А. Поликарпова, Ю.А. Сафоновой, В.М. Шаклеина, К.И. Бринева, Е.И. Галяшиной. Объектами экспертиз данного вида являются единицы языка и речи, тексты, представленные на любом материальном носителе. Теоретическое обоснование лингвистической экспертизы в отечественной науке предложено в юрислингвистике Н.Д. Голевым (1999) и судебном речеведении Е.И. Галяшиной (2003), возникновение которых связывают с актуальностью применения правовой практики по речевым преступлениям [4].

Очевидна значимость других отраслей науки в таком сложном и тонком вопросе как межнациональные, межконфессиональные, межсоциальные отношения. Тем не менее, отмечает Е.И. Галяшина, только специальные знания филологической науки, лингвистики могут дать

возможность не только для первичной диагностики текста на предмет наличия в нем речевых деликтов, но и для их интерпретации, равно как и для установления авторства текстов экстремистской направленности. Именно судебная лингвистическая экспертиза как род экспертной деятельности призвана устанавливать все необходимые обстоятельства и факты, которые имеют значение доказательств для правовой квалификации тех или иных высказываний (текстовых материалов) в качестве экстремистских материалов [3].

Лингвистическая экспертиза (от лат. *ехрейш* - опытный) - исследование, предпринимаемое специалистами-языковедами с целью разрешения спорных вопросов и разногласий, связанных с интерпретацией (пониманием, толкованием) и атрибуцией (установлением той или иной принадлежности) текстов различного содержания. Учение о лингвистической экспертизе составляет раздел прикладной лингвистики, в котором формулируются теоретические основы лингвистической экспертизы и разрабатываются методы ее проведения [6]. Уточняющим представляется определение лингвистической экспертизы К.И. Бринева как процессуально регламентированного лингвистического исследования устного и / или письменного текста, завершающееся дачей заключения по вопросам, разрешение которых требует специальных познаний в языкознании и судебном речеведении [2].

В Большом толковом словаре «экстремизм» – это применение насилия к части общества для решения существующих в обществе проблем, а также

идеологически мотивированные высказывания, пропагандирующие или оправдывающие социальное насилие, призывающие к агрессивным действиям против какой-либо части общества [1]. В Толковом словаре русского языка С.И. Ожегова, Н.Ю. Шведовой понятие «экстремизм» определяется как приверженность к крайним взглядам и мерам, где приверженность означает преданность кому-либо или чему-либо [7].

Согласно Федерального закона от 25 июля 2002 г. № 114-ФЗ «О противодействии экстремистской деятельности» (с изменениями и дополнениями) экстремистскими должны признаваться материалы, предназначенные для обнародования документы либо информация на иных носителях, призывающие к осуществлению экстремистской деятельности либо обосновывающие или оправдывающие необходимость осуществления такой деятельности, в том числе труды руководителей национал-социалистской рабочей партии Германии, фашистской партии Италии, публикации, обосновывающие или оправдывающие национальное и (или) расовое превосходство либо оправдывающие практику совершения военных или иных преступлений, направленных на полное или частичное уничтожение какой-либо этнической, социальной, расовой, национальной или религиозной группы.

На практике это означает, что достаточно, чтобы в материалах имелось хоть какое-нибудь обоснование (то есть подкрепление фактами, серьезными убедительными доводами) расового и (или) национального превосходства, а также оправдание (то есть признание правильным, допустимым) такого превосходства или практики совершения любых преступлений, направленных на полное или частичное уничтожение какой-либо этнической, социальной, расовой, национальной или религиозной группы, чтобы они были квалифицированы в качестве экстремистских материалов.

Словесный экстремизм можно определить как целенаправленный акт публичной передачи сообщений в форме устных или письменных речевых высказываний, которые:

- призывают или подстрекают к осуществлению, иницируют, провоцируют или руководят противоправными действиями экстремистского толка;
- оправдывают или обосновывают их;
- пропагандируют нацистскую или сходную с ней до степени смешения символику и атрибутику;
- направлены на возбуждение национальной, расовой или религиозной вражды либо ненависти, включая передачу информации языковыми средствами в публичных выступлениях, печатных изданиях, средствах массовой информации (радио, телевидение) [5].

К материалам экстремистского характера также можно отнести тексты предвыборной агитации, анонимные тексты, содержащими угрозы, черных списков «врагов народа», публикация списков ученых и правозащитников, обвиняющихся в шпионаже, тексты призывов, комментарии, публичные выступления и другие тексты, зафиксированных в печатных, видео и аудиовизуальных и иных материалах. В сети Интернет и веб-сайтах все чаще используются самые завуалированные способы действий экстремистского характера, что в значительной степени затрудняет установление их истинной смысловой направленности и восприятия без оценки специалистов, профессионально владеющих знаниями в области социальной психологии, лингвистики и других смежных областей.

Объектом лингвистической экспертизы являются речевые произведения в форме письменного текста или устного высказывания, зафиксированные на любом материальном носителе. Предметом судебной лингвистической экспертизы являются факты и обстоятельства, устанавливаемые на основе исследования закономерностей существования и функционирования в устной и письменной речи естественного или искусственного языка. Специфика судебной лингвистической экспертизы, отмечает Е.Р. Россинская, заключается в том, что результаты лингвистического анализа содержательно-смысловой и формальной

стороны речевого произведения служат источником доказательств наличия или отсутствия состава, то есть признаков объективной стороны, преступления [8].

Бринев К.И. выделяет в качестве объекта экспертного исследования речевое произведение, которое имело место в конкретном месте, в конкретное время, в конкретной обстановке, и источник информации об этом речевом произведении, который не равен этому речевому произведению. Предметом экспертизы является какой-либо языко-речевой уровень (= срез) исследуемого объекта. Так, отмечает автор, при исследовании текста на предмет наличия угрозы исследуется именно интенционально-жанровый срез речевого произведения. При решении экспертных задач лингвист-эксперт сталкивается с двумя типами предметов, которые соответствуют двум формам речевого поведения - говорению и восприятию, таким образом, предметом исследования при проведении экспертных исследований, с одной стороны, является речевое поведение говорящего, а с другой - содержание речевого произведения в том смысле, в каком в любое речевое произведение может служить источником реакций того, кто воспринимает это произведение, когда последний декодирует это произведение [2].

Чтобы задействовать весь потенциал прикладной лингвистической науки, необходимо четко установить пределы компетенции эксперта-лингвиста, разграничить вопросы правовой квалификации речевого (словесного) деликта от вопросов, требующих применения специальных знаний, четко определить предмет, цели и задачи лингвистической экспертизы по данным категориям дел, сформулировать вопросы, которые могут быть поставлены на разрешение лингвистической экспертизы, обозначить перечень типовых экспертных ситуаций, возникающих при анализе текстов массовой коммуникации, сопряженных с межнациональными, межконфессиональными и социальными конфликтами.

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ПРОБЛЕМЫ ПРЕЖДЕВРЕМЕННЫХ РОДОВ В СОВРЕМЕННОМ АКУШЕРСТВЕ

Резюме: В статье представлены данные литературы и собственные исследования по актуальной проблеме современного перинатального акушерства – преждевременным родам: частота, причины, диагностика, профилактика и лечение.

Ключевые слова: преждевременные роды, этиология, диагностика, лечение.

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PROBLEMS OF PREMATURE BIRTH IN MODERN OBSTETRICS

Resume: The article presents literature data and own research on the actual problem of modern perinatal obstetrics - premature birth: frequency, causes, diagnosis, prevention and treatment.

Keywords: premature birth, etiology, diagnosis, treatment.

Актуальность. Преждевременными называют роды, наступившие в сроки беременности от 22 до 36 недель и 6 дней, начиная с первого дня последней нормальной менструации при регулярном менструальном цикле, при этом масса тела плода составляет от 500 до 2500 г[2,6].

Частота преждевременных родов в мире составляет 5-10%. На долю недоношенных детей приходится 60-70% случаев ранней неонатальной смертности[5,8]. Изучения преждевременных родов обусловлена высокой смертностью и заболеваемостью недоношенных младенцев, которая наблюдается в 8 – 13 раз чаще чем при своевременных родах, а также потребностью в огромных ресурсах системы здравоохранения на выхаживание и реабилитацию данного контингента детей[1,4]. Таким образом проблема преждевременных родов является одной из наиболее актуальных в современном акушерстве, требующая многостороннего изучения и комплексного подхода к ее решению[3,8]. При этом особое внимание должно уделяться перинатальным исходам как основополагающему критерию оценки эффективности пролонгирования беременности и тактики ведения родов недоношенным плодом[5].

Цель исследования:

1. Определить факторы риска преждевременных родов.
2. Выявить особенности течения преждевременных родов и послеродового периода;
3. Провести анализ перинатальных исходов при преждевременных родах в зависимости от срока гестации и метода родоразрешения;
4. Оценить последствия ПР у новорожденных.

Материал и методы. Для выполнения поставленных в работе задач проведен ретроспективный анализ 50 историй родов при сроках гестации 24-37 недель и 50 историй развития новорожденных за 2019 г

Результаты и обсуждение. Наиболее часто встречаются ПР в возрасте 28- 34 лет (27%). Из факторов риска на первое место выступают ВЗОМТ- 49%., артериальная гипертензия - 37%. Наиболее грозным осложнением беременности является ФПН-36% и кровотечение в послеродовом периоде, выявленное у 30% беременных. ПР в 40 % случаях начинаются с ПИОВ.

Сравнительный анализ тактики ведения ПР при ПИОВ на разных сроках гестации показал, что преимущества выжидательной тактики, над активной в 22-27 недели гестации на момент рождения, заключались в отсутствии у детей ВЖК IV степени (0%) и меньшей частотой возникновения СДР тяжелой степени (18%), следовательно у 89% новорожденных из группы с активной тактикой, требовалось проведение искусственной вентиляции легких (ИВЛ), в то время как при выжидательной тактике ИВЛ проводилась только 39% новорожденным. Таким образом при активной тактике ведения летальность составила 40%, а при выжидательной - 2%.

В 28-30 недели гестации, у новорожденных из групп как с активной, так и с выжидательной тактикой ВЖК IV степени отсутствовали. детей с активной тактикой ВЖК III степени диагностировано у 25 %, при выжидательной поражения ЦНС у новорожденных не было. При активной тактике СДР тяжелой степени был диагностирован у 22% детей, при выжидательной — у 17 %, необходимость в оксигенации при активном ведении -35%, а при выжидательном-25%, летальность составила -17% только у групп детей с активной тактикой ведения.

В сроки гестации 31-33 недель анализ показал, что при активной тактике ВЖК II степени было диагностировано у 14% детей, а СДР средней тяжести 20%, в то время как при выжидательной тактике ВЖК II степени вовсе отсутствовало, а СДР средней тяжести составило 12%, ИВЛ при активной тактике- 25%, а при выжидательной -10%, летальность 10% при активной тактике.

После 34 недель ВЖК I-II ст 10% при активной тактике, 7% при выжидательной. РДС средней тяжести диагностировано при активной тактике у 5%, при выжидательной -4%, в то время как необходимость в

оксигенации при выжидательной тактике составило 13%, что превышает таковую над активной (10%), летальность на долю детей с активной группы составила 2%, а в группе с выжидательной тактикой 4%.

Оценка перинатальных исходов показала, что наиболее частым последствием ПР у недоношенных детей является гипоксическое поражение ЦНС диагностируемо у 34% новорожденных, ретинопатия у 24%, так же выявлено наличие внутриутробной инфекции у 15%, (пневмонии у 10% детей), РДС у 12 %, открытый артериальный проток - 3%, асфиксия - 2%.

Выводы. В ходе проведенного исследования было установлено, что наиболее часто ПР возникают в возрасте беременной от 28 до 34 лет, так же было выявлено, что ведущими факторами риска ПР являются: ВЗОМТ, наличие артериальной гипертензии; среди особенностей наиболее часто встречается ПИОВ, ФПН и кровотечение в послеродовом периоде.

На основании проведенного ретроспективного анализа историй родов и историй развития новорожденных сделано заключение, позволяющее отнести выжидательную тактику ведения при ПИОВ к наиболее эффективной в сроки гестации до 34 недель, обусловленную отсутствием ВЖК IV степени и снижению частоты возникновения СДР у недоношенных детей.

Так же оценивая перинатальные исходы было установлено, что наиболее частым осложнением среди новорожденных является гипоксическое поражение ЦНС и ретинопатия. Таким образом, раннее выявление основных факторов риска на этапе предгравидарной подготовки и во время беременности, а так же выбор правильной тактики ведения ПР на разных сроках гестации, может снизить частоту возникновения как самих ПР, так и осложнений со стороны плода.

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БЕЗОПАСНОСТЬ ТРАНСПОРТНОГО ПРОЦЕССА И УСЛОВИЯ ЭКСПЛУАТАЦИИ ГРУЗОВЫХ АВТОМОБИЛЕЙ

Аннотация: Безопасность меры безопасности при перевозке грузов являются важным условием успешной транспортировки. Несоблюдение особых требований может привести к повреждению груза, транспортного средства и травмам персонала. В связи с этим учет всех факторов, определяющих безопасность транспортного процесса, остается одной из главных задач при планировании и организации перевозки грузов автомобильным транспортом. В статье представлено исследование основных факторов, влияющих на безопасность полетов.

Ключевые слова: безопасность, транспортный процесс, груз, грузовой автомобиль, условия эксплуатации.

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SAFETY OF THE TRANSPORT PROCESS AND OPERATING CONDITIONS OF TRUCKS

Abstract: Safety measures during cargo transportation are an important condition for successful transportation. Failure to comply with special requirements may result in damage to cargo, vehicle and personal injury. In this regard, taking into account all the factors that determine the safety of the transport process remains one of the main tasks when planning and organizing the transportation of goods by road. The article presents a study of the main factors affecting flight safety.

Keywords: safety, transport process, cargo, truck, operating conditions.

Введение. Перевозка грузов – это не только их доставка по определенному маршруту в соответствии с договором, но и выполнение ряда организационных и технических требований, выполнение которых должно обеспечить надежность и безопасность транспортного процесса.

Организация перевозок грузов и обеспечение безопасности на автомобильном транспорте регулируются нормативными правовыми актами. Вот ряд документов. Республиканский закон "Хартия автомобильного транспорта и городского наземного электрического транспорта" регулирует отношения между участниками транспортного процесса и формирует правовые условия и механизмы, защищающие интересы потребителей транспортных услуг, повышающие качество и безопасность перевозок грузов автомобильным транспортом.

Постановление Правительства Республики Узбекистан "Об утверждении Правил перевозки грузов автомобильным транспортом" определяет порядок организации перевозки, начиная с момента заключения договора, определения веса груза и заканчивая правилами составления актов и претензий в случае о нарушении условий контракта.

Требования к обеспечению безопасности перевозок грузов автомобильным транспортом определены Приказом Министерства транспорта Республики Узбекистан "Об утверждении Правил обеспечения безопасности перевозок пассажиров и грузов автомобильным и городским наземным электрическим транспортом", которые разработаны в соответствии со статьей 20 Закона Республики Узбекистан "О дорожном транспорте". Республиканский закон "О безопасности дорожного движения".

Для того чтобы осуществлять безопасную транспортировку грузов, важно:

- убедиться, что транспортные средства, используемые в эксплуатации, соответствуют требованиям законодательства Республики Узбекистан о техническом регулировании;
- убедиться, что транспортные средства соответствуют типу груза;
- обеспечить безопасные условия, связанные с выполнением погрузочно-разгрузочных работ и транспортировкой груза;
- предоставить водителю полную и достоверную информацию о предстоящей перевозке.

Грузовой автомобиль (автопоезд) должен быть допущен к эксплуатации в установленном порядке, быть полностью исправным, т.е. запрещается выпускать на линию транспортные средства, не прошедшие предрейсовый контроль технического состояния. Информация о предрейсовом контроле технического состояния транспортных средств обязательно заносится в путевые листы.

Безопасность грузового автомобиля (автопоезда) следует рассматривать как одно из важнейших эксплуатационных качеств подвижного состава, поскольку от него напрямую зависит жизнь и здоровье людей, сохранность транспортных средств, груза и других материальных ценностей [1].

Основными показателями безопасности грузовых автомобилей являются:

- устойчивость грузовика. Обеспечивает движение транспортного средства без бокового скольжения, опрокидывания или отклонения от желаемого направления;
- тормозные свойства грузовика;
- обзорность, т.е. пространство, хорошо видимое с места водителя;
- система сигнализации. Это определяется эффективностью сигнального оборудования (указатели поворота, стоп-сигналы, габаритные огни, звуковой сигнал, сигнал заднего хода).

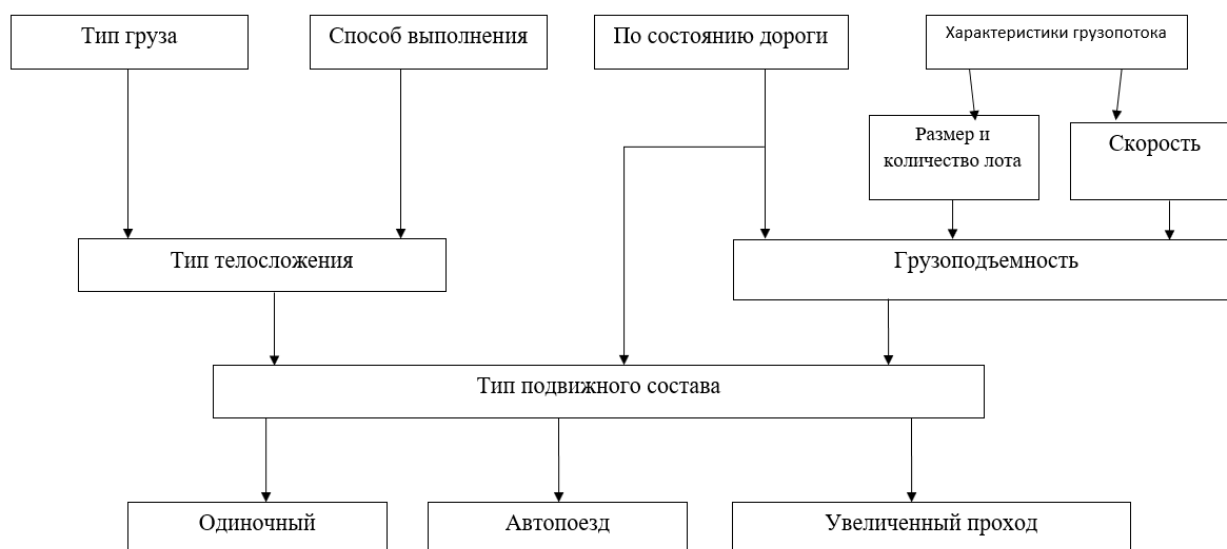
Грузовой автомобиль (автопоезд) должен соответствовать параметрам перевозимого груза. Поэтому при организации грузоперевозок крайне важно выбрать подвижной состав (ПС), использование которого обеспечило бы максимальную эффективность и безопасность перевозок. На выбор ПС влияют условия эксплуатации, в которых будет перевозиться груз. Условия эксплуатации ПС включают [1]:

- транспорт (тип груза, свойства груза, объем перевозки, расстояние перевозки, тип маршрута, погрузочно-разгрузочные операции (PRR), режимы работы автомобиля);
- дорожные условия (прочность дорожного покрытия, рельеф местности, профиль дороги, ровность дорожного покрытия, интенсивность движения, устойчивость дорожного полотна);

- природно-климатические условия (климатические зоны, температура и влажность воздуха, туман, метель, видимость и т.д.).

На практике при выборе типа PS приходится учитывать значительное количество различных технических требований и ограничений [2]. На рисунке 1 показана диаграмма влияния внешних факторов на выбор ПС для перевозки грузов.

Рис. 1. Схема влияния внешних факторов на выбор подвижного состава для перевозки грузов



Для обеспечения безопасности важно выполнить ряд требований по загрузке и выгрузке во время выполнения:

- при погрузке груза требуется, чтобы максимальная масса грузовика (сочлененного грузового автомобиля) и осевая нагрузка не превышали предельных значений, указанных в паспорте транспортного средства;

- при размещении груза на грузовой платформе или в кузове автомобиля (автопоезда) должны соблюдаться значения весовых и габаритных параметров, значения которых установлены Правилами перевозки грузов автомобильным транспортом. Также должны быть предусмотрены условия для равномерного распределения массы груза по всей площади платформы или кузова, способы крепления и сокрытия груза.

Безопасность транспортировки также зависит от того, как груз подготовлен к транспортировке [2]. Например, при перевозке контейнерных грузов грузоотправитель должен соответствовать следующим требованиям:

- представить груз в транспортном контейнере, соответствующем требованиям стандартов;

- товары, принятые к перевозке в контейнерах, должны иметь транспортную маркировку. Правила маркировки определены ГОСТ 14192-

96 "Маркировка товаров". Маркировка включает в себя манипулятивные знаки, основные, дополнительные и информационные надписи. Знаки манипулирования должны соответствовать ГОСТ Р 51474-99 "Упаковка. Маркировка, указывающая способ обращения с товаром." Чтобы обеспечить безопасность при выполнении PRR, важно обращать внимание на знаки манипуляций, примеры которых показаны на рис. 2;

- размещение и крепление товаров, производить по схеме, применяемой к конкретному типу (модели) транспортного средства, с учетом технических условий перевозки продукции. Схема включает графическое изображение размещения груза на грузовой платформе или в кузове автомобиля (автопоезда) и графическое изображение точек крепления груза с указанием типов средств крепления груза и их рабочей нагрузки.

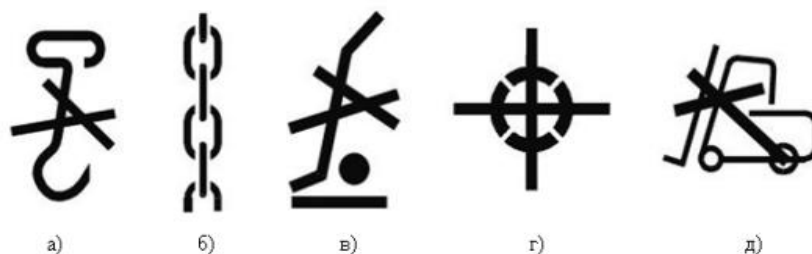


Рис. 2. Примеры знаков, указывающих на обработку груза и безопасность погрузочно-разгрузочных работ: а) не брать крюки; б) место крепления стропы; в) здесь запрещено поднимать тележку; г) центр тяжести; д) не используйте вилочные погрузчики

Важным требованием для безопасной перевозки является проведение предполетного инструктажа водителей. Брифинг должен включать следующую информацию:

- протяженность маршрута, дорожные условия, наличие опасных участков и мест концентрации дорожно-транспортных происшествий, особенности организации дорожного движения;
- конечные, промежуточные пункты маршрута, места отдыха, приема пищи, смены водителей (при необходимости), стоянки транспортных средств;
- расположение пунктов медицинской и технической помощи, постов дорожной полиции на маршруте;
- условия работы водителя при увеличении интенсивности дорожного движения и пешеходных потоков;
- меры предосторожности при преодолении длительных спусков и подъемов.

Условия эксплуатации дорог оказывают существенное влияние как на показатели транспортного процесса, так и на безопасность транспортных средств при выполнении грузоперевозок. Поэтому при организации перевозок, на этапе проектирования маршрута, необходимо

тщательно изучить состояние дорог, по которым будет проложен маршрут. Согласно эксплуатационным показателям, автомобильные дороги характеризуются расчетной скоростью и степенью безопасности транспортных средств, допустимой осевой нагрузкой, максимальной пропускной способностью, сцеплением колес с дорожным покрытием, продольным профилем и профилем в плане [3].

В процессе эксплуатации техническое состояние автомобильных дорог меняется. Под влиянием климатических и метеорологических условий, а также разрушительного воздействия транспортных средств эксплуатационное состояние дороги ухудшается. Показателями, влияющими на эффективность работы и безопасность дорожного движения, являются: скользкость, неровность дорожного покрытия, ровность дорожного покрытия, параметры видимости на дороге и т.д.

Изменения ровности дорожного покрытия существенно влияют на скорость движения грузовых автомобилей, а также на их износ и срок службы [3].

Автомобиль, движущийся по неровной дороге, создает вибрации, которые воздействуют на транспортное средство и перевозимый груз, в результате расходуется больше энергии, увеличивается нагрузка, что приводит к увеличению износа деталей и узлов агрегатов автомобиля. Кроме того, вибрации передаются водителю, создают дискомфорт, т.е. мешают работе, что снижает производительность и создает угрозу безопасности всех участников дорожного движения.

Скорость, а, следовательно, и безопасность дорожного движения, зависит от таких факторов, как видимость на дороге, ширина проезжей части, радиусы закруглений, уклоны и т.д. Условия движения грузовика по ровной местности намного лучше, чем условия с холмистой или гористой местностью, поскольку видимость не ограничивается изломами продольного профиля. Закругление дороги с большим радиусом создает хорошие условия для движения с точки зрения поперечной устойчивости.

Также на безопасность дорожного движения влияет такой показатель, как пропускная способность автомобильных дорог, который сочетает в себе большое количество факторов: дорожные условия, состав потока автомобилей, наличие регулирующих средств, погодные и климатические условия, возможность маневрирования автомобилями по ширине проезжей части, психофизиологические характеристики водителей; дизайн автомобилей; дизайн легковых автомобилей.

При частых помехах на дороге происходят значительные колебания скорости, приводящие к появлению большого количества автомобилей, движущихся группами, и, как следствие, к вероятности дорожно-транспортного происшествия (ДТП). Статистика показывает, что большинство дорожно-транспортных происшествий (75-80 %) происходят по вине водителей [4].

Обеспечение безопасности дорожного движения невозможно без учета психологии и физиологии работы водителей. Неспособность водителя воспринимать ситуацию приводит к нарушениям Правил дорожного движения, затем к аварийной ситуации и ДТП. Следовательно, для обеспечения профессиональной компетентности и пригодности водителей, участвующих в процессе перевозки, необходимо:

- проводить профессиональный отбор и профессиональную подготовку водителей;
- осуществлять постоянный мониторинг состояния здоровья водительского персонала;
- соблюдать режим труда и отдыха водителей;
- проводить регулярные тренинги по безопасности на транспорте.

Таким образом, в ходе изучения факторов было установлено, что все участники транспортного процесса должны ответственно подходить к выполнению своих обязанностей, чтобы минимизировать негативные последствия некачественной перевозки.

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ВАЖНОСТЬ ГЕМАТОЛОГИИ-ОНКОЛОГИИ И ИММУНОЛОГИИ В РАЗВИТИИ ПЕДИАТРИИ

Аннотация: Надо подчеркнуть некоторыми новациями в области детской гематологии- онкологии, потому что наша специальность является бурно развивающейся частью педиатрии. Педиатры, особенно в последние 20 лет, стали во всем мире проявлять «агрессию», или, также, активность, и оказывать влияние на «взрослую» медицину и, следовательно, на врачей других специальностей.

Ключевые слова: детская гематология - онкология, педиатрия, медицина, врач.

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THE IMPORTANCE OF HEMATOLOGY-ONCOLOGY AND IMMUNOLOGY IN THE DEVELOPMENT OF PEDIATRICS

Abstract: It should be emphasized by some innovations in the field of pediatric hematology-oncology, because our specialty is a rapidly developing part of pediatrics. Pediatricians, especially in the last 20 years, have begun to show “aggression”, or, also, activity all over the world, and to influence “adult” medicine and, consequently, doctors of other specialties.

Keywords: pediatric hematology - oncology, pediatrics, medicine, doctor.

ВВЕДЕНИЕ

С 2000 г. появились и получили развитие абсолютно новые знания в области клеточного гомеостаза и его развития. Раньше бытовало мнение, что человек внутриутробно получает всевозможные клетки, они расселяются и потом уже *in situ*, т. е. «на местах», в органах и тканях, пролиферируют, дифференцируются и восстанавливают органы и ткани, поэтому человек живет так долго. Оказалось, что это не так. Было показано, что стволовые клетки, которые образуются у человека, не расселяются в течение эмбриональной жизни, они централизованно

поставляются с территории костного мозга (я все ближе подхожу к предмету нашей лекции), используют кровоток как «Бродвей», по которому они бегут и распределяются по органам и тканям (homing-эффект), и обладают возможностью централизованно восстанавливать самые разнообразные органы и системы. Математики подсчитали, что в течение жизни человека он «нарабатывает» 7,5 т клеток крови. Вдумайтесь в эту цифру, зачем такое количество клеток, почему такое количество клеток образуется, куда они деваются?

МАТЕРИАЛЫ И МЕТОДЫ

Совершенно ясно, что, если эти клетки образуются, они должны прожить жизнь, выполнить те или иные функции и умереть при исполнении или без выполнения этих функций. В конечном итоге клеточный цикл должен закончиться смертью. Это очень важно для всех клеток организма, т. е. клетка родилась-выросла-отработала-умерла. Оказалось, что весь этот кругооборот подчиняется специальным условиям, так называемому клеточному гомеостазу, которого раньше мы себе и не представляли, потому что казалось, что мы, гематологи, работаем с клетками крови. Оказалось, что клеток крови не существует, оказалось, что все это клетки иммунокомпетентной системы, которые выполняют свои специализированные функции в тканях, потому что в турбулентном токе крови невозможно кооперироваться и функционировать. Раньше мы думали, что клетки могут в кровотоке между собой «общаться», а сейчас абсолютно ясно, что это невозможно. Представьте себе, 70–80 раз в минуту кровь «прокачивается» через организм человека, а в минуты спортивных достижений и до 200 раз. Может ли в таком турбулентном потоке происходить коммуникация между клетками? Нет! Значит, все клетки работают в тканях. И стало понятно, что многие из этих клеток имеют свои специализированные функции.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Базофильные лейкоциты – клетки, которых мы почти никогда не увидим в анализе крови. Но если мы и видим их, мы должны представлять себе, что это циркулирующие предшественники тучных клеток, – у них один и тот же генетический код. Тучные клетки имеют связывающий IgE рецептор FcεRI, контакт с которым вызывает дегрануляцию гранул, содержащих вазоактивные амины (гистамин, серотонин), нейтральные протеазы (триптазу, химазу и карбоксипептидазу), протеогликаны (гепарин), провоспалительные липидные медиаторы, такие как простагландины и лейкотриены. Эти клетки интенсивно изучаются биологами и физиологами. Последние данные об этих клетках нас интригуют. Во-первых, оказалось, что не только IgE, а огромный список стимуляторов, включающий физические агенты, продукты различных патогенов, эндогенные пептиды и компоненты ядов, ряд хемокинов, цитокинов и даже продукты активации комплемента, способны

активировать тучные клетки. Во-вторых, они экспрессируют высокие уровни рецептора тирозинкиназы Kit (CD117). Лигандом для тирозинкиназы Kit является фактор стволовых клеток, и возможно, именно он играет основную роль в развитии, миграции и функционировании тучных клеток. В-третьих, найдены различия в фенотипе тучных клеток из разных тканей, что свидетельствует об их пластичности и зависимости от микросреды.

Следующий тип клеток – тканевые макрофаги, которые являются очень важными клетками и в крови представлены моноцитами. Описаны макрофаги 12 типов, но не исключено, что их значительно больше. В каждом органе и ткани находится собственный «именной» макрофаг. Например, макрофаг костного мозга, макрофаг лимфатического узла, макрофаг селезенки. Макрофаг нейроглии головного мозга – основной продуцент белков, которые обеспечивают миелинизацию нервов и другие подобные процессы. В печени – собственные макрофаги, так называемые купферовские клетки. Это все высокоспециализированные клетки, они выполняют целый ряд специализированных функций, о которых мы до конца еще не знаем.

Ребенок тоже оказывается носителем материнских клеток, и материнские клетки у ребенка сохраняются также в течение всей жизни. Фактически, сегодня мы имеем информацию о том, что существует 2 типа наследования. Один – типичное генетическое наследование (папа-мама), а второй – это гены матери, которые работают на уровне эпигеномики, т. е. есть генетический материал, который находится вне ядра, и он сказывается на детях, потому что дети наследуют материнский обмен веществ и многие материнские черты. Более того, стало понятно, что все мы имеем исключительно материнское или женское наследование. С 2000 г. в мире описано уже 7 Ев, и обсуждается этот вопрос очень серьезно, потому что роль женщины в передаче эпигенетической информации ребенку влечет за собой новые знания и объяснения феноменологии развития и ребенка, и человечества в целом.

ЗАКЛЮЧЕНИЕ

Сегодня все происходит очень динамично – раз в 2,5 года полностью обновляется поток знаний. Мы получаем новые сведения, которые помогают нам не вмешиваться фельдшерскими подходами в организмы людей, не лечить видимые расстройства симптоматически, а искать тонкую причину этих заболеваний. И эти причины лежат в области молекулярной генетики и молекулярной биологии. И диагностические системы, с помощью которых мы можем диагностировать те или иные дефекты, нас научат правильному поведению с пациентами – наступает период, когда надо посмотреть на все другими глазами, отказаться от старых догм и перейти к новым условиям существования.

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ДЕТСКАЯ ГАСТРОЭНТЕРОЛОГИЯ: ОБЗОР НЕКОТОРЫХ ТОЧЕК ЗРЕНИЯ

Аннотация: Одной из проблем, которая регулярно обсуждается на самых разнообразных медицинских форумах, является целесообразность разделения той или иной специальности по возрастному признаку. Это в полной мере относится и к гастроэнтерологии. Несмотря на то что гастроэнтерология, безусловно, едина, особенности этиологии, патогенеза, диагностических и лечебных подходов в различных возрастных группах заставляют разделять ее, по крайней мере, на две части — детскую и взрослую. Вместе с тем процесс развития организма непрерывен и таким же непрерывным должен быть процесс лечения, а многие болезни взрослого организма имеют свои корни в детстве, что следует учитывать независимо от возраста пациента. Задача педиатров определяется необходимостью таким образом строить тактику лечения, чтобы в максимальной степени облегчить больному бремя накопленных в детстве медицинских проблем. Работа педиатров и терапевтов в этих аспектах должна быть скоординирована.

Ключевые слова: гастроэнтерология, эпидемиология, диагностика, лечение, врожденная хлоридная диарея, функциональные нарушения органов пищеварения, воспалительные заболевания кишечника.

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PEDIATRIC GASTROENTEROLOGY: A REVIEW OF SOME PERSPECTIVES

Abstract: Whether it is expedient to separate this or that specialty by age is one of the problems regularly discussed at diverse medical forums. This fully applies to gastroenterology. Despite the fact that gastroenterology is absolutely unique, the specific features of etiology, pathogenesis, and diagnostic and therapeutic approaches in different age groups make it be separated into at least two parts – pediatric and adult. At the same time, the process of development of

an organism is continuous and so must the therapeutic process be; and many adult diseases have their roots in childhood, which should be taken into account irrespective of the patient's age. The task of pediatricians is governed by the need to develop their treatment policy so as to maximally make the burden of the medical problems accumulated in childhood easier for the patient. The work of pediatricians and therapists in this area should be coordinated.

Key words: gastroenterology, epidemiology, diagnosis, treatment, congenital chloride diarrhea, digestive functional impairments, inflammatory bowel diseases.

ВВЕДЕНИЕ

Одной из проблем, которые регулярно обсуждаются на самых разнообразных медицинских форумах, является целесообразность разделения той или иной специальности по возрастному признаку. Это в полной мере относится к гастроэнтерологии. Существуют ли отдельно гастроэнтерология детская и взрослая, и если существуют, каковы основания для их разделения?

Выделение детской гастроэнтерологии, безусловно, оправдано в связи с разным спектром патологических процессов и заболеваний, которые встречаются в различных возрастных группах. Среди болезней преимущественно детского возраста в первую очередь следует выделить аномалии развития и наследственные заболевания, в том числе врожденные энзимопатии.

МАТЕРИАЛЫ И МЕТОДЫ

Новорожденные с хлоридной диареей с первых часов жизни нуждаются в заместительной терапии для предотвращения тяжелого обезвоживания, а лечение заключается в пожизненном восполнении потери солей. В то же время, по данным С. Holmberg и соавт., некоторые младенцы выживают даже без адекватной заместительной терапии в неонатальном периоде. Однако позже у таких детей наблюдались замедление роста, задержка психомоторного развития, нефропатия и гиперальдостеронизм на фоне гипохлоремии, гипокалиемии и метаболического алкалоза [1]. Следовательно, ранняя, т. е. своевременная диагностика на первом году жизни в большинстве случаев сохраняет жизнь, а у части пациентов с более легким течением предупреждает развитие тяжелых осложнений. На первом году жизни манифестирует энтеропатический акродерматит (синдром Брандта), впервые описанный в 1942 г. и обусловленный врожденным нарушением всасывания цинка. В типичных случаях заболевание характеризуется изменениями со стороны кожи, диареей, алопецией, отставанием в росте и психомоторном развитии, а также снижением функции иммунной системы. Кожный синдром проявляется эритематозным, везикулобуллезным или пустулезным дерматитом с локализацией на дистальных участках конечностей и вокруг

естественных отверстий. В тонкой кишке обнаруживается различной степени выраженности атрофия эпителия, обуславливающая синдром мальабсорбции. Характерна манифестация заболевания после отмены грудного вскармливания. Диагностика на первом году жизни позволяет начать заместительную терапию и способствует благоприятному прогнозу для больного.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Особой проблемой современной детской гастроэнтерологии является «омоложение» болезней. У детей чаще стали диагностироваться такие заболевания, которые раньше считались исключительно «взрослыми». В этих случаях педиатры обращаются к опыту терапевтов, на основании которого вырабатывают собственную тактику диагностики и лечения этих заболеваний с учетом особенностей детского организма. В настоящее время педиатры стали чаще ставить такие диагнозы, как язвенная болезнь, неспецифический язвенный колит, болезнь Крона, гастроэзофагеальная рефлюксная болезнь. Обсуждая педиатрические аспекты гастроэзофагеальной рефлюксной болезни, следует отметить, что у части детей с этим заболеванием выявляется метаплазия эпителия слизистой оболочки пищевода (пищевод Барретта), что может быть весьма неблагоприятным в отношении долгосрочного прогноза.

В этой связи встает вопрос об эволюции заболеваний детского возраста в долгосрочном аспекте. Так, эволюция функциональных нарушений органов пищеварения представляется не до конца установленной. Хотя в международном консенсусе по функциональным нарушениям органов пищеварения «Римских критериях III» записано, что данная группа заболеваний характеризуется благоприятным исходом, опыт показывает, что в долгосрочном аспекте это не совсем соответствует действительности. Так, по данным некоторых авторов, примерно у 10% взрослых наблюдаются признаки гастроэзофагеального рефлюкса; среди этих лиц рефлюкс-эзофагит выявляется у 40%, пищевод Барретта — у 10% [5]. В то же время у детей с эзофагитом пищевод Барретта встречается в 2,5–13% случаев [2]. По данным М. Solaymani-Dodaran и соавт., риск аденокарциномы пищевода у пациентов с пищеводом Барретта в 30 раз выше, чем в общей популяции. С другой стороны, у 30% больных с гастроэзофагеальным рефлюксом (включая детей) в течение 50 лет с высокой вероятностью произойдет трансформация процесса до развития дисплазии и аденокарциномы [3].

ЗАКЛЮЧЕНИЕ

Существуют и организационные проблемы, возникшие на стыке детской и взрослой гастроэнтерологии. В плане диагностики — это адаптация методик и аппаратуры, которые используются у взрослых больных, с учетом особенностей детского организма.

При обсуждении вопросов лечения обращают на себя внимание существующие возрастные ограничения для ряда методов терапии и многих лекарственных препаратов, без которых лечение детей будет малоэффективным. Важным аспектом, обеспечивающим непрерывность и эффективность наблюдения и лечения больного, является преемственность при переходе от педиатра под наблюдение к терапевту, невозможная без знаний «взрослыми» гастроэнтерологами «детских» проблем и наоборот.

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ИНФОРМАТИЗАЦИЯ ОБУЧЕНИЯ – БОЛЬШОЙ ШАГ К ПОВЫШЕНИЮ КАЧЕСТВА ОБРАЗОВАНИЯ

Аннотация. В данной статье рассмотрены новые методы информатизации обучения, их преимущества перед традиционными методами, способы мотивации студентов на поисковую деятельность.

Ключевые слова: ресурсы, видеоролик, информация, систематизация, презентация, коммуникация, источник, отбор, программное обеспечение.

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INFORMATIZATION OF LEARNING IS A GREAT STEP TO IMPROVE THE QUALITY OF EDUCATION

Annotation. This article discusses new methods of informatization of education, their advantages over traditional methods, ways to motivate students for search activities.

Keywords: resources, video, information, systematization, presentation, communication, source, selection, software.

Обобщение опыта использования информационных ресурсов Интернета в преподавании на кафедре языков позволяет выделить ряд проблем.

Например, на кафедре латинского языка на основе материалов Интернета создана электронная библиотека, которая содержит учебники, журналы, слайды, презентации, видео- и аудиолекции по медицинской терминологии, что восполняет дефицит печатных источников. На практических занятиях демонстрируются фильмы и анимационные видеоролики по изучаемой теме. Их преимущество перед традиционными учебными материалами состоит в зрелищности, студенты получают современную научную информацию через графические, фото- и видеоизображения, что способствует углубленному пониманию материала, знакомству с медицинской терминологией.

Информационная база Интернет активно используется в рамках научно-исследовательских работ студентов, кружка «Молодой латинист», поскольку это наиболее эффективный путь ознакомления с последними достижениями науки. Во время обучения на кафедре студенты участвуют в исследовательской работе, готовят презентации по пройденным темам,

составляют кроссворды, ребусы, сканворды и выступают с реферативным сообщением по выбранной теме или докладом по результатам экспериментальной работы. После усвоения основных тем студенты под руководством преподавателя самостоятельно проводят уроки в интерактивной форме (дебаты, скелет рыбы, работа в малых группах, лестница). Здесь уместно учитывать тот факт, что не все уроки могут проходить в форме дебатов, так как в анатомической терминологии используются конкретные названия органов тела, их частей и тканей, в клинической терминологии – определенные названия морфологических образований и процессов, болезни и патологические состояния человека; течения и признаки заболеваний, симптомы, синдромы, методы диагностики, профилактики и терапевтического лечения; оперативные методы лечения, хирургические операции и другие термины, в фармацевтической терминологии также дается точное определение названию лекарственных форм, средств растительного и химического происхождения, рецептурным формулировкам.

В медицинской терминологии много спорных моментов, которые могут стать темой дебатов. Вот некоторые из них:

Фонетика латинского языка.

Несмотря на то, что само произношение звуков не представляет никаких трудностей, стоит иметь в виду, что латинский язык принято относить к мертвым языкам, а это значит, что единых естественных современных фонетических норм просто не существует. Например, дифтонги *ae, oe* в доклассическую эпоху произносились как [ай], [ой] в классической латыни как [аэ], [оэ], в современной латыни как [э]

Звуки. Краткий и долгий звук

Открытый слог в латыни оканчивается гласным звуком, закрытый – на согласный. Однако, некоторые сочетания согласных слог не закрывают (например, сочетание букв “b”, “p”, “t”, “g”, “c” с “r” или “l”). Вместе с тем, буква “i/j” между гласными читается как двойное “j” и закрывает предыдущий слог.

При помощи метода «Дебаты» можно обсудить и следующие темы:

1. Медицинские термины, имеющие греко – латинское происхождение и оканчивающиеся на **-ия**, имеют ударение на предпоследнем слоге:

Диоптр**И**я, гидроцефал**И**я, гемофил**И**я, асфикс**И**я, диспепс**И**я. Но в следующих словах ударение надо запомнить нарком**А**ния, лудом**А**ния, клептом**А**ния.

2. Сложные слова, второй частью которых является слово «фобия». Это такие слова, как канцерофоб**И**я, агарофоб**И**я, клаустрофоб**И**я и др. В медицинских словарях ударение ставится на предпоследнем слоге, но в обиходной – бытовой речи произносится иначе: русоф**О**бия, ксеноф**О**бия, что, кстати, зафиксировано в словарях. Однако в

медицинском словаре слово «ксенофобия» даётся с ударением на предпоследнем слоге.

3. Также метод «Дебаты» можно применять при объяснении клинической терминологии. Большинство клинических терминов представляют собой сложные слова, образованные из словообразовательных элементов.

Задачей нашего курса является обучение методам и техническим приемам овладения несколькими тысячами клинических медицинских терминов, образованных на основе греко-латинских терминообразующих элементов. Клинические термины греко-латинского происхождения - это медицинские термины, заимствованные в готовом виде или созданные искусственно по словообразовательным моделям классических языков. По некоторым оценкам, они составляют свыше 75 % от всего медицинского терминологического фонда. С учетом всего вышеперечисленного, главным помощником студента в овладении медицинской терминологией является интернет. Постепенно студенты овладевают навыками поиска, отбора и оценки информации, ее систематизации, анализа и обработки. В итоге они создают собственные электронные учебные материалы, как правило, это тематические файлы с наглядными презентациями, таблицами, графическими схемами, кроссворды, сканворды, ребусы, которые выкладываются в Интернете и используются широкой студенческой аудиторией.

Интернет предлагает электронные издания учебно-методических материалов по медицинской терминологии, позволяет обмениваться опытом по вопросам преподавания с помощью современных коммуникационных технологий в дистанционном режиме.

Предполагается, что к началу обучения в вузе студенты имеют опыт работы с основными сервисами (электронная почта, поисковые системы). Однако на практике оказывается, что навык работы в сети есть только у части студентов. Молодежь из отдаленных регионов области ощутимо слабее в этом плане, чем их городские сверстники.

Студентам 1-2 курсов сложно ориентироваться в огромном объеме информации. В этой ситуации преподаватель может предложить перечень электронных адресов по нужной тематике, объяснить особенности работы в различных поисковых системах, сильные и слабые стороны популярных и специализированных научных сайтов. Также, студентам первокурсникам, начавшим свое обучение в медицинском вузе с первых дней ещё не имея представления о латинском языке, необходимо запоминать и понимать слова «врачебного» языка. Кому – то легко удастся все выучить, но чаще всего студенты испытывают трудности. Учитывая это эффективным методом является применение на уроках по медицинской терминологии метода ассоциаций. Студенты сами подбирают необходимые картинки и фото с тематическими

изображениями. Этот метод мотивирует студентов на поисковую деятельность, а так как в настоящее время всемирная сеть пестрит разноплановой информацией поиск необходимого материала не составляет большого труда. В связи со стремительным развитием фармацевтической промышленности, появлением новых лекарственных препаратов, особенно в период пандемии коронавируса, появились различные электронные разработки, целью которых является навигация в огромном мире фармацевтики. Часто студенты рассматривают Интернет как источник готовых докладов, рефератов и презентаций, не утруждая себя редактированием текстов. Преподавателю необходимо ориентировать студента на творческий, осознанный отбор информации.

Грамотное написание рецептов является важным вопросом при объяснении фармацевтической терминологии студентам 1 курса. Зачастую студенты задают вопрос о том, надо ли писать рецепт на латинском языке. Череда осложнений и смертей, вызванных приемом лекарств по рецептам, некорректно оформленным врачами и выданных фармацевтами в аптеках привела к необходимости внедрения электронных рецептов. Согласно этому было принято Постановление Президента Республики Узбекистан № 4554 «О дополнительных мерах по углублению реформ в фармацевтической отрасли Республики Узбекистан» от 30.12.2019 г., один из пунктов которого обязывает создание и введение на своем официальном веб – сайте в сети Интернет автоматизированной информационной системы, содержащей сведения об организациях, осуществляющих фармацевтическую деятельность, зарегистрированной и сертифицированной фармацевтической продукции. **Электронный рецепт** — электронный документ, позволяющий формировать единую информационную базу электронных рецептов и оперативно получить специалисту с фармацевтическим образованием указание врача об изготовлении и (или) отпуске лекарственного препарата, способе его применения, зафиксированный в электронной форме, подтверждённый электронной цифровой подписью и имеющий другие реквизиты электронного документа, дающие возможность его идентифицировать. Электронный рецепт создаётся, обрабатывается и хранится с использованием технических средств и услуг информационных систем и информационных услуг»;

Информатизация обучения предъявляет новые требования к профессионализму преподавателя: он должен знать основы компьютерной грамоты, программное обеспечение, английский язык, разрабатывать учебные и методические материалы, рассчитанные на использование Интернета.

Таким образом, в ходе изучения медицинской терминологии посредством цифровизации создаются условия для формирования важной профессиональной компетенции врача: способности работать с

информацией в глобальных компьютерных сетях; применять возможности современных информационных технологий для решения профессиональных задач.

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О РОЛИ ПРЕДМЕТА «ЧЕРЧЕНИЕ» В ВЫБОРЕ УЧАЩИМИСЯ БУДУЩИХ ТЕХНИЧЕСКИХ ПРОФЕССИЙ

Аннотация: В данной статье приведены мнения, методы по поводу обучения учащихся предмету «Черчение», с целью определения и значения данного предмета в выборе ими будущих профессий, технических направлений обучения. Также приведены предложения с целью повышения качества образования. В статье рассматриваются различные методы преподавания предмета «Черчение», в том числе и во внеклассной работе.

Ключевые слова: Чертежи, наглядные изображения, модель, методы обучения, проблемное обучение, геометрические образы, графика, творчество активность учащихся, технические профессии.

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ON THE ROLE OF THE SUBJECT «DRAWING» IN THE STUDENTS' CHOICE OF FUTURE TECHNICAL PROFESSIONS

Annotation: This article presents opinions, methods on teaching students the subject "Drafting", in order to determine and value this subject in their choice of future professions, technical areas of study. Proposals are also given to improve the quality of education. The article discusses various methods of teaching the subject "Drafting", including in extracurricular activities.

Keywords: Drawings, visual images, model, teaching methods, problem-based learning, geometric images, graphics, creativity, student activity, technical professions.

Каждый педагог при обучении своему предмету должен поставить цель – «Развить познавательную активность - возможно у каждого ребенка». Необходимо больше внимания отводить формированию у школьников и учащихся среднего специального образования технологической культуры, технической грамотности. в настоящее время, в период бурного развития технического прогресса, предмет «Черчение» должен приобрести особо важное значение с целью дать стимул при выборе учащимися технических и строительных профессий.

Сегодня современное производство трудно представить без автоматизированных линий, где различные операции выполняют автоматы, увеличивая производительность труда. Но овладеть по-настоящему этой сложной техникой без технических знаний, без умения читать чертежи невозможно. Существует много способов передачи информации о материальном предмете: описание, рисунок, фотография и т.д., но только чертеж с необходимой полнотой и точностью может отразить форму, конструкцию и размеры предмета. Любое изделие, простое или сложное, изготавливают по чертежу. Осознавая важность графической грамотности для современного человека, необходимо выстраивать новую точку зрения на преподавание черчения, на взаимоотношения с учениками.

Личностно - ориентированная педагогика – вот то, что, должно стать совершенно обязательным для любого учителя, ведь это способ организации обучения, в процессе которого обеспечивается учет возможностей и способностей обучаемых и создаются необходимые условия для развития их индивидуальных способностей.

Личностно ориентированный урок - это не просто создание учителем благожелательной творческой атмосферы, а постоянно обращение к субъектному опыту школьников как опыту их собственной жизнедеятельности.

Основной замысел личностно ориентированного урока в том, чтобы выявить объем знаний и имеющегося опыта учеников по рассматриваемой теме, согласовать его с предлагаемым заданием и перевести в соответствующее исполнение.

Эффективность проведения личностно ориентированного урока невозможна без проблемного обучения.

Проблемное обучение на уроках направлено на такую организацию учебного процесса, при которой знания не даются учащимся в готовом виде. Они должны добыть их в процессе самостоятельной познавательной деятельности в условиях проблемной ситуации.

Проблемное обучение – один из видов обучения, основанных на использовании эвристических методов. Оно относится к технологиям поискового и исследовательского обучения. При объяснении нового

материала необходимо обсудить возможные варианты решения поставленной задачи, а учащиеся становятся участниками научных поисков и открытий. При этом постановка проблемы начинается с фразы: «Что было бы, если ...» или «Вообразим, что ...» и т.д. Таким образом сознании учащихся под руководством учителя создается проблемная ситуация и организуется самостоятельная активная деятельность по ее разрешению. В результате происходит творческое овладение знаниями, умениями и навыками, развитие мыслительных способностей.

При планировании уроков необходимо учитывать следующие дидактические принципы: политехническая направленность курса, научность, систематичность и последовательность, сознательность и активность учащихся, наглядность, прочность усвоения знаний, доступность, единство и оптимальное сочетание коллективных и индивидуальных форм обучения.

Изучать черчение мы начинаем с познания существенных признаков и свойств реальных предметов, их взаимосвязи с окружающим миром. Наблюдая вокруг себя предметы, учащиеся определяют их форму, делают мысленное сравнение. Так, параллелепипед – это шкаф, комната; призма – это карандаш; пирамида – это крыша на некоторых домах; цилиндр – это стакан, шайба; конус – это воронка, наперсток, ведро; шар – это мяч, глобус.

При рассмотрении предметов (пространственных образов) у учащихся выделяются плоскостные геометрические образы: линия – прямая, ломанная, кривая; простейшие комбинации тех же линий – углы, многоугольники и т.д. В конечном итоге все эти логические суждения приведут учащихся к заключению, что все окружающие нас предметы состоят из комбинации геометрических тел, а линии и точки являются элементами всякого изображения.

В целях активного участия учеников в процессе усвоения новых знаний, формирования творческого мышления и познавательных интересов учащихся на таких уроках необходимо планировать проблемные ситуации. Большое место отводится и самостоятельной работе учащихся: изучение нового материала по учебнику, поиск ответов на вопросы, работа с иллюстрациями учебника, работа со справочным материалом. Представлены экспресс - опросы, фронтальные графические опросы, графические диктанты, графические работы творческого характера (рис. 1), введение игровых и занимательных элементов.

Для того чтобы уроки черчения были интересными и запоминающимися, они оживляются короткими рассказами из истории развития чертежа, интересными фактами и событиями. Часто эту функцию выполняют сами ученики, находя в различных источниках, в т.ч. Интернете, нужную информацию и презентуя ее на уроке.

Становится очевидным, что в современных условиях, когда многие дети знакомы с Интернет, имеют дома компьютеры, оснащение урока только привычными, традиционными учебными пособиями становится, с моей точки зрения, скучным и несколько устаревшим. Поэтому, встала задача внедрения современных компьютерных технологий в образовательный процесс, в том числе и Интернет-ресурсов.

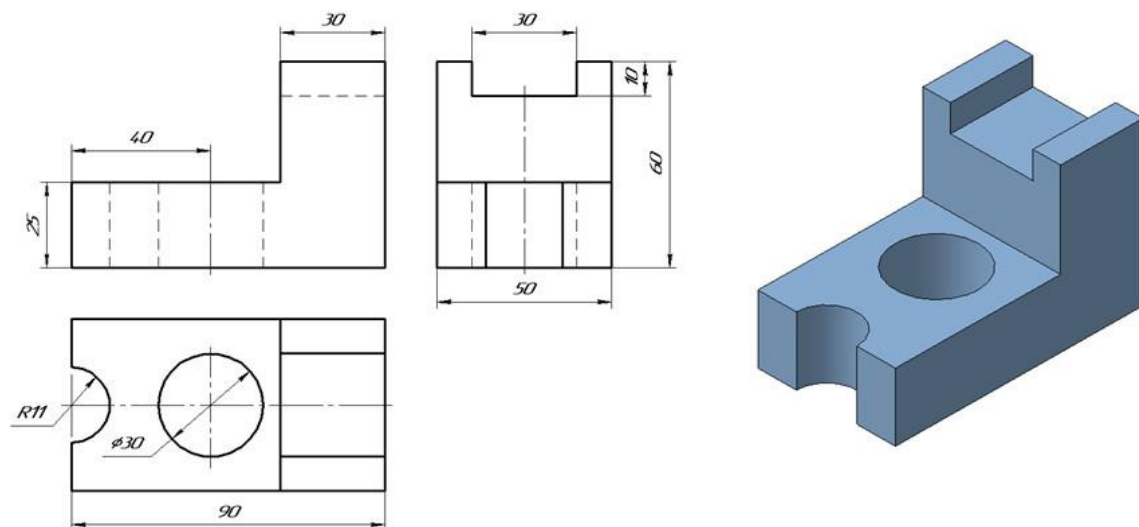


Рис. 1

С помощью интерактивной доски демонстрируются презентации, создаются модели, что позволяет активно вовлекать учащихся в процесс освоения материала, улучшать темп и течение занятия. Все, что есть в компьютере, демонстрируется и на интерактивной доске. На ней можно выполнять построения фигур, передвигать объекты и надписи, добавлять комментарии к текстам, рисункам, выделять ключевые области и добавлять цвета. Урок черчения по рабочей программе изучают один час в неделю. Этого времени недостаточно для получения хорошего политехнического образования.

Одно из главных условий успеха в обучении детей графической грамотности и развитии их творчества - это индивидуальный подход к каждому учащемуся.

Именно индивидуальный вид деятельности работы с детьми дает возможность успешно участвовать в конкурсах, выставках и научно - практических конференциях. Например:

1. конференция по предметам естественного цикла в общешкольном проекте «Мой дом».
2. Общешкольный проект «В здоровом теле – здоровый дух», где создаются планы стадиона и спортивных площадок
3. Конкурс проектов учащихся «История графических изображений».
- 4 Создание проектов и оформление детских площадок
- 5.Конкурс эскизов детской мебели

Современной молодежи свойственен прагматичный подход к знаниям: насколько они могут пригодиться в будущей трудовой деятельности. В этом отношении предмет «Черчение» находится в более выгодных условиях: сообщаемые в нем сведения имеют непосредственное отношение к будущим техническим профессиям. Поэтому на уроках необходимо поощрять активность учеников, заботиться о развитии у них этой активности, поскольку только при этом условии обучение окажется наиболее плодотворным и принесет ожидаемый результат.

В заключении можно утверждать, что методы развивающего обучения при обучении черчения в школе формируют гармонически развитую творческую личность способную логически мыслить, находить решения в различных проблемных ситуациях, систематизировать и накапливать знания, способную к самоанализу и саморазвитию заинтересовать в выборе профессий технического направления, при будущем образовании учащихся в высших технических учебных заведениях, где они часто будут выполнять производственные чертежи.

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СГОРАНИЕ ДАТЧИКОВ МАСЛА В АВТОМОБИЛЯХ И ЕГО ПОВРЕЖДЕНИЕ

Аннотация: В данной статье приведены причины возгорания масляного датчика в табло в процессе движения двигателя автомобиля, нарушения состава масла, степень загрязнения температуры масла и представлена информация о процессах его устранения.

Ключевые слова: Датчик, уровень масла, насос, топливо, Check Engine Oil Level, панель управление, двигатель, ГБЦ (Головка Блока Цилиндров).

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COMBUSTION OF OIL SENSORS IN CARS AND ITS DAMAGE

Annotation: This article presents the causes of ignition of the oil sensor in the scoreboard during the movement of the car engine, violations of the oil composition, the degree of pollution of the oil temperature and provides information on the processes for its elimination.

Key words: Sensor, oil level, pump, fuel, Check Engine Oil Level, control panel, engine, cylinder head (Cylinder Head).

Лампочка масла при запущенном двигателе и достаточном уровне смазывающей жидкости находится в неактивном состоянии, то есть, не светится. Если же она загорелась, это свидетельствует об имеющихся место неисправностях, таких как низкий уровень масла в картере, низкое давление в масляной системе двигателя (например, забился масляный фильтр, плохо работает масляный насос), вышел из строя датчик уровня масла и некоторые другие, менее распространенные. В любом случае, если горит или моргает лампочка давления масла — необходимо в первую очередь проверить уровень смазывающей жидкости. Если его показатель

находится в норме — то нужно искать причину, вызвавшую такую индикацию и устранять ее.



Рисунок 1. Масляный датчик

Эксплуатировать машину с низким уровнем масла крайне нежелательно, поскольку в таких условиях двигатель испытывает огромные механические и температурные перегрузки, что снижает его ресурс и может частично и даже полностью вывести его из строя. Если в данный момент нет возможности долить масло хотя бы до минимального (а лучше среднего или на две трети до полного) уровня, то, в крайнем случае, можно с минимальными нагрузками, то есть, на средних оборотах (не на очень низких, и не на высоких) и с невысокой скоростью доехать до автомагазина или автосервиса, где уже можно будет долить (или полностью заменить) моторное масло. Однако учтите, что если магазин находится далеко — то лучше оставить машину на месте, и долить в нее масло позже.

Перед тем как рассматривать причины, по которым может загореться лампа масла, необходимо зафиксировать определения. Контрольными лампами в автомобиле управляет БКС — так называемая бортовая система контроля. Она контролирует все лампы, выведенные на панель приборов (включение/выключение поворотников, ближнего/дальнего света, сигнал включенного стояночного тормоза и прочих). В том числе лампы уровня и давления масла. У некоторых машин (более новых или продвинутых) эти лампы разделены, а у других (более старых) обычно имеется только одна лампа, и она активизируется при низком давлении смазывающей жидкости в картере двигателя. Обычно желтый значок (масленка) на приборной панели символизирует о низком уровне масла, а красная лампа — о низком давлении. На современных многофункциональных дисплеях вместо «масленки» могут появляться соответствующие надписи.



Рисунок 2. Указатель температурные масла

Лампы могут активироваться отдельно одна от другой, поскольку работают они по данным от двух датчиков (датчик уровня и датчик давления моторного масла). Например, даже при низком уровне масла масляный насос в состоянии обеспечить достаточное давление. Хотя это зависит непосредственно от уровня, если уровень критически мал — то и давления не будет, однако если уровень упал незначительно ниже минимально допустимой отметки, то давление все же будет.

И наоборот — если уровень масла будет находиться в пределах нормы, то, например, при забитом масляном фильтре возможна ситуация, когда давление в системе недостаточно для эффективного смазывания деталей двигателя. Ярким примером в данном случае может служить ситуация, когда при пробитии картера сначала срабатывает лампа низкого давления, а потом и низкого уровня масла.

Далее рассмотрим причины, по которым, возможно, загорелась лампочка давления. Приведем их в порядке от простых к более сложным.

Низкий уровень масла в картере. Это самая простая проблема, и с ней может справиться практически любой, даже начинающий, автолюбитель, и не обращаться за помощью в автосервис. Правда если она не связана с утечкой. Любые автомобили, даже старые карбюраторные машины, снабжены датчиком давления масла. Когда его показатель падает ниже нормы — он подает сигнал на ЭБУ (электронный блок управления), а тот, в свою очередь активирует соответствующую лампу на панели приборов. При этом лампа не мигает, а именно горит в постоянном режиме. На современных машинах вместо контрольной лампы может появляться надпись с, что напрямую говорит о том, что водителю нужно проверить уровень масла в картере. Ситуация может случиться в любом режиме работы двигателя — на холостых оборотах, под нагрузкой, в движении, на стоянке, на горячую, на холодную и так далее.

Интересный случай может быть, когда лампа загорается при определенных ситуациях (например, на несколько секунд), а потом тухнет.

Это может быть, в случае, когда машина поднимается или спускается по крутому подъему.

При этом масло может быть перелито в один из объем картера — передний или задний. И если датчик уровня масла находится на его противоположном конце — это автоматически станет причиной того, что на ходу загорается лампочка масла. Аналогичная ситуация при езде с боковым креном или при резком торможении (хотя в последнем случае это маловероятно, и причины, почему при торможении загорается лампочка масла, мы рассмотрим чуть далее). Если после возвращения корпуса машины в нормальное горизонтальное положение лампа тухнет — значит, это ваш случай, и в картере двигателя мало масла.

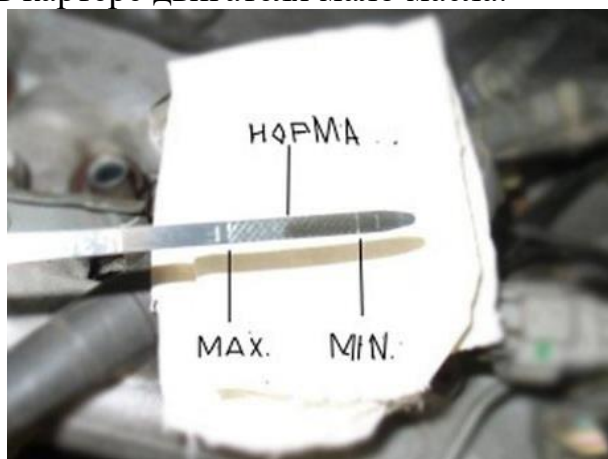


Рисунок 3. Максимальные и минимальные нормы масла

Неправильно подобранное масло. В частности, неправильно подобрана его вязкость, особенно это актуально для низкотемпературной вязкости. Если оно густеет на морозе, то насосу тяжело прокачать его по системе и давление в ней получается недостаточное, что и фиксируется соответствующим датчиком. Аналогично в процессе эксплуатации машины вязкость меняется (или масло попросту загрязняется), поэтому и возможно возникновение ситуации, когда при определенных ситуациях срабатывает датчик давления и индикатор масленки будет либо гореть либо моргать.



Рисунок 4. Вязкость различных масел при температуре

Некачественный масляный фильтр. Нормальный масляный фильтр постоянно содержит в себе некоторое количество моторного масла. Это сделано для того, чтобы при запуске мотора избежать его масляного голодания. Такая возможно реализуется введением в его конструкцию обратного клапана или запорной шайбы. Эти элементы обеспечивают запираание масла при выключенном моторе. Однако на некачественных фильтрах этих элементов может или вовсе не быть или не в полной мере выполняют свою задачу.



Рисунок 5. Масляные фильтры

Соответственно, масло из фильтра стекает обратно в поддон картера, и после запуска двигатель несколько первых секунд набирает давление. Это очень плохая ситуация, поскольку при этом имеет место повышенный износ деталей, а значит, и снижение их общего ресурса. Обычно при этом после запуска двигателя загорается лампа масла.

Редукционный клапан масляного насоса. Это элемент выполняет важную функцию в масляной системе автомобиля, а именно регулирует, не дает значительно повыситься и понизиться уровню масла в ней. Обе эти ситуации негативно влияют на работу двигателя и отдельных его элементов. Чаще всего в данном контексте ломается пружина клапана.

Или же она попросту растягивается от изношенности или низкого качества стали, из которой она сделана. Другой вариант — со временем просвет клапана засоряется. Особенно это актуально в случае, если в машину залито некачественное грязное масло или масляный фильтр уже очень изношен. При выходе из строя редукционного клапана при достижении высоких оборотов двигателя давление масла резко возрастает.



Рисунок 6. Ремонт масляного насоса



Рисунок 7. Забитая сеточка масляного насоса

Забитая сеточка масляного насоса. Тут ситуация аналогична той, которая была описана с масляным фильтром. В случае ее засорения через сетку проходит меньшее количество масла, чем должно, что приводит к уменьшению давления в системе и снижению его уровня. Кроме этого, в такой ситуации масляный насос работает на износ, что значительно снижает его ресурс.

Утечка масла. Чаще всего масло утекает из-под различных прокладок и уплотнительных колец. Также местом утечки могут быть патрубки, масляные магистрали, пробой прокладки ГБЦ (при этом зачастую происходит смешивание масла и антифриза) и так далее. Если масло утекает из системы в больших количествах, то это автоматически приводит к ситуации, когда давление в ней падает, о чем будет сигнализировать соответствующая лампочка на приборной панели.

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РОДИТЕЛЬСКОЕ ВЛИЯНИЕ НА ЛИДЕРСТВО ДЕТЕЙ - КАК ПСИХОЛОГИЧЕСКИЙ ФАКТОР РАЗВИТИЯ

Аннотация. В статье рассматривается влияние родителей на становление ребенка как лидера. Перечислены основные качества, которыми должен обладать лидер. В соответствии с этими качествами разработаны рекомендации для родителей по развитию лидерских качеств у ребенка.

Ключевые слова: лидерство, лидер, честность, искренность и порядочность, интеллект, эмпатия, уверенность в себе, эрудиция, ответственность.

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PARENTAL INFLUENCE ON CHILDREN'S LEADERSHIP - AS A PSYCHOLOGICAL FACTOR OF DEVELOPMENT

Annotation. The article discusses the influence of parents on the development of a child as a leader. The main qualities that a leader should have are listed. In accordance with these qualities, recommendations have been developed for parents on the development of leadership qualities in a child.

Key words: leadership, leader, honesty, sincerity and decency, intelligence, empathy, self-confidence, erudition, responsibility.

Большинство родителей мечтают о том, чтобы их дети хорошо учились, были воспитанными и вежливыми, достигли в жизни поставленных целей и стали успешными личностями. И в этом не последнюю роль играют лидерские качества. И, прежде всего, родители являются теми людьми, которые смогут у своего ребенка развить эти качества. Прежде, чем рассмотреть качества, которыми должен обладать человек, которого признают и назовут

лидером, рассмотрим понятия «лидерство» и «лидер». Лидерство представляет собой процесс, с помощью которого один человек оказывает влияние на другого человека или группу. Феномен лидерства неразрывно связан с понятием лидера [2]. Это слово происходит от английского leader, означающего «ведущий, первый, идущий впереди» и используется для характеристики человека в какой-либо группе, который пользуется среди ее членов большим, общепризнанным и заслуженным авторитетом. Подлинным лидером, способным вести за собою людей к намеченной цели, чаще всего становится человек, который приобретает всеобщее признание своей роли и своей миссии благодаря наличию у него особенных качеств. Личностными качествами, крайне необходимыми лидеру, по нашему мнению, должны быть следующие [5].

Во-первых, безусловная честность, искренность и порядочность, следование нормам и принципам общечеловеческой морали. Люди обычно быстро распознают нечестность и непорядочность, и из-за их разочарования в таком человеке он уже не

сможет восстановить свой авторитет, утрачивает свое влияние на людей, фактически теряет лидерские позиции и свой статус. Поэтому мы твердо убеждены в том, что безнравственный человек в принципе не может быть настоящим лидером.

Во-вторых, развитой интеллект, который предполагает быстроту, гибкость, аналитический и прогностический характер ума, умение системно, масштабно, стратегически и инновационно мыслить. Лидер должен уметь анализировать и понимать происходящие процессы и явления, видеть определяющие тенденции развития отрасли и ориентировать людей на готовность к новым условиям и характеру деятельности. Кроме того, лидеру необходимо устойчивое внимание, любознательность, умение владеть своей речью, ее логичность и убедительность дополнять эмоциональностью.

В-третьих, способность понимать людей. Лидеру должна быть присуща развитая эмпатия, то есть умение вчувствоваться в состояние собеседника, понимание его поступков и поведения. Ему также необходима способность правильно оценивать каждого человека, его способности и потенциал, видеть в нем личность, стремление не только обогатить его профессионально и духовно, но и уметь самому перенимать у него знания и понимание различных объектов и событий [1].

В-четвертых, устойчивая психика и адекватная реакция на ситуацию. Это означает умение контролировать свои эмоции и управлять ими, а также постоянство и непротиворечивость действий в соответствии со своими принципами и убеждениями. Иными словами, настоящему лидеру крайне необходима эмоционально-психологическая культура. Хотя это вовсе не означает, что он не может быть эмоциональным и уметь эмоциональными средствами воздействовать на людей.

В-пятых, уверенность в себе. Она предполагает способность лидера и его стремление брать на себя ответственность, критическую самооценку и хорошее знание своих сильных и слабых сторон, достоинств и недостатков. Уверенность лидера в себе, своих силах, способностях и возможностях выступает основой его настойчивости в достижении цели, а также условием формирования уверенности в других людях.

В-шестых, умения принимать изменения и инновации. Эти умения предполагают, что лидер способен гибко менять поведение, тактику и стратегию в зависимости от происходящих изменений.

В-седьмых, развитое чувство ответственности. Он всегда должен помнить о своей личной ответственности перед людьми и своей совестью не только за свои слова и действия, но и за возможные результаты своего влияния на людей, за их поступки и действия, совершаемые под непосредственным воздействием внушаемых им мыслей, идей и установок [3].

Под ответственностью принято понимать личностную характеристику человека, которая описывает его способность обстоятельно анализировать ситуацию, заранее прогнозировать возможные последствия своих действий или бездействия в данной ситуации и осознанно совершать выбор формы и вариантов своих поступков с готовностью принять последствия выбора, как неизбежные свершившиеся факты. Для лидера же ответственность усиливает и его способность прогнозировать возможные результаты и последствия поступков и действий его сторонников и последователей, оценивать эти результаты и оказывать соответствующие воздействия на людей во избежание крайне негативных социально недопустимых последствий.

Психология личности такова, что очень многие люди боятся брать на себя ответственность даже за свои действия и поступки, тем более за поступки других людей. В этом также проявляется особенность психологии потенциального и особенно реального лидера. Он обычно выделяется сначала как человек, не боящийся брать на себя ответственность, а уже затем как обладающий способностью доминировать над другими людьми. И, последнее, что мы хотели отметить в данной статье эрудиция и широкий кругозор. Наличие у лидера этих качеств предполагает широту и глубину его познаний в различных областях науки и техники и понимание основных тенденций их развития, хорошую осведомленность в философии, психологии, политологии и истории, четкие мировоззренческие позиции, глубокие знания человековедческих дисциплин [2].

В то же время наличие рассмотренных качеств является необходимым, но еще недостаточным условием успешности лидера. Они только создают его потенциал, реализация которого требует умения эффективно общаться с людьми и влиять на них в соответствии со своими

целями, умение убеждать людей, внушать им, что цели, на достижение которых он нацеливает людей, являются общими и что они полностью соответствуют их собственным интересам и стремлениям [4].

Одной из теорий происхождения лидерства, как мы знаем, является теория черт. Сторонники этой теории утверждают, что необходимо, прежде всего, выявить у человека необходимые качества, а затем организовать соответствующий процесс развития и воспитания, чтобы «сформировать» из этого человека настоящего лидера. В данной статье мы рассматриваем влияние родителей на становление ребенка как лидера через создание определенной среды, направленной на развитие и воспитание у него необходимых лидерских качеств [6].

Нами разработаны следующие рекомендации родителям по воспитанию у ребенка лидерских качеств:

1. Следует уважать мнение собственного ребенка, как можно больше общаться с ним, интересоваться его жизнью и увлечениями. Во время разговоров родителям важно высказать собственное мнение по определенному вопросу и узнать мнение ребенка. Разговаривая о мультипликационных фильмах и театре, героях сказок, ребенок постепенно научиться объяснять, почему он думает так или иначе. С подростками детьми можно поспорить о правильности решения, важно научить отстаивать собственное мнение.

2. Говорите с ребенком, как со взрослым. Поговорите с ним о текущих событиях. Объясните, что не все люди разделяют мнение на тот или иной счет и что существует великое множество точек зрения. Помогите ребенку научиться формулировать свою собственную позицию, прислушиваться к чужому мнению и относиться к нему с уважением. Он должен понимать, что его мнение не является единственным допустимым. Умение обосновывать собственную позицию так же важно, как и принятие в расчет мнения других.

3. Необходимо воспитывать у ребенка такое важное качество лидера как инициативность. Развивать инициативность можно через создание условий для свободного выбора ребенком деятельности, а также участников совместной деятельности; через создание условий для принятия ребенком решений и выражения своих чувств и мыслей; через поддержание инициативы и самостоятельности в разных видах деятельности (игровой, исследовательской, проектной, познавательной и т.д.).

4. Ребенку необходимо давать больше самостоятельности. Контроль при этом необходим, но это не должен быть приказной тон и беспрекословное подчинение (ведет к обратному, ребенок привыкает быть ведомым). Необходимо направлять ребенка и помогать принимать

решения с помощью советов или давать несколько вариантов на обдумывание, чтобы он сам пришел к своему решению или выбору.

5. Необходимо объяснить ребенку, что правильная постановка целей помогает в том, чтобы добиться их. Можно начать с малого, например, стремиться отправиться на учебу в другую страну. Для этого придется выучить иностранный язык, подтянуть оценки в школе, пойти на специальные курсы и сделать что-то еще, чтобы добиться осуществления мечты. Ребенок будет стремиться воплотить идею в жизнь, а также понимать, что для достижения цели нужно пройти несколько этапов.

Для визуализации целеполагания используйте магнитные или пробковые доски. Например, ребенок хочет в этом году стать одним из лучших пловцов в городе. Поместите его фотографию сверху в окружении фотографий известных пловцов мира. Ниже поместите календарь всех городских соревнований, а также расписание тренировок по плаванию. Постепенно на доске будут появляться фотографии ребенка с таких соревнований, его грамоты, его записи и мысли... Такая визуализация поможет мечте не терять своей силы, и заряжать ребенка на новый рывок, даже после неудачи.

6. Развивайте навыки планирования у ребенка. В каждой семье наверняка имеется много запланированных мероприятий – от вариантов проведения каникул до ежемесячных поездок в гости к родственникам или друзьям. Привлекайте ребенка к планированию поездок и походов, семейных развлечений. Пусть он вместе с вами продумывает расписание, маршрут, кто за какие дела будет отвечать в эти поездки. Например, мама готовит в дорогу бутерброды, а ребенок проверяет по списку, все ли необходимые предметы взяты. Одновременно ребенок будет учиться и делегированию обязанностей, пониманию того, что это помогает все успевать и никуда не торопиться.

7. Учите ребенка принимать взвешенные решения. Не сиюминутные, импульсивные, а взвешенные. Чем раньше он научится принимать правильные решения, тем увереннее они будут это делать во взрослой жизни. Чтобы этому научить, не предлагайте ребенку сразу весь спектр вариантов на выбор, ограничьте его несколькими, чтобы проще было сравнивать. Например, на выходные ребенок хочет идти в кино, мама предлагает пригласить родственников в гости, а папа предлагает поехать на лыжную базу. Предложите ребенку сделать выбор, как провести выходные, взвесив все за и против.

8. Необходимо развивать в ребенке ответственность за свои поступки. Конечно, родители мечтают приучить своих детей нести ответственность за свои слова и поступки. Во многих семьях полагают, что решение проблемы – в установлении постоянных обязанностей для детей. На самом же деле такие обязанности, являясь важными в домашней обстановке, в быту семьи, все же могут не повлиять на формирование у

ребенка чувства ответственности. Напротив, в некоторых семьях принуждение к выполнению этих обязанностей приводит к постоянным ссорам, которые плохо отражаются и на детях, и на родителях. В конце концов ребенок, вероятно, будет слушаться, но неизвестно, как принуждение повлияет на формирование характера. Таким образом, чувство ответственности нельзя навязать ребенку, оно должно проявиться «изнутри», на основе ценностной ориентации, полученной, прежде всего, дома.

9. Поощряйте оптимистическое мышление. Оптимизм тесно связан с успехом. Развивайте в ребенке умение с юмором относиться к себе, уметь подоброму пошутить в нужный момент, с оптимизмом смотреть на ситуацию. Люди, которые это умеют и заряжают уверенностью других, всегда становятся лидерами.

10. Родителям нужно формировать у ребенка адекватную самооценку. Для этого родителям нужно внимательно и с уважением относиться к решениям и пожеланиям ребенка. При таком подходе впоследствии и другие люди будут относиться к вашему ребенку с уважением. Также необходимо обращать внимание на то, что получается у вашего ребенка лучше всего, поощрять его старания и достижения. Человек не может преуспевать сразу во всех направлениях. Как правило, набор способностей у отдельно взятого индивида достаточен для достижения успеха в жизни. И для этого вовсе не требуется чрезмерных способностей и возможностей. Гораздо важнее в полной мере развивать потенциал ребенка, помочь ему реализовать его уникальную личность. Родителям необходимо предъявлять требования к ребенку соразмерно с его возможностями, учитывая уровень его развития, его предпочтения. Следует научить ребенка ценить то, какими качествами он обладает, принимать себя таким, какой он есть. И какими бы ни были успехи, большими или маленькими, не забывайте похвалить своего ребенка. Почаще говорите ему о своей любви, о том, как важно для вас его присутствие в жизни, теплые отношения с ним.

11. Очень важно вырабатывать у ребенка стрессоустойчивость. Настоящий лидер в сложных ситуациях не впадает в эмоции и делает ровно то, что поможет эффективно решить возникшую проблему. Но этот навык формируется далеко не сразу. Ребенка сначала на практике необходимо учить правильным ролевым моделям, чтобы при возникновении проблемы у него уже был необходимый шаблон поведения. Можно заранее разбирать с ребенком все возможные критические ситуации и отрабатывать поведенческие реакции на них в ролевых играх. Это поможет в дальнейшем, когда «приятели» начнут подталкивать вашего ребенка на противоправные действия, к курению и т.п. Если, с одной стороны, ребенок знает, что в любой ситуации родители за него горой, а с другой стороны, у него есть эффективные способы

реагирования на сложные моменты – его стрессоустойчивость повышается в разы.

12. Развивайте у ребенка ораторское мастерство и искусство. С раннего детства дома можно устраивать спектакли для родственников, кукол и игрушек, пусть ребенок преодолевает стеснение в родных стенах и будет готов к «большой» аудитории. Постепенно необходимо «выходить из родных стен» и «расширять аудиторию». Поощряйте участие ребенка в различных конкурсах, олимпиадах и других мероприятиях. Пусть ребенок принимает участие и выступает не только в учебном классе, в своей образовательной организации, но и за их пределами.

13. Ребенка следует вовлекать в общение не только с детьми, но и со взрослыми, сначала пусть это будут его родные или сами родители. Затем привлекать к разговору с посторонними людьми: продавцом в магазине игрушек, в библиотеке с библиотекарем, в больнице с врачом. Нужно учить его вежливости, показывать что-то на собственном примере, поддерживать беседу и рассказать о темах, которые приняты в обществе.

14. Развивайте у ребенка навыки ведения переговоров. Не давите на него своим авторитетом, если видите, что ему ваше решение доставляет дискомфорт («ты сделаешь, как я сказал»). Учите его спорить с вами, достигать компромисса.

Да! Именно с вами, родителями, которым лучше знать, что и как делать ребенку. Учите его отстаивать свою точку зрения путем переговоров, споров с разумными аргументами. И вы в свою очередь не забываете об уважении его мнения.

15. Родители должны объяснить ребенку, что у каждого в жизни могут быть поражения, поэтому нужно уметь с достоинством принимать их. Если ребенок играл в игру, и у него что-то не получилось, то не стоит кричать, а нужно начать игру сначала. Желательно объяснить, что с первого раза у многих ничего не получается, главное практиковаться и стремиться достичь желаемого, тогда все обязательно получится. Нужно обязательно хвалить ребенка, это разовьет усидчивость и терпение. Их развитию способствуют такие занятия, как сбор конструктора, пазлы, мозаики, вышивание и др.

16. Рекомендуется создать разнообразный досуг ребенка, ведь чем больше он увидит, тем больше будет знать. Нужно читать книги, ходить на различные занятия, кружки и мероприятия, выезжать на природу, главное, постоянно находиться в активной деятельности. Так, результаты исследований подтверждают то, что много читающий ребенок всегда увереннее, чем ровесник, не уделяющий внимание чтению. Именно чтение расширяет кругозор, позволяет видеть варианты поступков на примере героев, анализировать ситуации, произошедшие в книге, и действия персонажей, которые к этому привели.

17. Устраивайте семейные вечера настольных игр. В настольных играх у всех участников равные права, они учат стратегическому мышлению, игре по правилам.

18. Включайте ребенка в совместную деятельность. Прежде всего, ребенок берет пример с родителей. Ваш ребенок должен не только увидеть, как вы относитесь к выполнению своей работы или обязанностей по хозяйству, но и понять, что многие вещи выполняются в команде. Когда ребенок включен в совместную деятельность с членами семьи, например, берет на себя часть домашних дел, принимает участие в планировании совместного отдыха или времяпрепровождения, он учится работать в группе, где все действуют сообща.

19. Родители должны позаботиться о том, чтобы у ребенка появилось интересное увлечение, которое будет ему нравиться. Именно хобби способно обогатить внутренний мир, показать скрытые таланты человека. Профессиональные занятия, например, спортом, позволяют ребенку выработать дисциплину и целеустремленность.

И последнее, демонстрируйте свой пример. В глазах ребенка лидером являетесь вы, поэтому думайте со всей ответственностью о своих решениях и поступках. Как будете поступать вы, скорее всего, так же будет поступать в аналогичных ситуациях и ваш ребенок.

Использованные источники:

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ОПТИЧЕСКИЕ СВОЙСТВА КРИСТАЛЛОВ SiO_2 С ПРИМЕСЬЮ Fe

Аннотация: Исследованы зависимости вероятности неударного создания собственных дефектов структуры от плотности возбуждения, примесей и степени совершенства структуры кристаллов SiO_2 с примесью Fe.

Ключевые слова: кварц, дефект, радиация, кристалл, γ -облучение.

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OPTICAL PROPERTIES OF SiO_2 CRYSTALS WITH A FE IMPURITY

Annotation. The dependences of the probability of non-impact creation of intrinsic structural defects on the excitation density, impurities, and the degree of structural perfection of SiO_2 crystals with an Fe impurity are investigated.

Key words: quartz, defect, radiation, crystal, γ -irradiation.

Известно, что кристаллический и стеклообразный SiO_2 и изделия на их основе являются различными структурными состояниями SiO_2 , имеющими разные степени совершенства структуры. В настоящее время считается, что в кристаллическом SiO_2 образование стабильных дефектов структуры происходит только за счет ударного механизма дефектообразования [1]. В кварцевом стекле и изделиях на их основе под действием ионизирующих излучений наблюдается образование дефектов структуры и за счёт неударного механизма дефектообразования [2].

Вероятность неударного создания дефектов основы в разных структурных состояниях SiO_2 зависит от примесей, плотности возбуждения и степени совершенства структуры [3,4]. Поэтому в данной работе для изучения зависимости вероятности неударного создания собственных дефектов структуры от плотности возбуждения, примесей и степени

совершенства структуры исследованы спектры поглощения (СП) и гаммалюминесценции (ГЛ) кристаллов SiO_2Fe , облученных различными флюенсами протонов ($E_p=18$ МэВ), дейтонов $E_d=16$ МэВ) и α -частиц ($E_\alpha=18$ МэВ). Концентрация Fe определялась методом нейтронно-активационного анализа и составляет $5 \cdot 10^{-2}$ вес % [2,5].

В спектре поглощения кристаллов кварца наблюдается полосы 350 и 540 нм, интенсивности которых растут с увеличением флюенса заряженных частиц. Изучение распределения центров полос поглощений 350 и 540 нм по толщине кристаллов показало, что до определенной толщины R_0 – кристалла она не изменяется, а при больше R_0 – увеличивается и проходит через максимум [2,3,5]. Установлено, что создание дефектов в области глубин больше и равен R_0 и больше R_0 кристалла происходит за счёт неударного и ударного механизма дефектообразования соответственно.

Исследованы СП и ГЛ необлученных и кристаллов, имеющих различный степень разупорядочения структуры, вызванный предварительным облучением флюенсами заряженных частиц $4 \cdot 10^{14}$, 10^{15} , 10^{16} и 10^{17} см⁻² после дополнительного γ -облучения. Показано, что в предварительно-необлученных кристаллах центры полос поглощений распределены равномерно по толщине кристалла и увеличивается с дозой γ -облучения. При дозах гамма облучения $7 \cdot 10^9$ Р наблюдается резкое увеличение интенсивности полос поглощений.

Дополнительное γ -облучение предварительно облученных кристаллов приводит к повышению интенсивностей полос поглощений как в области глубин $\leq R_0$, так и $\geq R_0$. Скорость увеличения интенсивностей полос 350 и 540 нм зависит от дозы предварительного облучения.

Изучена зависимость интенсивности полосы ГЛ 470 нм при 77 К в необлученных и предварительно облученных кристаллах от дозы γ -облучения в интервале 10^6 - 10^{11} Р. Показано, что в необлученных кристаллах интенсивность полосы 470 нм линейно увеличивается с дозой облучения [2,3,6].

В предварительно облученных кристаллах наблюдается двухстадийное увеличение интенсивности полосы. Первая стадия, в основном, обусловлено проявлением радиационно-наведенных дефектов структуры, а вторая- дополнительно созданными дефектами структуры под действием γ -лучей [3,6-12].

Выводы: На основе экспериментальных данных и обсуждений полученных результатов исследований установлено, что существует критическая доза γ -облучения при которой наблюдается резкое увеличение вероятности образования центров свечения полосы 470 нм. Ее значения зависит от дозы предварительного облучения и уменьшается с ростом степени разупорядочная структуры кристалла. Таким образом, можно полагать, что в кристаллах SiO_2 , различный степень разупорядочения и

примеси, реализуется неударный механизм дефектообразования и при низких плотности возбуждения. Повышению степени разупорядочения приводит к росту вероятности образования дефектов структуры.

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ФИНАНСОВАЯ БЕЗОПАСНОСТЬ ПРЕДПРИЯТИЯ

Аннотация: Проблема обеспечения финансовой безопасности предприятия привлекает к себе пристальное внимание учёных и общественности из-за того, что в многочисленных масштабных предприятиях отсутствует практическая база для её поддержания. Этот фактор объясняет спрос на научные исследования в сфере обеспечения экономической и финансовой безопасности предприятия.

Ключевые слова: экономическая и финансовая безопасность предприятия, индикаторы и механизм финансовой безопасности предприятия.

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FINANCIAL SECURITY OF THE ENTERPRISE

Abstract: The problem of ensuring the financial security of the enterprise attracts the attention of scientists and the public due to the fact that in many large-scale enterprises there is no practical basis for its maintenance. This factor explains the demand for research in the field of economic and financial security of the enterprise.

Keywords: economic and financial security of the enterprise, indicators and mechanism of financial security of the enterprise.

Экономическая безопасность предприятия – это состояние наиболее эффективного использования ресурсов для предотвращения угроз и

стабильного функционирования предприятия [1, С. 74]. В литературе существуют различные составляющие экономической безопасности предприятия, например, ряд авторов определяет такие составляющие (рисунок 1):

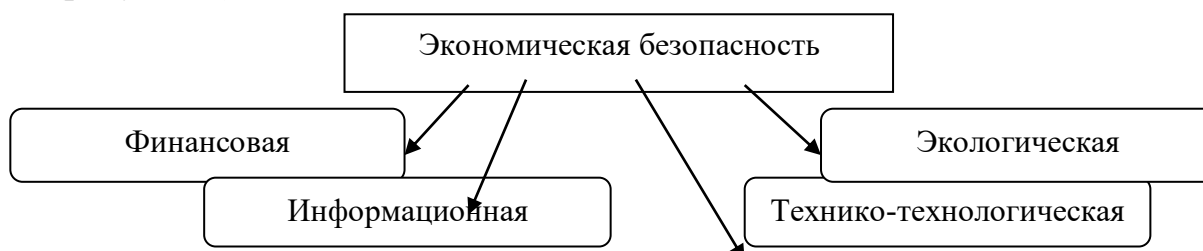


Рисунок 1 - Составляющие экономической безопасности предприятия

Основной целью организации финансовой безопасности предприятия является обеспечение ее финансовой устойчивости и недопущение банкротства.

Финансовая безопасность компании - устойчивое финансовое положение предприятия на долгосрочную перспективу, обеспечиваемое высокой долей собственного капитала, наличием стабильного притока денежных средств, рентабельной деятельностью и конкурентным положением на рынке.

Разработка и внедрение эффективной системы финансовой безопасности предприятия обеспечивает ее устойчивый рост, стабильность результатов деятельности, успешное выполнение определенных задач в рамках интересов собственников и общества в целом.

Финансовую безопасность предприятия можно охарактеризовать системой количественных и качественных показателей [2, С.342]. Можно выделить следующие критерии оценки экономической и финансовой стабильности предприятия:

- 1) устойчивое функционирование хозяйственных процессов;
- 2) стабильное превышение порога безубыточности;
- 3) степень эффективности использования ресурсов;
- 4) стабильное преобладание доходов над расходами;
- 5) сохранение активов и источников их финансирования;
- 6) свободное использование финансовых ресурсов, при котором будет сохраняться платежеспособность компании;
- 7) сохранение деловой активности компании.

В таблице 1 приведем индикаторы, которые позволяют оценить финансовую безопасность предприятия.

Таблица 1 – Индикаторы и пороговые значения экономической безопасности предприятия

Индикаторы	Расчет	Пороговые значения
Структура капитала и его размещение		

1.1 Коэффициент автономии	Капитал и резервы/Баланс	0,5 и выше
1.2 Коэффициент финансовой устойчивости	(Капитал и резервы + Долгосрочные пассивы)/ Баланс	0,6 и выше
1.3 Коэффициент обеспеченности СОС	СОС/Оборотные средства	0,1 и выше
1.4 Коэффициент маневренности собственного капитала	СОС/Капитал и резервы	0,5 и выше
Эффективность и интенсивность использования капитала		
2.1 Рентабельность капитала, %	Чистая прибыль/ Баланс * 100%	5,0 и выше
2.2 Оборачиваемость оборотного капитала, обороты	Выручка от продаж/ Оборотный капитал	Зависят от отрасли
2.3 Фондоотдача, руб.	Выручка от продаж/ Внеоборотный капитал	Зависят от отрасли
Платежеспособность и кредитоспособность предприятия		
3.1 Коэффициент текущей ликвидности	Краткосрочные пассивы /Оборотный капитал	2,0 и выше
3.2 Коэффициент быстрой ликвидности	Наиболее ликвидные активы/ Наиболее срочные обязательства	0,2 и выше
Запас финансовой прочности		
4.1 Точка безубыточности	Постоянные затраты/ (Маржинальный доход / Выручка от продаж)	Зависят от отрасли

Для оценки устойчивости финансовой безопасности предприятия используется целая система показателей, характеризующих изменения [3, С.143]:

- структуры капитала предприятия по его размещению к источникам образования;
- эффективности и интенсивности его использования;
- платежеспособности и кредитоспособности предприятия;
- запаса его финансовой устойчивости.

Обеспечение финансовой безопасности предприятия следует рассматривать как непрерывный процесс, который включает в себя системный мониторинг указанных критериев, а также пороговых значений показателей финансовой безопасности, позволяющих оценить состояние финансово – экономической безопасности компании и применить необходимые механизмы для её обеспечения. Выбор соответствующих инструментов, как рычагов управления уровнем безопасности, будет зависеть от текущего состояния критериев деятельности предприятия и оценки вероятности банкротства.

В целях укрепления финансовой безопасности предприятия следует принять следующие меры, необходимые для решения проблем и выявленных угроз, приведены на рисунке 2.

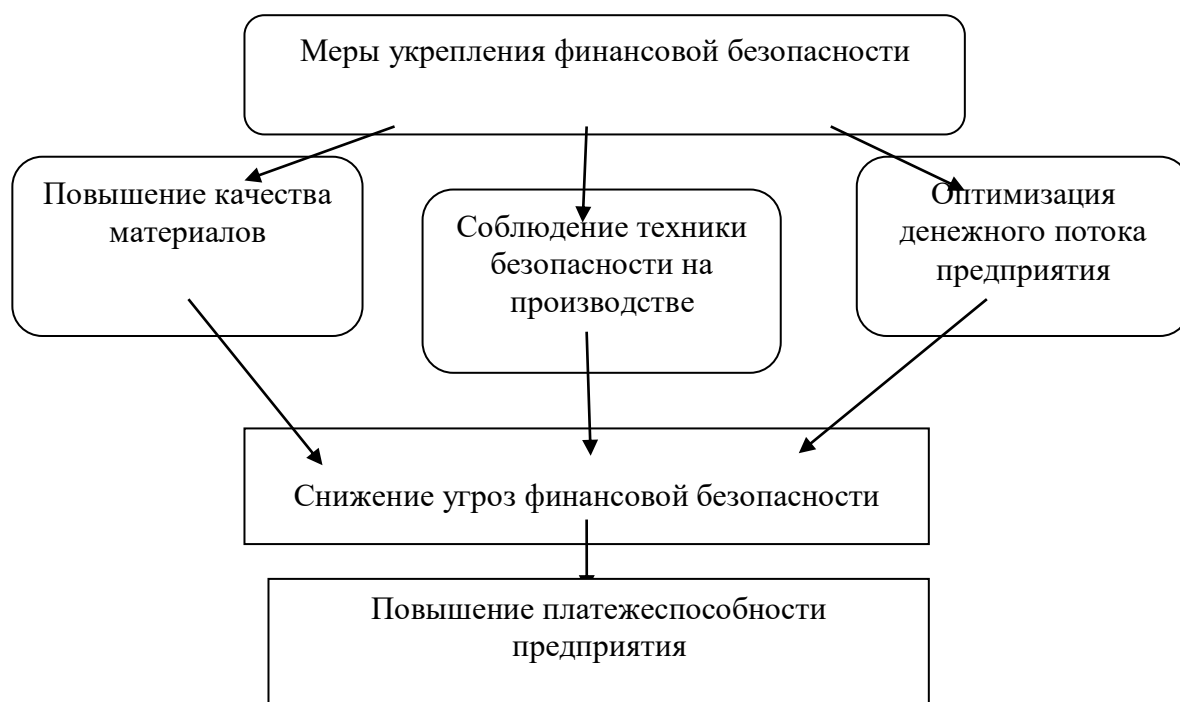


Рисунок 2 – Схема реализации мероприятий по укреплению финансовой безопасности предприятия

Повышение качества выпускаемых строительных материалов и товаров. Появление даже небольшого брака и не соблюдение технологии может повлечь за собой ряд серьезных финансовых потерь.

Соблюдение техники безопасности при производстве и транспортировке строительных материалов. Из этого вытекает ряд экономических угроз: ухудшение качества производимых работ; повышение опасности получения травм на производстве; хищения товарно-материальных ценностей на объекте; финансовые потери организации вследствие выявления нелегальных схем трудоустройства, оплаты труда, услуг, материалов; вывод в теневой сектор экономики части финансовых операций.

Повышение платежеспособности предприятия за счет оптимизации планирования денежных потоков, снижения дебиторской и кредиторской задолженности предприятия.

Таким образом финансовая безопасность предприятия зависит от большого количества факторов, которые определяются исходя из специфики деятельности предприятия и жизненного цикла, а так же производственных возможностей и состояния финансов.

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ТЕХНОЛОГИЯ РАЗВИТИЯ ДЕТСКОГО ТВОРЧЕСТВА НА УРОКАХ РУССКОГО ЯЗЫКА ШКОЛАХ УЗБЕКИСТАНА

Аннотация. В статье рассмотрены вопросы использования интерактивных методов обучения на уроках русского языка. Автор отмечает, что использование интерактивных методов на уроках русского языка существенно повышает их качество. Также предлагает нетрадиционные методы концентрации внимания учащихся школах Узбекистана.

Ключевые слова: педагогические технологии, интерактивные методы, инновации, эффективность, Smart Education, способность, находчивость, творческая деятельность.

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TECHNOLOGY FOR THE DEVELOPMENT OF CHILDREN'S CREATIVITY IN THE LESSONS OF THE RUSSIAN LANGUAGE IN SCHOOLS OF UZBEKISTAN

Annotation: The article deals with the use of interactive teaching methods in Russian language lessons. The author notes that the use of interactive methods in Russian language lessons significantly improves their quality. It also offers non-traditional methods of concentrating the attention of students in schools in Uzbekistan.

Key words: pedagogical technologies, interactive methods, innovations, efficiency, Smart Education, ability, resourcefulness, creative activity.

ВВЕДЕНИЕ

Происходящие в мире изменения, открытость доступа к информации оказывают влияние на сферу образования, изменяя методы обучения, содержание и педагогико-психологическую цель его организации, требует обучения учащихся способности к самостоятельной деятельности, разумно использовать поток информации. Исходя из этого, сегодняшний учитель не должен ограничиваться обучением с использованием готовых электронных ресурсов, а должен создавать образовательные ресурсы и

эффективно использовать современные технологии обучения, применяющие их, доносить содержание науки и ее содержание до учащихся. человек с квалификацией, чтобы заинтересовать студентов в обучении, необходимо развивать их творческие способности, учить анализировать себя, работать над собой и совершенствовать свои знания. Потому что он имеет возможность работать с современными технологиями, полностью понимает суть современного образовательного процесса, Необходимость подготовки современного специалиста, способного решать задачи, возникающие в процессе его деятельности, обладающего достаточными навыками, требует организации образовательного процесса на технологической основе. Для этого в учебный процесс внедряются такие технологии, как кейсы, WEB, коммуникационное информационное, интерактивное, мультимедийное, телекоммуникационное или электронное образование, Smart Education. В настоящее время мультимедийные программы и электронные учебники являются одним из важнейших факторов информатизации знаний в связи с тем, что они позволяют быстро и в короткие сроки выполнять различные задачи, могут отображать различные изображения, имеют дидактическое превосходство.

ГЛАВНАЯ ЧАСТЬ

Использование информационных технологий и мультимедийных обучающих программ позволяет повысить качество обучения языку, а также в психологическом плане создает условия для повышения заинтересованности студента и свободного применения своих знаний.

Сегодня происходит переход от E-learning (электронного образования) к Smart Education (интеллектуальному образованию) — инклюзивной концепции в контексте образования Smart Board (умная доска), Smart Screen (умный экран), Smart Phone (умный телефон), Smart Table (умный стол), Smart TV (умный телевизор), E-book (умная книга), привели к появлению таких технологий, как зона Wi-Fi. Каждый из них, помимо предоставления возможностей для внеурочной деятельности и реорганизации урока, превращает учащихся в активных участников образовательного процесса.

Преимущества использования смарт-технологий: оживление учебной среды, поднятие настроения, активизация учащихся, помощь в организации внеурочной деятельности (образовательные часы, тематические игры, концерты, праздники, литературные вечера, познавательные видеоролики и художественные просмотры фильмов), проведение проектной деятельности., проведение онлайн-конференций (создание сайтов, публикация электронных журналов, размещение стихов, рисунков, фотографий) имеет преимущества. Умные технологии помогают творческим коллективам, работе с одаренными детьми, повышению

личностной компетентности учащихся и, наконец, эффективному обучению гуманитарным наукам.

Творческий подход учителей к подготовке и проведению уроков может иметь положительное значение для детей. В целях активизации учащихся, развития интереса, побуждения их к получению знаний учителю следует внедрять в практику трудовые и другие формы уроков - их интересные разновидности, и в результате создавать авторско-нетрадиционные уроки. Учитель русского языка не может руководствоваться только официальными требованиями к уроку. Для совершенствования своей методической деятельности учитель должен знать традиционные и нетрадиционные формы уроков русского языка, их типологию, специфику уроков в системе образования. Форма организации обучения с целью усвоения изучаемого материала (знания, умения, мировоззрение и нравственно-эстетические представления).

По основной дидактической цели такие уроки подразделяются на: - урок по ознакомлению с новыми материалами;

- урок для закрепления изученного;
- урок применения знаний и умений;
- урок обобщения и систематизации знаний;
- урок проверки и коррекции знаний и умений;
- комбинированное (смешанное) занятие.

По основному способу проведения занятий:

беседа, лекция, самостоятельная работа студентов, лабораторно-практическая работа, сочетающая разные формы занятий. Основные этапы учебного процесса делятся следующим образом: - вводные занятия;

— Предварительные ознакомительные занятия с материалами;

- Понятия, законы, правила изучения уроков; - Уроки практического применения знаний;

- Смешанные или комбинированные уроки.

ЗАКЛЮЧЕНИЕ

Мы уверены, что вышеперечисленные методы обучения, проникнутые новаторским педагогическим духом, не только повысят речевую компетентность учащихся, но и помогут привить им качества самостоятельного исследования и стремления. Однако не следует забывать, что в какой ситуации или при каких условиях используются эти приемы и приемы и как объяснить их учащимся, зависит от педагогического мастерства учителя.

Такие технологии уроков, которые проводятся на базе современного образования в общеобразовательных школах, могут помочь учащимся всемерно проявить свои способности, а главное, развить свои разговорные навыки и компетенции на узбекском языке. Уроки этого метода, несомненно, помогут в развитии человека новой эпохи.

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СОВРЕМЕННАЯ ЛУЧЕВАЯ ТЕРАПИЯ И РАК ШЕЙКИ МАТКИ

Аннотация. При большинстве случаев рака шейки матки лучевая терапия является основой лечения. Введение одновременной химиотерапии с облучением в конце 20-го века привело к значительному улучшению выживаемости при заболевании. В настоящее время такие методы, как лучевая терапия с модуляцией интенсивности, которые обеспечивают высокую степень соответствия опухоли, дают возможность дополнительно улучшить результат за счет снижения токсичности, связанной с лечением, а также потенциально улучшить местный контроль за счет увеличения дозы облучения опухоли. В этом обзоре будет изложена история и современное состояние лучевой терапии шейки матки.

Ключевые слова: рак шейки матки, лучевая терапия, брахитерапия, лучевая терапия с модуляцией интенсивности.

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MODERN RADIATION THERAPY AND CERVICAL CANCER

Annotation. In most cases of cervical cancer, radiation therapy is the basis of treatment. The introduction of simultaneous chemotherapy with radiation at the end of the 20th century led to a significant improvement in the survival rate of the disease. Currently, methods such as intensity-modulated radiation therapy, which provide a high degree of tumor compliance, make it possible to further improve the result by reducing the toxicity associated with treatment, as well as potentially improve local control by increasing the dose of radiation to the tumor. This review will outline the history and current state of radiation therapy of the cervix.

Keywords: cervical cancer, radiation therapy, brachytherapy, radiation therapy with intensity modulation.

В 21 веке лучевая терапия вновь находится на переднем крае лечения рака. Решающее значение для этого имеют достижения в области визуализации и компьютерных технологий. Трехмерная конформная лучевая терапия, лучевая терапия с модуляцией интенсивности и лечение под управлением изображения - все это распространенное явление, в настоящее время также используются роботизированные технологии.

Примечательно, однако, что внедрение большей части этой новой технологии в лечение гинекологического рака отстает от ее использования при других локализациях опухолей.

Традиционная внешняя лучевая терапия использует костные ориентиры для определения целевого объема для лучевой терапии органов малого таза. Он прост в доставке и широко используется, особенно в менее богатых странах. Лечение проводится либо с помощью передних и задних противоположных полей, либо с помощью метода бокса с 4 полями, который уменьшает объем тонкой кишки в обработанном объеме. Исследования, оценивающие охват матки и шейки матки, показали, что граница поля, расположенная по середине лобкового сочленения, недостаточна для 50-60% пациенток, и даже на переднем сочленении может потребоваться модификация в 30% случаев. Аналогичным образом, стандартные поля показывают недостаточную локализацию определенных областей лимфатических узлов у 30-40% пациентов, главным образом из-за индивидуальных различий в положении сосудистых соединений.

Несмотря на эти опубликованные данные, традиционная лучевая терапия продолжает применяться в развитых и развивающемся странах. Интеграция компьютерной томографии в процесс планирования лучевой терапии позволила дозе облучения соответствовать очертаниям мишени. Такое формирование полей излучения известно как конформная лучевая терапия и в настоящее время считается наилучшей практикой при лечении органов малого таза. Лучевая терапия с модуляцией интенсивности (ЛТМИ) является продолжением этого принципа. Изменяя интенсивность луча излучения, он обеспечивает более точное придание формы даже вокруг вогнутостей. Распределение дозы с помощью ЛТМИ более точно соответствует целевому объему, уменьшая дозу для прямой кишки, а также спереди, огибая целевой объем латерального лимфатического узла, при этом сохраняя большую часть центрального мочевого пузыря и кишечника.

Исследования по планированию лучевой терапии — это теоретические исследования, проводимые для оценки потенциальных преимуществ новых методов перед клиническим внедрением. Многие сравнивали ЛТМИ с обычной методикой “box” показали, что объем тонкой кишки, мочевого пузыря и прямой кишки, облученных в предписанной дозе, уменьшается. Команда Чикагского университета одним из первых продемонстрировал это уменьшение объема мочевого пузыря и прямой кишки при приеме предписанной дозы на 50% и 23% соответственно. Лучшей оценкой потенциальной пользы ЛТМИ было бы сравнение ее с конформной лучевой терапией. Хотя поля для конформной лучевой терапии обычно больше, чем у обычного бокса, индивидуальная форма полей позволяет лучше защитить органы, подверженные риску. Конформная лучевая терапия может уменьшить средний объем приема по

меньшей мере 90% от предписанной дозы (V90) на 23%, 4%, 18% и 11% для мочевого пузыря, прямой кишки, тонкой и толстой кишок соответственно. Если затем провести ЛТМИ по сравнению с конформной терапией, можно добиться дальнейшего снижения V90 на 33%, 30%, 30% и 20% в мочевом пузыре, прямой кишке, тонкой и толстой кишках.

Эти исследования планирования предполагают, что конформная лучевая терапия и ЛТМИ могут играть важную роль в лечении гинекологического рака, поскольку они могут значительно уменьшить объем нормальных тканей, получающих высокую дозу. При раке предстательной железы, где существует аналогичная доза и объем что касается поздней токсичности, то эти методы улучшили клинические исходы, и стало возможным увеличение дозы. Для рутинного использования при лечении рака шейки матки должны быть доказательства того, что теоретическое преимущество методов трехмерной лучевой терапии приводит к значительному клиническому эффекту.

В ретроспективном обзоре 310 пациенток с раком эндометрия частота поздних осложнений с использованием техника 4-полевого бокса была снижена с 23% до 4% при использовании конформной лучевой терапии. Сравнение пациентов у пациентов, получавших параллельно-противоположные поля по сравнению с теми, кто получал конформное планирование послеоперационной лучевой терапии рака шейки матки, было показано, что 4 поля уменьшили количество осложнений со стороны кишечника с 17,5% до 2,9% и лимфедему с 28,6% до 3,1%.¹⁰

Ретроспективно сравнивали острую токсичность первых 40 пациентов (70% послеоперационных, 30% первичных лучевых терапий) с предыдущими 35 пациентами, получавшими традиционную лучевую терапию. Желудочно-кишечные симптомы 2-й степени были уменьшены с 91% до 60%, а заболеваемость мочеполовой системой 2-й степени была снижена с 20% до 10% с помощью ЛТМИ. После дальнейшего наблюдения поздняя желудочно-кишечная токсичность была снижена с 50% до 11%.¹²

Гематологическая токсичность может возникнуть при лучевой терапии органов малого таза, поскольку 40% общего резерва костного мозга в организме находится в костях малого таза. Применение сопутствующей химиотерапии еще больше увеличивает вероятность развития клинически значимая миелотоксичность. Лучевая терапия с модуляцией интенсивности может значительно уменьшить объем облучаемого костного мозга по сравнению с обычной лучевой терапией. Это привело к клиническому эффекту: токсичность лейкоцитов 2-й степени снизилась с 60% до 31%.¹³ Такое улучшение открывает потенциал для добавления новых системных методов лечения, которые будут использоваться либо в сочетании с лучевой терапией, либо в качестве адъювантов.

В дополнение к улучшению сохранения нормальных тканей, ЛТМИ позволяет вводить различные дозы в пределах одного объема обработки в процессе, называемом одновременным комплексным повышением ЛТМИ или В дозу. Это может иметь дополнительное преимущество за счет введения более высокой дозы на фракцию и общей дозы для всех макроскопических заболеваний при сохранении стандартных доз и фракционирования в областях потенциального микроскопического распространения. Это также открывает возможности для радиобиологического планирования, основанного либо на биологии опухоли, оцененной с помощью функциональной визуализации, либо на риске токсичности нормальных тканей.

Расширенная полевая лучевая терапия используется для лечения тазовых и парааортальных лимфатических узлов при раке шейки матки, когда показано поражение общих подвздошных или парааортальных лимфатических узлов. Из-за высокой частоты желудочно-кишечной токсичности при традиционной лучевой терапии доза обычно ограничивается 45 Гр. Исследования по планированию лучевой терапии с модуляцией интенсивности показали снижение дозы облучения нормальных структур на 30-70% по сравнению с традиционным методом. Ранний данные об использовании расширенной полевой ЛТМИ и одновременной химиотерапии цисплатином обнадеживают: поздние желудочно-кишечные осложнения ниже, чем при применении стандартных доз в анамнезе. Это позволило группам изучить роль одновременного усиления ЛТМИ для увеличения дозы в пораженных узлах.

Стереотаксическая лучевая терапия тела с наведением изображения стала более доступной с развитием бескаркасной роботизированной лучевой терапии. Кибернож использует несколько пучков излучения, что обеспечивает высокую степень соответствия, а затем способен отслеживать движение как опухоли, так и пациента в режиме реального времени и корректировать позиционирование перед подачей каждого луча. Этот тип лечения не подходит для больших областей, таких как облучение всего таза, но хорошо подходит для небольшие изолированные очаги поражения. Первоначальные результаты, полученные в Корее с использованием этой методики при локализованном рецидиве парааортального узла, были обнадеживающими.

Хотя рак шейки матки стал значительно менее распространенным в тех странах, где был введен скрининг, это второй по распространенности вид рака в развивающихся странах, и во всем мире ежегодно происходит более 273 000 смертей. Лучшая выживаемость и меньшая токсичность, связанная с лечением, лежат в основе улучшения результатов. Современная лучевая терапия обладает потенциалом для достижения и того, и другого, а также для испытаний новых методов, и методы лечения важны как никогда.

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ПОДХОДЫ К ИССЛЕДОВАНИЮ НАЦИОНАЛЬНО-КУЛЬТУРНЫХ РАЗЛИЧИЙ СОМАТИЧЕСКИХ ФРАЗ

Аннотация. В статье представлено исследование способов отражения культуры во фразах и роли слов, обозначающих части тела, во фразах. Соматические фразы играют особую роль в формировании культурной специфики. Это связано с универсальными функциями, возложенными на соматические термины и их референтное поле. Фразы с соматическими центрами рассматриваются как виртуальные единицы, содержащие информацию о невербальных действиях человека и его эмоциях. Иногда они функционируют не только как метафоры, но и как стереотипы и квазисимволы культуры. Национальная культура отражается в данном языке и проявляется в общественно-политической жизни, искусстве, литературе, философии, науке и технологическом развитии. Анализируемые фразы имеют одну общую черту: функции соматических составляющих фраз очень важны, поскольку в большинстве случаев они составляют семантические ядра данных идиом, которые раскрывают значение всей единицы.

Ключевые слова: лингвокультурология, словосочетания, лингвокультурологические исследования, соматика, соматические фразы, семантика, культура, межкультурная коммуникация.

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APPROACHES TO THE STUDY OF NATIONAL-CULTURAL DIFFERENCES OF SOMATIC PHRASES

Abstract. The article presents the investigation of the ways in which culture is reflected in phrases and the role of body-part words in phrases. The somatic phrases play a special role in the formation of cultural specifics. This is due to the universal functions assigned to the somatic terms and their reference field. Phrases with somatic centres are considered as the virtual units containing information on non-verbal actions of a person and their emotions. They sometimes function not only as metaphors but also as stereotypes and quasi-symbols of culture. National culture is reflected in a given language and it is revealed in socio-political life, art, literature, philosophy, science and technological development. The analyzed phrases have one common feature: the

functions of the somatic constituents of phrases are very important, since in the majority of cases, they constitute the semantic cores of given idioms which reveal the meaning of the whole unit.

Keywords: linguoculturalogy, phrases, lingua-cultural studies, somatics, somatic phrases, semantics, culture, intercultural communication.

Соматизм — один из древнейших пластов в лексике разных языков, отражающий культурно-национальные особенности народов, их обычаи и традиции, передающий многолетний опыт и культуру, их дух, демонстрирующий влияние иноязычных факторов на язык. важное выражение понятий и, следовательно, они принадлежат к стабильной части многих языков [4,20]. Соматические фразеологические единицы, то есть фразеологические единицы, одним из компонентов которых является название части тела человека или животного, являются одной из самых обширных и продуктивных групп корпусных фразеологических единиц. Эта группа, по мнению В.П. Шубиной, на долю которого приходится около 15% фразеологического фонда языка [10].

По словам М.Мирзалиевой, соматические единицы – это выражения, составленные из слов, обозначающих части тела человека и животных. Они являются выражением человеческих эмоций и чувств, отношений с окружающей средой. При этом используются названия конкретных частей тела [5,53-55].

Соматические словосочетания образуются из комбинаций двух или более слов, таких как законченные осмысленные выражения, устойчивые лексические структуры и синтаксические структуры. Устойчивость и единообразие слов, составляющих это сочетание, тесно связаны с общим числом компонентов соматической фразеологической единицы и со степенью образности.

Соматические соединения с отчетливой семантической структурой теряют свое лексическое значение и образуют соматические выражения, рассматриваемые в комбинаторике как единое целое. С этой точки зрения основные признаки, определяющие соматическую фразеологическую ассоциацию, можно описать следующим образом:

- 1) соматические выражения, выражающие общий смысл;
- 2) соматические фразы легко доступны в языке;
- 3) соматические словосочетания – образно-эмоциональные выражения, сочетающие в себе историко-культурно-национальные признаки;
- 4) стороны соматических фразеологических единиц используются в переносном смысле для создания соматических выражений, которые действуют как целое и как член предложения [6,162-166].

Соматические словосочетания в основном содержат характеристики культуры, образа жизни и общественной деятельности людей, которым

они принадлежат. В них отражена национальная лексика, которая связана с традициями, национальными и религиозными праздниками и бытом народа. Учитывая все данные Т.Н. Чайко заключает: «Поскольку части тела присутствуют так часто, они становятся своего рода стандартом для сравнения» [9.104].

Однако, несмотря на многочисленные сравнительные исследования соматизма разных языков, эта подсистема не изучена с точки зрения культурно-национальных особенностей. Именно поэтому в данной работе мы попытаемся рассмотреть соматические фразеологизмы с точки зрения их культурно-этнической специфики, поскольку сами соматические фразеологизмы отражают светский опыт, культуру, национальные традиции и обычаи народа, национальные и культурные особенности языка, его самобытность. СФИ – это не просто слова, связанные по смыслу, а своеобразный рассказ со своей историей, раскрывающий культуру людей, их взгляды и видение мира. Именно при их анализе можно определить универсальность, присущую всему человечеству, и специфические особенности фразеологизмов, принадлежащих конкретному народу.

Фразеологизмы, относящиеся к слову “глаз” [1,62-68].

Например: Сонда неге мениң көз алдымда тислерин қайрап атырған қасқырдың баласы киби пайда болады?

“Маған Нажимовтың көзқарасы өзгерген бе ямаса ўақыт өзгерген бе?” деп ойланды ишинен.

Буннан Сержанов мудамы хабардар. Сонлықтан ол үмитли көзлерин Завмактан айырмай, әллекандай жубатыўшы кеңес күтти. Өзине сын көзлер қадалғанын сезген Дәўлетовта нақолай жағдайда.

Во фразеологизмах, взятых из приведенного выше примера, слово “глаза” - это ключевое слово.

В первом примере фразеологизм “көз алдымда” означает "появляться", "стоять перед". Его составные части состоят из ветвей слова сущ+наречие по конструкции. Во втором примере “көз алдына келтириў” фразеологизм означает “вспоминать”, “думать”.

В третьем примере “көз алмай караў” фразеологизм означает "сидеть смирно". [3].

Фразеологизмы, относящиеся к слову "язык", - это устойчивые словосочетания, которые очень часто применяются в разговорной речи. Например:

1) Областлық партия комитетиниң басшылары арзаны оқыўдан бундай ақыллы басшыны жумыстан босатыў қәте, деп өзін тиллесийге шақырады. 2) “Жаңалық” сабхозы барлық ўақытта районда, хәтте областта ең алдыңғы сыпатында тилге алынатуғын еди.

В примерах “тиллесийге шақыриў” в разговорном смысле слова “тилге алыныў” означает разговаривать вместе.

Фразеологизмы, относящиеся к слову "голова".

1) Мине енди оларды дүзетиў өзиниң басына түсежақ.

2) Хәрқайсысы ҳешкимниң алдында бас ийип көрмеген, едеде бас ийммейтуғын сыяқлы.

3) Областлық партия комитетиниң секратары менен сөйлескенде де усы сораўлар жөнинде көп бас қатырған еди.

Примерный фразеологизм “басына түсиў” означает “өзи ислеў”, а на втором предложении “бас ийип көрмеў” в значении “не умолять”.

В третьем примере “бас қатырыў” фразеологизм означает мышлять.

Фразеологизмы, относящиеся к слову "нога".

Например:

- Қа, енди қалай ойлайсыз, енди биз бүгинги күнниң талабы менен аяқ қоса алмайтуғын дәрежеге түстик пе?

В приведенных выше примерах фразеологизм “аяқ қоса алмаў” означает неспособности ходить по строке, фразеологизм “аяғының астын геўлеў” в смысле работать. Фразеологизм “аяқ сызқалыў” в третьем примере означает не дойти до конца, не завершить.

Фразеологизмы, относящиеся к слову "рот".

Дәўлетов усы пикирди айтқан гезде Сержановтың жүреги суў етип, “бул дала қасқыры не деп атыр, кимди тислемекши, кимге аўыз салмақшы?” – деп куралтай трибунасындағы Дәўлетовқа айрықша дыққат қойған еди.

Фразеологизм “аўыз салыў” в примере означает разрушить, демонтировать.

Фразеологизмы, относящиеся к слову "подбородок".

Например: ... Завмағ оған ийегин нұсқап, “әне, Дәўлетовтың өзи!...” деген сөзди олда еситкен еди.

Например, фразеологизм “ийегин нұсқаў” означает щелчок, показать.

Фразеологизмы, относящиеся к слову "ухо".

Например: Хәрким озиниң алдындағының басын қолы менен көзи алдынан бир шетке ийтерип, Дәўлетовтың сөзлерине кулақ түрди.

“Кулақ түрди” фразеологизм означает слушать.

Жоқ, жолдаслар, биз бундай диншил адамлардың сөзлерине кулақ аспаўмыз тийис.

Фразеологизм “кулақ аспаў” в примере означает не слушаться.

Фразеологизмы, относящиеся к слову "лицо".

Например: Демек сен ақырынан баслағансаң! – деп ол көпшиликке бет бурды.

Фразеологизм “бет бурды” в примере означает смотрел.

Итак, невозможно толковать фразеологизмы, не зная истории народов, их традиций. Каждая фразеологическая единица несет прямую или косвенную культурную информацию о мире. Во фразеологизмах сохраняются отпечатки более ранних исторических периодов,

обуславливающие его культурно-национальный характер и раскрывающие их космополитические черты.

При изучении фразеологизмов важно следить за тем, как меняются их культурные, национальные и этимологические интерпретации, какие ментальные изменения происходят при исторической смене культурных ориентиров, связанной со сменой времен.

Приведенный выше этимологический анализ включает лишь небольшую часть фразеологизмов с соматическим компонентом, чтобы проиллюстрировать развитие и смещение исходных значений.

Заключение. Анализ позволяет сделать следующие выводы: Соматические фразеологизмы представляют собой в основном образные метафоры, основанные на наблюдениях за поведением человека или животного, описывающих эмоциональные состояния своего прикосновения. Во словосочетании сома используются названия частей тела, функций, с которыми человек сталкивается ежедневно. Количество и тематическое разнообразие групп фразеологизмов, в том числе соответствующих им соматизмов, в зависимости от важности и значения функций тех или иных органов или частей тела. Поэтому невозможно толковать фразеологизмы, не зная истории народов, их традиций. Каждая фразеологическая единица несет прямую или косвенную культурную информацию о мире. Во фразеологизмах сохраняются отпечатки более ранних исторических периодов, обуславливающие его культурно-национальный характер и раскрывающие их космополитические черты.

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ВЗАИМОСВЯЗЬ ПАТОЛОГИИ ПОЛОСТИ РТА И ОБЩЕГО СОСТОЯНИЯ ОРГАНИЗМА

Резюме. В статье обсуждается взаимосвязь патологии полости рта и общего состояния организма. Выявить состояние полости рта при сахарном диабете, состояния полости рта и при патологии сердечно-сосудистой системы, влияние курения на состояние полости рта. При осмотре полости рта пациентов больных сахарным диабетом у 3 из 5 было выявлено наличие точечных кровоизлияний на слизистой оболочке полости рта, что свидетельствует об изменении реологических свойств крови и нарушении целостности эндотелия сосудов.

Ключевые слова: Сахарный диабет, кариес зубов, патология сердечно-сосудистой системы.

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RELATIONSHIP OF THE PATHOLOGY OF THE MOUTH CAVITY AND THE GENERAL CONDITION OF THE ORGANISM

Summary. The article discusses the relationship between the pathology of the oral cavity and the general condition of the body. To identify the state of the oral cavity in diabetes mellitus, the state of the oral cavity and pathology of the cardiovascular system, the effect of smoking on the state of the oral cavity. When examining the oral cavity of patients with diabetes mellitus, 3 out of 5 revealed the presence of petechial hemorrhages on the oral mucosa, which indicates a change in the rheological properties of the blood and a violation of the integrity of the vascular endothelium.

Key words: Diabetes mellitus, dental caries, pathology of the cardiovascular system.

Актуальность исследования: Практически все заболевания внутренних органов в той или иной степени находят отражение в полости рта [1, 3, 5]. Так, например, длительный период заболевания астмой и лечения кортикостероидными препаратами сопровождается уменьшением скорости саливации, снижением pH зубного налета, повышением кровоточивости десен, риска и интенсивности кариеса зубов [9]. У лиц с хроническими заболеваниями почек повышена распространенность патологии слизистой оболочки полости рта и воспалительных заболеваний пародонта [18]. При заболеваниях центральной нервной системы (детский церебральный паралич, эпилепсия и др.) уже в детском возрасте повышается распространенность и интенсивность кариеса зубов, ухудшается гигиена полости рта и состояние маргинального пародонта [2, 7]. У пациентов, страдающих фобией, депрессией, синдромом дефицита внимания и гиперактивности отмечается ухудшение стоматологического здоровья. Кариес является одним из самых распространенных патологий в стоматологии. Общее состояние организма безусловно сказывается в полости рта. Для определения данной взаимосвязи была проведена данная научно-исследовательская работа.

Цель: установить взаимосвязь патологии полости рта и общего состояния организма. Выявить состояние полости рта при сахарном диабете.

Установить взаимосвязь состояния полости рта и патологии сердечно-сосудистой системы. Проанализировать влияние курения на состояние полости рта.

Материалы и методы: Сбор анамнеза, изучение амбулаторных карт.

1. Осмотр собственно полости рта. Дополнительные методы обследования: Проба Шиллера-Писарева, определение индексов РМА и ОНІ-S.

Результаты исследования: в ходе производственной практики НИР мы наблюдали 5 пациентов с установленным ранее диагнозом сахарный диабет (тип не учитывался). Для контроля были взяты 5 пациентов, которым ранее не ставился диагноз сахарный диабет. Стоит отметить, что при осмотре полости рта пациентов больных сахарным диабетом у 3 из 5 было выявлено наличие точечных кровоизлияний на слизистой оболочке полости рта, что свидетельствует об изменении реологических свойств крови и нарушении целостности эндотелия сосудов. КПУ условно здоровых пациентов = 6, КПУ пациентов с сахарным диабетом = 9. Индекс РМА условно здоровых пациентов = 20, РМА пациентов с сахарным диабетом = 31. Индекс ОНІ-S условно здоровых пациентов = 1,8, ОНІ-S пациентов с сахарным диабетом = 2,1. (см. рис. 1).

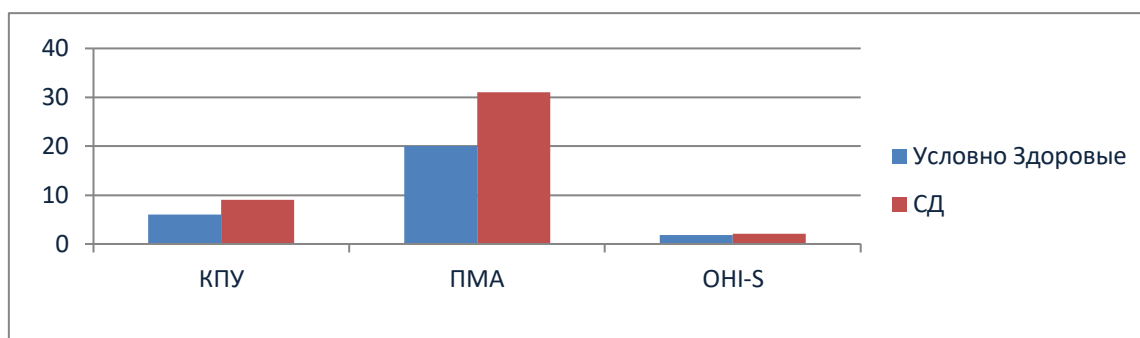


Рис.1. Динамика стоматологических индексов при сахарном диабете.

Следующим этапом явилось выявление взаимосвязи между наличием сердечно-сосудистых заболеваний (эндокардит, миокардит, перикардит, недостаточность клапанов) и состоянием полости рта. Для этого было отобрано 5 амбулаторных карт пациентов, в анамнезе которых было выявлено наличие каких-либо сердечно-сосудистых заболеваний (эндокардит, миокардит, перикардит, недостаточность клапанов) и оценено состояние полости рта. Для сравнения, так же отобрано 5 амбулаторных карт «условно здоровых» пациентов, которые отрицали наличие сердечно-сосудистых заболеваний.

КПУ условно здоровых пациентов = 4, КПУ пациентов с заболеванием сердечно-сосудистой системы = 7. ПМА условно здоровых пациентов = 25, ПМА пациентов с заболеванием сердечно-сосудистой системы = 34. ОНИ-S условно здоровых пациентов = 1,7, ОНИ-S пациентов с заболеванием сердечно-сосудистой системы = 2. (см. рис. 2).

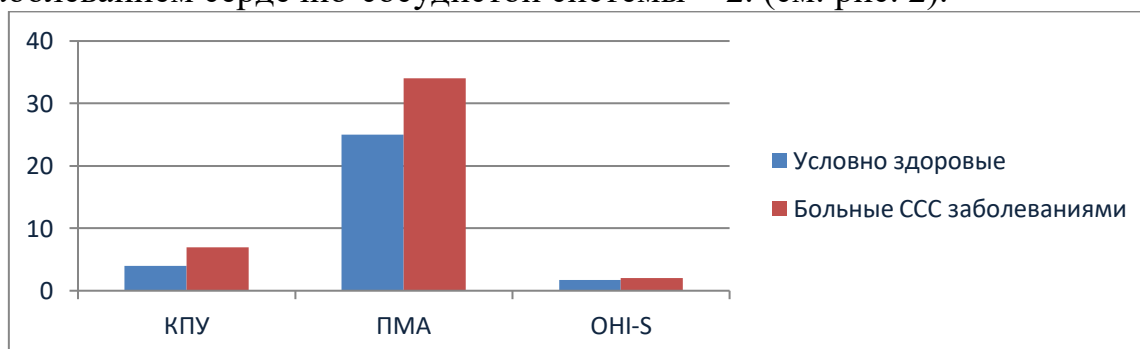


Рис.2. Динамика стоматологических индексов при ССС заболеваниях.

Для анализа влияния курения на состояние полости рта были обследованы 10 пациентов, которые курят не менее 5 лет и 10 пациентов некурящих. КПУ некурящих пациентов = 5, КПУ курящих пациентов = 11. ПМА условно здоровых пациентов = 21, ПМА курящих пациентов = 36. ОНИ-S условно здоровых пациентов = 1,6, ОНИ-S курящих пациентов = 2,8. (см. рис. 3).

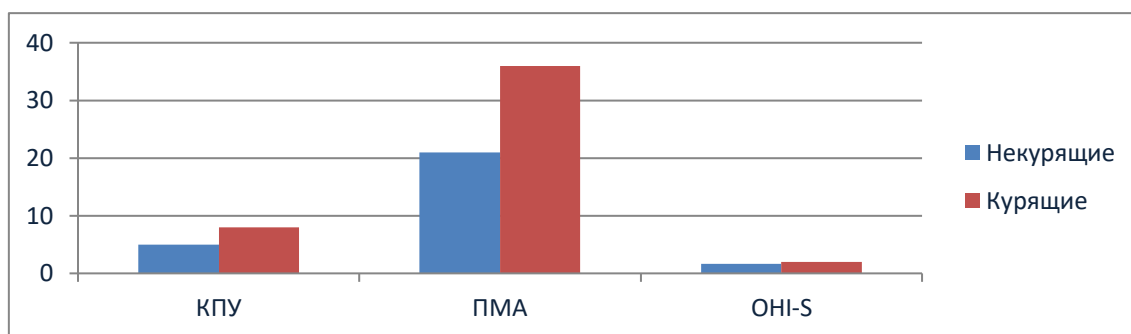


Рис.3. Динамика стоматологических индексов у курящих и некурящих.

Выводы:

1. Пациенты с соматической патологией и курящие имели показатели выше стоматологической заболеваемости, нежели группы сравнения «условно здоровых».

2. Сопутствующая патология (сахарный диабет, сердечно-сосудистые заболевания) и вредные привычки (курение) являются предрасполагающими или отягощающими факторами к развитию патологии полости рта, так и следствием кариозной болезни, так как кариозные зубы являются очагами хронической инфекции.

Использованные источники:

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ПРОБЛЕМА СТИМУЛИРОВАНИЯ ИНВЕСТИЦИЙ НАСЕЛЕНИЯ

Аннотация. Экономический рост требует устойчивого фрондирования, обеспечиваемого притоком инвестиций. Принимая во внимание геополитическую обстановку и санкционное давление, для России вопрос привлечения внутренних денежных средств в экономику становится все более и более значимым. В статье приведена структура финансовых активов домашних хозяйств, проанализировано участие граждан в инвестировании на примере данных Московской биржи, сформирован перечень факторов, сдерживающих инвестиционную активность населения.

Ключевые слова: инвестиции домашних хозяйств, стимулирование инвестиций, индивидуальный инвестиционный счет.

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THE PROBLEM OF STIMULATION OF INVESTMENTS OF THE POPULATION

Abstract. Economic growth requires stable funding through inflow of investments. Taking into account current geopolitical environment as well as economic sanctions the question of raising funds inside the country becomes

more and more important for Russia. The article depicts the structure of household financial assets, analyzes residents' participation in investment based on Moex data and defines factors, which are restraining the investments of individuals.

Keywords: household investments, investment promotion, individual investment account.

Экономическое развитие страны не представляется возможным без постоянного притока финансирования в производственный сектор, создающий экономические блага. Величина денежных поступлений во многом определяется уровнем инвестиций, важной составляющей которого является инвестиционная активность домашних хозяйств. Современная мировая ситуация характеризуется повышением уровня интереса граждан к инвестиционной деятельности. Подобная тенденция проистекает из значительного градуса неопределенности возможных будущих решений по социально-экономической политике и необходимости вносить изменения в привычный порядок вещей вследствие геополитической обстановки и санкционного давления. Все это подталкивает население к формированию сбережений, так называемой "подушки безопасности", и поиску наиболее выгодных путей их сохранения и преумножения. Это также соответствует приоритетам государственной политики РФ в последнее десятилетие, направленной на активизацию процесса трансформации накоплений граждан в инвестиции для целей повышения экономического потенциала страны и ставшей ещё более актуальной вследствие присутствия факторов, в значительной степени затрудняющих привлечение иностранного капитала и ограничивающих круг его источников.

По состоянию на конец 3 квартала 2022 года в структуре финансовых активов домашних хозяйств преобладают: акции и прочие формы участия в капитале (составляющие 39,9 трлн рублей или 34,5% сбережений), депозиты (38,7 трлн рублей, или 33,5%) и наличная валюта (19,3 трлн рублей, или 16,7%). (рис. 1). При этом денежные средства на брокерских счетах составляют всего 0,5% или 522 млн рублей. Данное соотношение структуры активов населения свидетельствует о неоптимальном для экономики распределении средств граждан. Большие объемы денежных средств в наличной валюте и на банковских вкладах, в совокупности составляющие половину общего объема, не способствуют повышению экономических показателей, но являются потенциальным источником повышения инвестиционной активности населения в перспективе, в свою очередь приводя к повышению уровня жизни населения, развитию фондового рынка и росту конкурентоспособности экономики страны на мировой арене, что в свою очередь может способствовать привлечению дополнительных инвестиций извне.



Рис. 1 Структура и динамика финансовых активов домашних хозяйств в 2020–2022 годах

Источник: составлено авторами на основе данных ЦБ РФ

В разрезе динамики структура активов населения претерпевает незначительные изменения. Так, с конца 3 квартала 2020 года доля наличных денег сократилась на 1,2% за счет уменьшения объемов иностранной валюты. Объем депозитов, хотя и показал рост на 1,5% относительно аналогично периода 2021 года, все же меньше, чем был в 2020 на 1,3%. Процент акций, несмотря на уменьшение в течение 2022 года в связи с сокращением участия в капитале нерезидентов, остается выше показателей 2020 года на 0,3%.

Для оценки популярности фондового рынка среди населения было решено использовать статистику торгов на Московской бирже (табл. 1), как основной и крупнейшей бирже России, а следовательно, представляющей репрезентативные данные. В 2021 году наблюдался рост по преобладающему числу показателей. Наиболее значимым стало увеличение числа активных инвесторов, совершающих сделки на бирже ежемесячно, в 2,5 раза, а также повышение объемов вложений частных инвесторов в акции в 1,8 раза. Согласно оценке Банка России, весомый рост числа частных инвесторов, наблюдавшийся в период с 2019 по 2021 года, вызван сокращением средней максимальной ставки по вкладам физических лиц до 6,0%. Однако, когда в конце 2021 года начался процесс повышения ключевой ставки ЦБ РФ от 7,5% в октябре 2021 года до резкого скачка до 20% конце февраля 2022 года, вследствие необходимости стабилизации экономической обстановки в стране и борьбы с инфляцией, соответственно возрос и процент по банковским депозитам, повысив для граждан привлекательность открытия сберегательных вкладов.

2022 год ознаменовался резким спадом как в объеме торгов (-41,3%), так и объеме вложений частных инвесторов в акции (-54,8%). Столь

масштабное снижение было последствием сохраняющихся до на протяжении первой половины 2022 года высоких ставок по депозитам, в совокупности с текущими проблемами, являющимися факторами сдерживания и замедления темпов развития фондового рынка. К последним можно отнести недостаточный уровень инфраструктурного развития рынка, концентрацию капитализации предприятий топливно-энергетического комплекса, отсутствие возможностей застраховать инвестиции, а также проистекающий из недостаточного уровня общей финансовой грамотности населения несколько консервативный выбор домашними хозяйствами предпочтительных способов сбережения денежных средств. При этом присутствует и региональное расслоение, когда помимо Москвы и области, а также Санкт-Петербурга, регионами с относительно крупным числом частных инвесторов возможно назвать только Краснодарский край, Башкортостан, Свердловскую область и Татарстан. В 2022 году к уже существующим факторам сдерживания развития фондовых рынков прибавляется расширение ограничений по раскрытию информации относительно финансовых результатов российских компаний, что является обоснованным с точки зрения текущей ситуации, но сказывается на способности граждан принимать инвестиционные решения. Еще одной чертой российского фондового рынка можно назвать большое количество «пробных» пустых счетов - 66% от общего числа.

Таблица 1

Основные показатели Московской биржи в 2020–2022 годах

Показатель	2020	2021	2022
Объем торгов Московской биржи на фондовом рынке, млрд. руб.	23905	29997	17595
Число физлиц, имеющих брокерские счета, млн чел.	8,8	17,0	22,9
Ежемесячно совершающих сделки, чел.	0,8	2,0	2,2
Доля частных инвесторов в объеме торгов акциями, %	40,6	40,0	59,0
Объем вложений частных инвесторов в акции, млрд. руб.	301,0	532,0	243,5
Количество индивидуальных инвестиционных счетов (ИСС), млн	3,5	4,9	5,2
Открыто новых ИСС, млн	1,8	1,4	0,5
Оборот по счетам ИСС, трлн. руб.	1,4	1,6	1,7

Источник: составлено авторами по материалам новостных публикаций Московской биржи по итогам 2020–2022 годов

Не самым благоприятным образом складывается и динамика по индивидуальным инвестиционным счетам, призванных стимулировать инвестиционную активность населения посредством налоговых льгот. Так, неуклонно снижается количество новых открытых счетов обоих типов ИСС, и в 2022 году открывается почти на три четверти меньше счетов, чем в 2020, вследствие повышения волатильности и неопределённости фондового рынка, сказавшихся на сокращении горизонта планирования инвесторов и их меньшей заинтересованности в счетах ИСС, открываемых на 3 года. Тем не менее, благодаря старым еще не закрытым счетам их совокупное число продолжает увеличиваться, пусть и со снижением темпов с +31,4% в 2021 году до +13,0% в 2022.

Тем не менее, такие показатели как доля частных инвесторов в объеме торгов акциями на Московской бирже, а также число ежемесячно совершающих сделки игроков биржи показывают положительную динамику и в 2022 году возросли на 47,5% и 10% соответственно. Более того, количество уникальных инвесторов возросло за последние два года вдвое: с 15% экономически активного населения в первом квартале 2021 года до почти 31% в последнем квартале 2022 года. В совокупности это свидетельствует об общем повышении интереса населения к инвестициям на бирже и повышению их роли на ней. И все же почти 70% потенциальных частных инвесторов пока с большой опаской относится к вложению средств в активы, представленные на фондовом рынке. По данным социологического опроса сервиса «SuperJob», основные причины отказа граждан от инвестирования на фондовом рынке скорее связаны с вопросами отсутствия необходимых знаний и психологическими факторами. Так, наиболее популярными причинами отказа были названы:

- недостаточный уровень знаний для использования данного способа вложения денежных средств;
- отсутствие необходимой информации о представленных инструментах;
- недоверие к финансовым институтам в целом.

Более того, к проблемам современного российского фондового рынка можно отнести отсутствие роста реальных доходов населения, сопровождающееся ростом цен и значительную степень популярности психологии потребления, сокращающие объем идущих на сбережения денежных средств в целом

Меры по повышению осведомленности граждан об инвестициях на фондовом рынке уже принимаются. Как пример образовательных и информирующих мероприятий можно привести следующие начинания Московской биржи:

1. представленный в 2017 году образовательный проект «Школа Московской биржи»

2. разработанный совместно с экспертами ЦБ РФ в июне 2021 года обучающий курс «Путь инвестора»

3. запущенный летом 2022 года десятимодульный курс «Деньги делают деньги» и одноимённый подкаст

4. проводящийся с 2003 года конкурс «Лучший частный инвестор», призванный продемонстрировать возможные результаты от использования инструментов фондового рынка

5. заключенное в июне 2021 года на площадке XXIV Петербургского международного экономического форума соглашение о сотрудничестве с информационным агентством «Интерфакс», включающие интеграцию финансовых новостей в торговые терминалы и совместное развитие информационно-аналитического портала RusBonds

Всего в данных мероприятиях приняло участие более 1,6 млн человек, что наглядно демонстрирует интерес к подобным проектам со стороны граждан.

Исходя из рассмотренного выше круга проблем, а также отклика населения на уже применяемые меры стимулирования, можно выделить следующие шаги, необходимые для развития фондового рынка в России:

Во-первых, обеспечение роста реальных доходов населения. По данным Росстата, реальные располагаемые доходы граждан не увеличиваются, а инфляционные показатели, наоборот, показывают рост, что приводит к сокращению размеров денежных средств, которые домашние хозяйства могут выделить для сбережения.

Во-вторых, повышение уровня как общей, так и конкретно инвестиционной финансовой грамотности населения. Необходим больший охват населения уже действующими программами обучения и продвижения инвестиций, способными продемонстрировать потенциальным частным инвесторам возможности получения большей доходности от вложения в инструменты фондового рынка, чем от открытия вклада в банке, и позволяющими населению изучить и понять принципы использования данных инструментов. Целесообразно расширение платформ, на которых проводятся обучающие мероприятия, и форматов их реализации, так как это позволит увеличить охват задействованного экономически активного населения и предоставит возможность уменьшить существующее региональное расслоение.

В-третьих, повышение осведомленности более консервативных граждан, не склонных углубляться в тонкости инвестирования на фондовом рынке самостоятельно, о возможности открытия счетов с доверительным управлением.

В-четвертых, рост числа публикаций о деятельности эмитентов ценных бумаг, экспертных обзоров текущей обстановки на фондовом рынке и обеспечение открытого доступа к этой информации, публикация

сведений о надежности организаций-эмитентов, составление независимых рейтингов внутри России.

В-пятых, потенциальное изменение в порядок открытия и предоставления налоговых льгот по индивидуальным инвестиционным счетам может перевесить неуверенность от требуемого достаточно длинного в современных реалиях горизонта планирования и стимулировать возвращение темпов прироста количества новых открытых счетов.

Подводя итог, можно заключить, что фондовый рынок России находится в стадии поступательного развития и расширения, но выделенный спектр проблем замедляет данный процесс, ограничивая приток новых частных инвесторов и денежных средств. Подобная ситуация требует принятия мер со стороны, в первую очередь, государства, социально-экономическая политика которого должна быть направлена на повышение уровня жизни и финансовой грамотности граждан, а также пропаганду инвестирования в экономику со стороны граждан. Принятие мер по борьбе с существующими проблемами привлечения инвестиций населения должно поспособствовать реализации потенциала домашних хозяйств для роста экономики страны.

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ЕВРОПЕЙСКИЕ ПИСАТЕЛИ-ПУТЕШЕСТВЕННИКИ В ЦЕНТРАЛЬНОЙ АЗИИ: ГЕНРИХ МОЗЕР В ТУРКЕСТАНЕ

Аннотация: В данной статье описывается личность французско-немецкого дипломата Генриха Мозера, который является автором путевого очерка «По Средней Азии. Киргизская степь. Русский Туркестан, Бухара, Хива. Страна туркмен и Персия» («Durch Centralasien. Die Kirgisensteppe, Russisch-Turkestan, Bochara, Chiwa, das Turkmenenland und Persien»). А также излагаются ключевые моменты его восприятия жизни и культуры центральноазиатских народов, а в частности узбекского этноса.

Ключевые слова: Путевой очерк, культура этноса, понятия «свой» и «чужой», субъективность, стилистические средства выражения эмоциональности, субъективности и аутентичности.

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EUROPEAN WRITERS-TRAVELERS IN CENTRAL ASIA: HEINRICH MOSER IN TURKESTAN

Annotation: This article describes the personality of the French-German diplomat Heinrich Moser, who is the author of the travel essay “Across Central Asia. Kyrgyz steppe. Russian Turkestan, Bukhara, Khiva. The Country of the Turkmens and Persia” (“Durch Centralasien. Die Kirgisensteppe, Russisch-Turkestan, Bochara, Chiwa, das Turkmenenland und Persien”). It also outlines the key points of his perception of the life and culture of the Central Asian peoples, and in particular the Uzbek ethnos.

Key words: Travel essay, culture of an ethnos, concepts of “one’s own” and “alien”, subjectivity, stylistic means of expressing emotionality, subjectivity and authenticity.

Генрих Мозер был одним из самых важных знатоков Востока своего времени.

Анри (Георг Генрих) Мозер родился 13 мая 1844 года в Санкт-Петербурге и был швейцарским исследователем, коллекционером и

дипломатом. Его мать умерла, когда ему было шесть лет, и отец²¹ видел в нем своего преемника и обучал его соответствующим образом. Однако его деловые успехи были омрачены его небрежностью и высокомерием. После скандала, когда он избил предполагаемого автора статьи, учителя, на глазах у школьного класса из-за критической статьи в газете, отец сначала перевел его в Петербург. Тем не менее, отношения отца и сына оборвались, и отец, наконец, отпустил его.

Женившись на своей племяннице Софи Маргарете Шох (1862–1929) в феврале 1887 года, Мозер продал поместье «Шарлоттенфельс», а в 1888/89 году он и его жена отправились в свое четвертое и последнее путешествие в Среднюю Азию. В сотрудничестве с русским генералом Мишелем Анненковым, строителем Закаспийской железной дороги, они хотели возделывать земли Каракала с помощью крупных ирригационных систем. Но этот проект не был одобрен российской стороной. Разочарованный, Мозер вернулся в Швейцарию. В результате его озабоченности проблемой ирригации в 1894 году в Париже была опубликована вторая основная работа Мозера «L'irrigation en Asie Centrale». Цель этой публикации состояла в том, чтобы стимулировать европейский интерес к хорошим экономическим возможностям в регионах Центральной Азии.

Его первое приключенческое путешествие привело его в Туркестан в 1869/70 году, но он не достиг своего первоначального пункта назначения в Индии. Его второе путешествие через Среднюю Азию в 1869/70 году проходило через Ташкент, Самарканд и Бухару, и его бизнес-идея по поставке яиц тутового шелкопряда в Италию закончилась фиаско. После смерти отца в 1874 году он все больше и больше интересовался восточными раритетами и впервые выставил их в 1876 году в Шаффхаузене. Своё самое большое и важное путешествие в Среднюю Азию он предпринял в 1883 году, в котором был принят эмиром Бухары, ханом Хивы и шахом Персии. Он стал известен своими восточными сборниками и рассказами о путешествиях (ср. Balsiger 1997, стр. 182-183).

Письма, которые он писал во время странствий, публиковались в различных газетах. Они вызвали большой интерес у читателей. По возвращении Мозер издал эти письма в виде книги по инициативе издателя и опубликовал их в начале лета 1884 года под названием «A travers l'Asie Centrale. Impressions de voyage» последовала за его первой крупной работой о Средней Азии на французском языке, которая была опубликована в Париже в 1885 году и в немецком переводе в Лейпциге в

²¹ Генрих Мозер старший был швейцарским часовщиком и пионером промышленности. В 1827 году он отправился в Россию и быстро стал преуспевающим часовщиком. С помощью своих финансовых ресурсов он основал ряд торговых и промышленных компаний и поддержал строительство крупной гидроэлектростанции на Рейне недалеко от Шаффхаузена. Это сделало его одним из самых умных и успешных швейцарских предпринимателей XIX века (см. Wipf, 1997, стр. 181f).

1888 году²², книга называлась «Durch Centralasien. Die Kirgisensteppe, Russisch-Turkestan, Bochara, Chiwa, das Turkmenenland und Persien»²³ («По Средней Азии. Киргизская степь. Русский Туркестан, Бухара, Хива. Страна туркмен и Персия»). Уже в предисловии к своей книге он описывает эту публикацию как «несчастье» (Unglück):

«Если бы кто-то сказал мне раньше, что я напишу книгу, я бы посмеялся над такой дерзостью. Я все равно расскажу вам, как произошло такое несчастье»²⁴.

(Мозер 1888, стр. VII)

Мозер подчеркивает свое стремление описать нравы и обычаи среднеазиатских народов максимально достоверно, без чужого влияния:

«Публикуя свои путевые впечатления, я просто ставил перед собой задачу рассказать о том, что пережил сам. Единственная заслуга, на которую я могу претендовать, это то, что я не носил с собой ни глаз, ни ушей в кармане»²⁵.

(Мозер 1888, стр. VIII)

Тем не менее в его описаниях прослеживается интертекстуальность, которая доказывает что автор писал свои тексты, например, под влиянием Германа Вамбери. Например, Мозер заранее был очень заинтересован в посещении мавзолея Гур-Эмир. Этот «мавзолей, описанный Вамбери» (там же, стр. 108) представлял большой интерес для него уже во время его первой поездки в Самарканд. Руководствуясь своей этнологической коллекционерской манией, Мозер решил нелегально вывезти часть (как он думает) надгробия Тимура в Европу при поддержке своих русских друзей. Ему это удалось, и он отправил это Герману Вамбери из своего дома. Оказалось, что Мозер ошибся в своем предположении о происхождении камня (ср. там же, с. 109).

Еда как элемент культуры является одной из наиболее часто освещенных тем немецкоязычными авторами туркестанского периода. В узбекской культуре, к примеру, угощения и совместные трапезы являются символом доверия между гостем и хозяином дома. Гость оказывает честь, сервируя стол как можно богаче и предлагая меню из нескольких блюд. Это включает в себя концепцию типичного узбекского гостеприимства. И именно одним из наиболее часто упоминаемых пунктов критики в немецкоязычных путевых очерках, возникающих в связи с темой еды и питья, являются пышность трапез, большие порции и жирность блюд.

²² См. Pfaff, Robert (o.J.): Henri Moser. Из: http://www.stadtarchiv-schaffhausen.ch/fileadmin/Redaktoren/Documents/Moser_Henri.pdf (полн. дата обращения: 19.03.2023)

²³ См. Moser, Heinrich (1888): Durch Centralasien. Die Kirgisensteppe, Russisch-Turkestan, Bochara, Chiwa, das Turkmenenland und Persien, Leipzig.

²⁴ В оригинале: «Wenn mir jemand früher gesagt hätte, dass ich ein Buch schreiben würde, so würde ich über eine solche Zumuthung nur gelacht haben. Ich erzähle, wie das Unglück dennoch kam»

²⁵ В оригинале: «Bei der Veröffentlichung meiner Reiseindrücke stellte ich mir einfach die Aufgabe, das zu sagen, was ich selbst erfahren habe. Das einzige Verdienst, welches ich in Anspruch nehmen könnte, besteht darin, dass ich weder meine Augen, noch meine Ohren in der Tasche mit mir herumtrug»

Мозер описывает эту тему с юмором и задается вопросом о манерах местных жителей есть, особенно о том, что они *«могут есть все, что является очень горячим»* (см. там же, стр. 98).

Интересен так же тот факт, что Мозер является одним из немногих авторов туркестанского периода, который очень подробно описал центрально-азиатских женщин: женскую прическу, ношение украшений, уличную одежду, бытовые условия, быт и замужество, даже процесс развода — все это он описывает детально, чтобы *«все получили представление о внешнем облике сартовской красавицы в ее святилище»* (Мозер 1888, стр. 68). Это можно объяснить тем, что дипломатов часто сопровождали русские женщины, которые имели допуск в гаремы Туркестана.

Его описания часто эмоциональны и субъективны, к примеру, он замечает ненависть и презрение к европейцам даже в детях:

«Только дети радуют наш взор. К сожалению, их учат только ненависти и презрению к европейцам. В этой стране взгляд никогда не обрадуется добродушной, милой улыбки ребенка; каждый чужой здесь испытывает чувство, что ненависть к своей расе и религии отделяет его от туземца»²⁶.

(там же, стр. 100)

Т. е. Мозер предполагал, что не только взрослые, но и дети отрицательно относятся к иностранцам. Он подкрепляет свое утверждение, выбирая отрицательно окрашенные существительные «ненависть» (*Hass*) и «презрение» (*Verachtung*). Наречие «никогда» (*niemals*) с эпитетами «добродушный» (*gutmütig*) и «милый» (*lieb*) создает контраст между туркестанскими и другими детьми. Еще отчетливее автор субъективизирует свое высказывание словами «чужое» (*Fremde/r*) и выражением «испытывать чувство» (*das Gefühl haben*).

Тем не менее в путевых очерках Мозера можно прочесть не только его критику но восхищения узбекскими городами, например, Самаркандом *«с его фантастическими памятниками, тенистыми домами, великолепными садами»* (там же, стр. 108) и описывает его с помощью таких перифраз, как «зеркало земли» (*Spiegel der Erde*), «сад святых» (*Garten der Heiligen*) (там же, с. 113). При этом он ограничивается любованием Самаркандом и не вдается в подробности архитектуры достопримечательностей и их истории (ср. там же, стр. 114).

Автор описывает не только города но и элементы культуры туркестанских народов, к примеру, читателю могут быть интересны описания базаров. Мозер перефразирует базар как *«бульвар сарта»*

²⁶ В оригинале: «Nur die Kinder erfreuen unser Auge. Leider lehrt man ihnen nur Hass und Verachtung gegen die Europäer. In diesem Lande wird der Blick niemals durch ein gutmüthiges, liebes Lächeln eines Kindes ergötzt; jeder Fremde hat hier das Gefühl, dass der Hass gegen seine Rasse und seine Religion ihn von dem Einheimischen trennt»

(*Boulevard des Sarten*) (там же, стр. 92). Мозер использует многочисленные риторические стилистические приемы, чтобы придать живость и яркость своему собственному описанию, а также иностранные слова различного происхождения, такие как, например, *boulevard, rondeau, far niente*, слова-реалии с их пояснениями - *арбас* (двухколесная колесница) (*Arbas (zweirädige Wagen)*), *арбакеш* (проводник) (*Arbakesch (Führer)*), *аксакал* (седая борода) (*Aksakal (Graubart)*), *кунган* (среднеазиатский чайник) (*Kungan (centralasiatische Theekanne)*), *мехмандар* (*Mehmandar*),,, *караваны* (*Karavanen*), *караван-сараи* (*Karavanseraien*) итд. усиливают аутентичность текста. Он также описывает ныне во многих среднеазиатских странах утраченную функцию восточного базара, а именно присутствие мастерских для местных мастеров, т.е. для медников и ножовщиков (ср. там же, стр. 98).

В Бухаре Мозер посетил также местный базар, который он описывает как «*закрытое образование, город в городе*» (*ein geschlossenes Ganzes, eine Stadt in der Stadt*) (там же, с. 165). Эта индивидуальная метафорическая перифраза «город в городе» использовалась позже и другими авторами²⁷.

В заключении стоит отметить, что Генрих Мозер был важным исследователем и дипломатом своего времени, его восточная коллекция в Берне является одной из крупнейших в мире частных коллекций о Востоке. Он включает около 4000 предметов, включая церемониальное оружие и доспехи, ткани, рукописи, миниатюры, керамику, монеты и предметы декоративно-прикладного искусства. Его путевой очерк о народах Центральной Азии является важнейшим источником информации о жизни и культуре народов туркестанского периода, а так же может послужить материалом как лингвокультурологического, так и лингвостилистического анализа.

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²⁷ См. Вайс/Вестерманн 1994, стр. 234-246.

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РАСПРОСТРАНЕННОСТЬ ГИНГИВИТОВ У ОРТОДОНТИЧЕСКИХ ПАЦИЕНТОВ С КОРОНОВИРУСНОЙ ИНФЕКЦИЕЙ В АНАМНЕЗЕ

Резюме. Данная статья посвящена распространенность гингивитов у пациентов, находящихся на ортодонтическом лечении. Согласно проведенным ранее исследованиям, колеблется от 30% до 70%, однако нет данных о распространенности и особенностях течения гингивитов у пациентов с COVID-19 в анамнезе. Проведено обследование 68 пациентов, находящихся на ортодонтическом лечении с коронавирусной инфекцией в анамнезе гингивиты встречались чаще ($p < 0,05$) чем у пациентов не переболевших COVID-19 и составляли соответственно 14 (46,7%) и 9 (23,7%).

Ключевые слова: гингивит, несъемная ортодонтическая аппаратура, COVID-19, индексы.

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PREVALENCE OF GINGIVITIS IN ORTHODONTAL PATIENTS WITH A HISTORY OF CORONAVIRUS INFECTION

Summary. This article focuses on the prevalence of gingivitis in patients undergoing orthodontic examination. According to a previous study, it ranges from 30% to 70%, but there is no data on the prevalence and manifestations of gingivitis in patients with COVID-19 in history. A survey of 68 patients undergoing orthodontic examination with a history of coronavirus infection was carried out. Gingivitis was more common ($p < 0.05$) than in patients who had not recovered from COVID-19 and accounted for 14 (46.7%) and 9 (23.7%), respectively.

Key words: gingivitis, fixed orthodontic appliances, COVID-19, indices.

Актуальность исследования: Изменения в современном мире, происходящие под воздействием пандемии COVID-19, имеют глобальный характер – они затронули все стороны функционирования каждого государства, каждого социального института, каждого человека. Недавние отечественные и зарубежные исследования свидетельствуют о существенном неблагоприятном влиянии пандемии на психическое здоровье населения [1–3]. Важным социальным последствием этого можно считать общее снижение качества жизни [2]. Многие заболевания внутренних органов, а также, стоматологические заболевания, такие как множественный кариес зубов и его осложнения, заболевания тканей пародонта и слизистой оболочки полости рта, принято считать психосоматическими, так как в их возникновении и течении, как правило, ведущая роль отводится воздействию психотравмирующих факторов [3]. Как следствие этого у человека могут наблюдаться нарушения физического функционирования, а также обостряться имеющиеся хронические заболевания.

Цель исследования: изучение распространенности гингивитов у пациентов, находящихся на ортодонтическом лечении с COVID-19 в анамнезе.

Материалы и методы исследования: проведено обследование 68 пациентов, находящихся на ортодонтическом лечении с использованием несъемной ортодонтической аппаратуры (брекет-системы). Пациенты были разделены на 2 группы наблюдения: группа пациентов с коронавирусной инфекцией в анамнезе, которую составили 30 человек и контрольная группа (без коронавирусной инфекции в анамнезе) в количестве 38 человек). В данном исследовании определяли:

- распространенность гингивитов;
- папиллярно-маргинально-альвеолярный индекс (РМА, Schour, Massler, 1948);
- десневой индекс (GI, (Loe, Silnes 1963);
- индекс кровоточивости десневой борозды (SB I) по Muhlemann и Son, 1971;
- упрощенный индекс гигиены полости рта Грина-Вермиллигна (ОН I-S, 1964).

Результаты: распространенность катарального гингивита среди ортодонтических пациентов, перенесших коронавирусную инфекцию была достоверно выше ($p < 0,05$) чем в группе пациентов без COVID-19 в анамнезе и составила 46,7%. Распространенность гипертрофического гингивита у пациентов, перенесших коронавирусную инфекцию, имела тенденцию к повышению и равнялась 30,3%. В группе пациентов перенесших коронавирусную инфекцию количество пациентов без признаков гингивита было достоверно меньше и составило 23,3% против 60,5% в группе пациентов, не перенесших COVID-19. Интенсивность

воспаления десны, верифицированная с помощью индексов РМА, SB I и GI, при сопоставимом уровне гигиены и схожей степени выраженности зубочелюстных аномалий была выше ($p<0,01$) в группе пациентов, перенесших коронавирусную инфекцию. Значение индекса РМА у пациентов с COV ID-19 в анамнезе составило 1,5 [0,83;2], индекса SB I - 2,3 [1,85;2,5] и индекса GI - 1,68 [1,33;2] по сравнению с контрольной группой.

Выводы: у пациентов, находящихся на ортодонтическом лечении, с коронавирусной инфекцией в анамнезе гингивиты встречались чаще ($p<0,05$) чем у пациентов не переболевших COV ID-19 и составляли соответственно 14 (46,7%) и 9 (23,7%).

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**ГЕОИНФОРМАЦИОННОЕ МОДЕЛИРОВАНИЕ ВЫБОРА МЕСТА
ЗАХОРОНЕНИЯ ТВЕРДЫХ БЫТОВЫХ ОТХОДОВ В
ОТНОШЕНИИ ПРОГНОЗА РОСТА ГОРОДОВ В
КАРАКАЛПАКСТАНЕ**

Аннотация. В статье раскрыты вопросы геоинформационного моделирования размещения полигонов отходов. Рассмотрены различные методики выбора оптимального размещения полигонов отходов с применением многокритериального анализа решений (MCDA), моделей урбанизации и др. На основе применения данных методик предложены места для размещения полигонов захоронения твердых отходов в Республике Каракалпакстан.

Ключевые слова: полигон, рост городов, Моделирование роста городов, многокритериальный анализ решений, оценка жизненного цикла, урбанизация, моделирование.

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**GEOINFORMATION MODELLING OF SOLID WASTE DISPOSAL
SITE SELECTION IN RELATION TO URBAN GROWTH FORECAST
IN KARAKALPAKSTAN**

Abstract: The article describes the issues of geoinformation modeling of the placement of waste landfills. Various methods for choosing the optimal placement of waste landfills using multi-criteria decision analysis (MCDA), urbanization models, etc. are considered. Based on the application of these methods, places for the placement of solid waste disposal sites in the Republic of Karakalpakstan are proposed.

Keywords: polygon; urban growth; Modeling the growth of cities; multicriteria decision analysis; life cycle assessment; urbanization; modeling.

Выбор оптимального места размещения полигона является большой проблемой для территориального планирования из-за его негативного влияния на окружающую среду, а также столкновения интересов. Существует множество современных подходов к выбору, основанных как на геоэкологической пригодности полигона, так и на некотором компромиссе с охраной окружающей среды и потребностями местного населения. [1]

Существуют различные методики определения наилучшего места для полигона. Некоторые распространенные подходы включают в себя:

Географическая информационная система (ГИС) — программное обеспечение ГИС может анализировать различные уровни данных, включая топографию, гидрологию, землепользование и законы о зонировании, чтобы определить подходящие места для свалки.

Многокритериальный анализ решений (MCDA) — этот подход использует комбинацию качественных и количественных факторов для оценки пригодности различных областей. Критерии могут варьироваться от экологических факторов до экономических выгод.

Участие сообщества. Вклад сообщества важен для принятия обоснованных решений о размещении полигонов. Публичные слушания и собрания сообщества могут помочь понять проблемы и ценности сообщества.

Оценка жизненного цикла (LCA) — этот подход анализирует воздействие полигона на окружающую среду на каждом этапе его жизненного цикла, включая сбор, транспортировку, эксплуатацию и вывод из эксплуатации.

Анализ затрат и выгод. Этот анализ включает затраты и выгоды от размещения полигона, чтобы убедиться, что выгоды перевешивают затраты.

В целом, сочетание этих методологий может обеспечить наиболее комплексный подход к выбору оптимального места размещения полигона.

В то же время существует особая проблема тенденций разрастания городов и субурбанизации. Оба процесса недооцениваются в современных алгоритмах выбора места захоронения отходов, в результате чего многие полигоны, еще недавно созданные на нежилой территории, сейчас

окружены новыми жилыми массивами. Такое соседство вызывает сильные противоречия у жителей новостроек из-за запаха, орнитофауны, угнетающего вида и опасности заражения.

Теория городов предлагает некоторые теоретические концепции роста городов, и при разработке этих моделей методы дистанционного зондирования дают нам возможность проверить некоторые теоретические соображения, используя обнаружение роста городской территории с определенными спектральными индексами (NDBI), чтобы отличить здание от сельской местности, участок, пустырь и небольшие подворья.

Модели урбанизации в пригородных районах относятся к изменениям в структуре и составе сообществ по мере того, как городские элементы внедряются в традиционно сельские или пригородные районы. Эти изменения обычно происходят по мере того, как урбанизация распространяется дальше от городских центров и строятся новые жилые комплексы, коммерческие районы и транспортные сети.

Одной из наиболее значительных моделей урбанизации в пригородных и сельских районах является появление многофункциональных застроек, которые включают в себя ряд жилых, коммерческих и общественных пространств. Эти разработки, как правило, предназначены для обеспечения жителей удобным доступом к товарам и услугам, снижения потребности в поездках на автомобиле и продвижения более устойчивого образа жизни. Кроме того, в этих многофункциональных комплексах часто наблюдается более высокая плотность населения, чем в традиционных пригородных поселках, что может создать более яркую и разнообразную социальную среду.

Еще одна ключевая модель урбанизации — расширение транспортных сетей, включая строительство новых дорог, автомагистралей и систем общественного транспорта. Эти разработки могут значительно сократить время в пути между пригородными и городскими районами, улучшая доступность и создавая новые возможности для экономического роста, а также для расширения населенных пунктов.

Однако урбанизация может также создавать проблемы, такие как рост заторов и загрязнения, а также рост стоимости жилья и социального неравенства. Для решения этих проблем политики и сообщества должны работать вместе для реализации стратегий устойчивого развития, которые уравнивают экономический рост с социальными и экологическими проблемами.

Анализ космических снимков для территории Каракалпакстана демонстрирует ключевые факторы процесса урбанизации: рост городов происходит более интенсивно вокруг основных дорог; есть существенный дополнительный вклад трансформации деревни, когда традиционное жилье заменяется городскими участками. Этот процесс весьма близок к

модели разрастания городов из [2, 3], поскольку тенденция роста также имеет иерархические модели.

Разрастание городов - это модель развития, которая включает расширение городских районов за счет окружающей сельской местности. Это часто происходит в пригородных районах, так как спрос на жилье растет, а застройщики строят дома и коммерческую недвижимость все дальше и дальше от центра города. Разрастание городов может привести к экологическим проблемам, таким как загрязнение воздуха и воды, а также к увеличению пробок на дорогах и утрате естественной среды обитания.

Нами была использована модификация модели клеточных автоматов, реализованная в программе PCRaster [4] с пространственно-зависимой матрицей возможности распространения, основанная на эмпирическом анализе текущих тенденций урбанизации. В зависимости от матричных коэффициентов (и множителя с пространственной привязкой, близкого к взвешенному по площади среднему индексу расширения [2]), моделирование вызывает заполнение, краевое расширение или скачкообразный рост городов.

Оценивая нечеткое пересечение между ожидаемой городской территорией и буферной зоной предполагаемых полигонов, можно предсказать будущую социальную напряженность и предотвратить несоответствие либо политикой землепользования, либо строгим предписывающим зонированием, либо изменением положения полигона. Еще одним преимуществом предлагаемого дополнения к традиционным схемам выбора полигонов является возможность сценарного моделирования с учетом любого урбанизационного форсирования (или, конечно, смягчающего фактора), в том числе климатических изменений, роста населения, миграции, темпов экономического развития и специфических институциональных факторов.

Используя моделирование городской региональной специфики с определенными параметрами пространственного взаимодействия, можно улучшить устойчивое развитие территории и предсказать дальнейшие столкновения с окружающей средой и смягчить потенциальные конфликты.

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СОЦИАЛЬНО-ГИГИЕНИЧЕСКИЕ АСПЕКТЫ ТРУДОВОЙ СРЕДЫ

Аннотация: Цель статьи – изучение влияния гибкости занятости и трудовых отношений на ухудшение условий труда как фактора риска благополучию работников. В статье приведён сравнительный анализ воззрений различных авторов и их теоретическое обобщение. Представлено современное понимание информационного общества как общества сетевых структур, базирующегося на инновациях и децентрализации, а также трудовой занятости, основанной на адаптируемости к конъюнктуре рынка. Введение гибкости означает отход от стандартной модели трудовых отношений.

Ключевые слова: глобализация, трудовая занятость, гибкость, социально-трудовая среда, социальные загрязнения внутриорганизационной среды, риски здоровья.

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SOCIO-HYGIENIC ASPECTS OF THE WORK ENVIRONMENT

Abstract: The purpose of the article is to study the impact of employment flexibility and labor relations on the deterioration of working conditions as a risk factor for the well-being of workers. The article provides a comparative analysis of the views of various authors and their theoretical generalization. Presents a modern understanding of the information society as a society of network structures based on innovation and decentralization, as well as employment based on adaptability to market conditions. The introduction of flexibility means moving away from the standard labor relations model.

Key words: globalization, employment, flexibility, flexibility, social and labor environment, social pollution of the internal organizational environment, health risks.

ВВЕДЕНИЕ

Конец XX – начало XXI века характеризуется существенными переменами в экономической, информационной, социальной и трудовой сферах жизни людей – как в мире, так и в Узбекистане. Эти перемены являются следствием, с одной стороны, научно-технического прогресса,

возникновения новых технологий (в том числе информационно-коммуникационных), с другой – глобализации производства и рынков – товаров, труда и услуг [1].

Нынешний, пятый технологический уклад, в котором находятся страны – технологические лидеры (Япония, США, Южная Корея, Израиль и др.), опирается на достижения в области микроэлектроники, информатики, новых материалов, спутниковой связи, сети Интернет и др. [2].

МАТЕРИАЛЫ И МЕТОДЫ

Одним из значимых признаков глобализации является устойчивое возрастание масштабов применения ИКТ в жизни и деятельности людей. Особая роль в этом процессе принадлежит глобальной сети Интернет, вносящей существенный вклад в формирование информационно-коммуникационной среды общества [6].

С.Ю. Глазьев отмечает, что вступление страны в новый этап развития требует трансформации существующих социальных институтов общества, чтобы обеспечить массовое использование технологий этого уклада, а также соответствующий ему тип потребления и образ жизни [2]. Объектами изменений становятся социальные институты трудовой занятости и организации производства. Их изменения связаны с введением принципов флексибельности (гибкости), предполагающих децентрализацию трудовых отношений и массовое распространение нестандартной занятости.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

У. Бек, автор концепции «общества риска», предупреждал, что общество полной экономической занятости и стабильной социальной структуры изживает себя; причинами этого являются технологическое развитие и процессы глобализации [1]. Необходимость быстрого изменения номенклатуры товаров и спектра услуг в соответствии с конъюнктурой рынка потребовала введения новой модели менеджмента и трудового найма, более действенной, чем прежняя модель управления и занятости.

В новой модели полностью изменяется традиционное понимание рабочего времени, рабочего места, предприятия и самого трудящегося. Взамен выдвигается обобщённое понятие «флексибельность» (от лат. *flexibilitate* – гибкость): гибкая организация производства и режима труда; гибкое изменение объёмов работ в соответствии с конъюнктурой рынка; гибкая кадровая политика; гибкая система оплаты и др. Этим термином в широком его понимании обозначают трансформации в организации труда и производства, а также в трудовой занятости и трудовых отношениях, возникающие при замене «тейлористско-фордистской» системы, свойственной уходящей индустриальной эпохе, новой производственной моделью, более адаптированной к реалиям информационного мира с его

глобализацией, неустойчивостью спроса и постоянными обновлениями технологий и номенклатуры продукции [2]. Исследователи отмечают, что «спрос на гибкость проистекает из стремлений компаний сократить расходы для достижения конкурентного преимущества» [4]. Гибкость трудовой занятости предполагает децентрализацию регулирования трудовых отношений на основе сворачивания нормативно-правовой базы, которая прежде обеспечивала защиту интересов наёмных работников [5].

Исследователи отмечают, что для работодателей (в лице функционеров реального сектора экономики) желательными являются следующие психические качества работника [4]:

а) готовность к выполнению широкого круга рабочих задач – от неквалифицированного труда до сложных заданий, требующих высокой квалификации;

б) готовность к работе в условиях необходимости перехода через границы между разными профессиями;

в) готовность к работе в нерегулярном графике;

г) согласие с тем, что все решения о перемещении работников с одного вида работ на другой принимаются руководством компании;

д) готовность работника при необходимости освоить и выполнять новые для него трудовые функции или профессиональные обязанности.

ЗАКЛЮЧЕНИЕ

Чем более неформальной является занятость, тем выше уровень её нестабильности и отсутствия социальных и правовых гарантий, выше риски экономических потерь, ухудшения условий труда и здоровья. Нестабильность гибких форм занятости навязывает работникам необходимость постоянно находиться в состоянии риска потери работы. Нестабильность занятости, сохраняемая длительное время, действует в качестве хронического стрессора, результатом которого могут стать негативные реакции организма и психики.

Ненадёжность занятости является социальной детерминантой здоровья, охватывающей как трудовую занятость (с её особенностями), так и условия труда. При исследовании влияния нестандартной (ненадёжной) занятости на здоровье работников условия труда и методы управления (менеджмента) им, являющиеся следствием трудовых отношений, предстают как детерминирующие факторы, а социально- психологические факторы микросоциальной среды – как сопутствующие.

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РЕМИССИИ ПРИ ЭНДОГЕННЫХ ЗАБОЛЕВАНИЯХ: ЭПИДЕМИОЛОГИЯ, ПСИХОПАТОЛОГИЯ, КЛИНИЧЕСКИЙ И СОЦИАЛЬНЫЙ ПРОГНОЗ

Резюме: При заболеваниях, при которых наблюдается подавленное настроение, проблема психопатологии ремиссий разработана слабо. Если широкая литература посвящена вопросам клинической гетерогенности и, соответственно, систематике ремиссий при шизофрении, то попытки типологической дифференциации ремиссий при аффективной патологии осуществляются лишь в единичных исследованиях и ограничиваются выделением астенических, тревожных, гипоремиссий, тимус, виды бессонницы.

В зарубежных публикациях ремиссии при аффективных расстройствах (по сравнению с шизофренией) являются неполными и завершенными ("синдромными"), которые традиционно определяются остаточными психопатологическими расстройствами на уровне "подпороговых" пограничных маркеров ("симптоматические ремиссии"), лишенными симптомов, характерных для обострения заболевания.

Термин "выздоровление" связан с английским литературным понятием "complete remission", которое используется для обозначения не только длительной, полной и стабильной ремиссии, но и процесса выздоровления, возвращения к норме или нормальному состоянию здоровья (уровню работоспособности), что подразумевает возможность его завершения. проводится поддерживающая терапия.

Ключевые слова: эндогенные заболевания, ремиссия, эпидемиология, прогноз, психопатология.

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REMISSIONS IN ENDOGENOUS DISEASES: EPIDEMIOLOGY, PSYCHOPATHOLOGY, CLINICAL AND SOCIAL PROGNOSIS

Resume: In diseases in which there is a depressed mood, the problem of psychopathology of remissions is poorly developed. If a wide literature is devoted to the issues of clinical heterogeneity and, accordingly, the systematics of remissions in schizophrenia, then attempts at typological differentiation of remissions in affective pathology are carried out only in isolated studies and are limited to the isolation of asthenic, anxiety, and hyporemissions, thymus, types of insomnia.

In foreign publications, remissions in affective disorders (compared with schizophrenia) are incomplete and complete ("syndromic"), which are traditionally defined by residual psychopathological disorders at the level of "subthreshold" border markers" ("symptomatic remissions"), devoid of symptoms characteristic of exacerbation of the disease.

The term "recovery" is associated with the English literary concept of "complete remission", which is used to denote not only a long, complete and stable remission, but also the process of recovery, return to normal or normal health (level of performance), which implies the possibility of its completion. supportive therapy is being carried out.

Keywords: endogenous diseases, remission, epidemiology, prognosis, psychopathology.

Актуальность. Понятием «ремиссия» (от лат. «remissio» - освобождение, перерыв) принято обозначать временное ослабление, снижение выраженности симптомов заболевания до такой степени, когда клинические проявления не соответствуют критериям синдромально завершённого аффективного расстройства[1,4].

В качестве формализованных признаков ремиссии рассматриваются минимальный средний суммарный балл по соответствующим психометрическим шкалам (HAM-D-17 ≤ 7 баллов, MADRS ≤ 10 баллов, CGI - 1 балл [1, 3-9]), а также длительность состояния более 6 мес[3].

Несмотря на растущее количество публикаций, посвященных ремиссиям при аффективной патологии, целый ряд аспектов этой проблемы - в первую очередь клинических (включая вопросы психопатологии и коморбидности), а также эпидемиологических и терапевтических, требует уточнения[5].

В литературе приводятся варьирующие в широких пределах эпидемиологические показатели, характеризующие ремиссии при аффективных заболеваниях. Их частота соответствует распространенности рекуррентных эпизодов депрессии - 35-77% (хроническая депрессия - 8-25%, единственный эпизод - 12-50%). Лишь в единичных длительных катamnестических исследованиях уточняются формализованные

характеристики ремиссий, например приводится оценка их средней продолжительности[4]. При этом приводимые значения также имеют значительный разброс - от 145 до 308 нед (2,8-5,9 года). Анализ кривых выживаемости (Каплана-Майера) в проспективных исследованиях позволяет зарегистрировать закономерность, определяемую понятием «насыщение модели» с течением времени: по мере увеличения длительности ремиссии вероятность рецидива депрессии снижается.

Цель исследования. Цель данного исследования - выявить основные клинические и психопатологические модели ведения начальной стадии шизофрении, продемонстрировать корреляции с последующим клиническим и социальным прогнозом и профилактикой заболевания.

Материал и методы исследования. Основные методы - клинико-эпидемиологический, психопатологический, психометрический, статистический с регистрацией исследуемых параметров в базе данных с модульной структурой по типу IT-системы ввода, хранения и обработки информации.

Выборку для поперечного эпидемиологического исследования составили 60 пациентов с аффективными расстройствами, 24 женщин и 36 мужчин, средний возраст которых был $45,4 \pm 13,3$ года.

Результаты исследования. Распространенность верифицированных ремиссий в эпидемиологической выборке составила 36,2%. Среди них отчетливо преобладали симптоматические ремиссии, которые имелись в 27,5% случаях; синдромальные ремиссии имели место в 39 (8,7%) наблюдениях. Значительно меньшее число синдромальных ремиссий в сравнении с симптоматическими соответствует результатам ряда исследований, хотя имеющиеся в литературе показатели распространенности (9,5-18%) превышают представленные в настоящем исследовании^[5].

В результате сопоставления группы ремиссий по основным клиническим (продолжительность ремиссий, число и длительность депрессивных эпизодов) и социальным (брачный и образовательный статус, уровень трудоспособности, инвалидизации) параметрам было установлено, что между симптоматическими и синдромальными ремиссиями по большинству показателей нет статистически значимых различий ($p > 0,05$).

Продолжительность первой ремиссии составила $8,3 \pm 6,6$ и $8,3 \pm 6,1$ года для симптоматической и синдромальной соответственно; второй - $4,2 \pm 3,6$ и $6,2 \pm 4,7$ года; третьей - $2,8 \pm 1,8$ и $2,6 \pm 1,8$ года ($p > 0,05$). Число депрессивных эпизодов при симптоматических и синдромальных ремиссиях также оказалось сопоставимым: 3-8 (среднее - 4,8) против 3-7 фаз (среднее - 4,4). Продолжительность первой депрессии составила $8,4 \pm 4,7$ и $7,3 \pm 6,5$ мес для симптоматической и синдромальной

соответственно; второй - $7,1 \pm 3,2$ и $5,9 \pm 3,1$ мес, третьей - $8,4 \pm 2,8$ и $4,7 \pm 3,8$ мес ($p > 0,05$).

При симптоматических ремиссиях необходимо длительное амбулаторное лечение психотропными средствами [11], имеющее целью максимальную редукцию резидуальных симптомов. Однако при проведении стабилизирующей и поддерживающей терапии симптоматических ремиссий представляется целесообразным ориентироваться на принадлежность остаточных расстройств к одному из трех выделенных в настоящем исследовании типов. Согласно полученным данным, наиболее успешным оказалось лечение проявлений, не подвергшихся полному обратному развитию манифестных аффективных фаз - резидуального циклотимического симптомокомплекса (73,5% обследованных катamnестически больных ответили на терапию). Психотерапевтическая «общих» симптомов, сформировавшихся в результате амальгамирования конституциональных и манифестных аффективных расстройств, оказалась эффективна лишь в 40,9% случаев.

В свою очередь, резидуальные симптомы конституциональной природы по типу постдепрессивных патохарактерологических расстройств обнаружили терапевтическую резистентность к психотропным средствам. Соответственно в качестве наиболее адекватных стратегий в отношении этого типа резидуальных нарушений могут рассматриваться психотерапевтические вмешательства.

Вывод. Завершая обсуждение полученных результатов, указывающих на их типологическую неоднородность, а также гетерогенность клинического и социального прогноза ремиссий при аффективной патологии с учетом показателей распространенности, можно обозначить основные подходы к вторичной профилактике (противорецидивная терапия), предполагающей дифференцированные стратегии оказания помощи при изученной патологии.

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СТРУКТУРА СТОМАТОЛОГИЧЕСКИХ ЗАБОЛЕВАНИЙ ВЗРОСЛОГО НАСЕЛЕНИЯ АНДИЖАНСКОЙ ОБЛАСТИ

Резюме. Статья посвящена изучению распространенности стоматологических заболеваний среди взрослого населения Андижанской области, распространенности кариеса и его осложнений, некариозных поражений. Было выбрано 100 амбулаторных карт пациентов, проходивших обследование и лечение в стоматологической поликлинике АГМИ за 2021 год и проведен анализ стоматологической заболеваемости с применением статистических методов.

Ключевые слова: уход полости рта, профилактика кариеса, качество жизни.

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STRUCTURE OF DENTAL DISEASES OF THE ADULTS OF THE ANDIJAN REGION

Summary. The article is devoted to the study of the prevalence of dental diseases among the adult population of the Andijan region, the prevalence of caries and its complications, non-carious lesions. 100 outpatient cards of patients who underwent examination and treatment at the ASMI dental clinic for 2021 were selected and an analysis of dental morbidity was carried out using statistical methods.

Key words: oral care, caries prevention, quality of life.

Актуальность исследования. Вопрос -насколько часто встречается кариес и его осложнения, какие формы некариозной патологии преобладают — всегда интересовал практикующих врачей[2]. Стоматологическое здоровье является важным компонентом общего здоровья и качества жизни и должно поддерживаться путем реализации эффективных и доступных для большинства населения методов и

средств[1,5]. Каждый человек должен принимать все зависящие от него меры для укрепления собственного здоровья, ведь профилактика всегда предпочтительнее лечебных мероприятий. Профилактика кариеса и некариозных поражений зубов проста и доступна каждому[3]. Тщательный уход за полостью рта позволяет сохранить зубы крепкими и здоровыми: санация полости рта должна быть своевременной, также необходимо правильно чистить зубы (преимущественно в вертикальном направлении), использование мягких зубных щеток, выбор зубных паст в пользу паст, обладающих меньшими абразивными свойствами, в достаточном количестве содержащие фтор и кальций (при флюорозе -преимущественно пасты с высоким содержанием кальция), рациональное питание[4].

Целью нашего исследования послужило изучение распространенности стоматологических заболеваний среди взрослого населения Андижанской области.

1. Провести выборку амбулаторных карт за 2016 год;
2. Оценить распространенность кариеса и его осложнений, некариозных поражений;
3. Установить частоту встречаемости и тяжесть каждой выявленной формы.

Материалы и методы. Для достижения установленной цели было выбрано 100 амбулаторных карт пациентов, проходивших обследование и лечение в стоматологической поликлинике АГМИ за 2021 год и проведен анализ стоматологической заболеваемости с применением статистических методов.

Результаты исследования. В исследуемой выборке кариес наблюдался в 100% случаев, пульпит составил 25%, периодонтит- 26%, заболевания слизистой оболочки полости рта составили 5%, заболевания пародонта - 8%, некариозные поражения встречались в 6% случаев (см.рис. 1.).

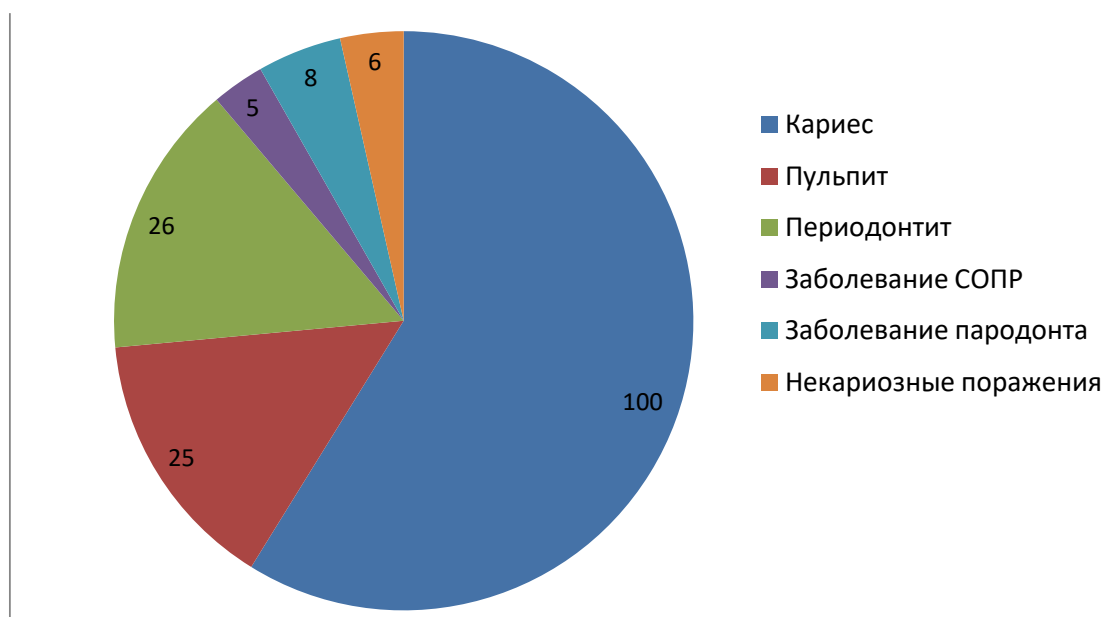


Рис.1. Стоматологическая заболеваемость (%).

Таким образом, наибольшую распространенность имел кариес, затем периодонтит и пульпит. Четвертое место занимали заболевания пародонта. Пятое место принадлежит некариозным поражениям зубов.

И, наконец, наименьшую распространенность имели заболевания слизистой оболочки полости рта.

Распространенность различных форм некариозных поражений зубов. В результате проведенного исследования было выявлено, что некариозные поражения составляют 6% от общего количества стоматологических заболеваний. Структура некариозной патологии представлена в диаграмме 2.



Рис. 2. Распространенность различных форм некариозных поражений зубов.

Среди них встречается гиперестезия в 10% случаев, флюороз твердых тканей зубов в 20%. Клиновидный дефект составляет 53%, травма зубов наблюдается в 12% случаев.

Таким образом, клиновидный дефект встречается чаще других форм некариозных поражений в исследуемой выборке. Затем следует флюороз твердых тканей зубов, и почти в равном процентном соотношении встречаются травматические повреждения и гиперестезия зубов.

Выводы:

1. Распространенность кариеса и его осложнений составила 100% случаев, пульпит - 25%, периодонтит - 26%, заболевания слизистой оболочки полости рта - 5%, заболевания пародонта - 8%;

2. Распространенность некариозных поражений составляет 6% от исследуемой выборки, что является низким показателем из всех случаев обращений;

3. Среди некариозных поражений чаще всего встречается клиновидный дефект. Возможно, это связано с незнанием правильного ухода за полостью рта, слабой техникой правильной чистки зубов.

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ПОДХОДЯЩИЕ МЕТОДЫ ОБУЧЕНИЯ ОБЩЕМУ И АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

Аннотация. В статье освещаются актуальные проблемы модернизации и повышения качества преподавания английского языка. Особое внимание уделено характеристике наиболее эффективных методов преподавания английского языка в учебном заведении

Ключевые слова: английский язык, интерактивное обучение, современные методы, мультимедийные средства, мозговой штурм, работа в группе, метод проектов.

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APPROPRIATE METHODS FOR TEACHING GENERAL ENGLISH AND ENGLISH FOR SPECIFIC PURPOSES

Annotation: The article highlights the actual problems of modernization and improvement of the quality of teaching English. Particular attention is paid to the characteristics of the most effective methods of teaching English in an educational institution.

Keywords: English language, interactive learning, modern methods, multimedia tools, brainstorming, group work, project method.

Около трех десятилетий назад в Узбекистане не было английского языка для специальных целей. Университеты учили общему английскому, и даже такой язык использовался небольшим количеством «счастливиц» из-за сложностей свободного перемещения и общения в

советскую эпоху. Однако, наряду с глобальными изменениями в середине 80-х годов 20-го века необходимость учиться и учить некоторые особенности ставшего после второй мировой войны языком общения заставила нас обратиться к АСЦ (ESP).

Оптимизация (от лат. *optimus* - «лучший») в общем виде означает выбор наилучшего, наиболее благоприятного варианта из множества возможных условий, средств, действий и т.п. Если оптимизацию перенести на процесс обучения, то она будет означать выбор такой его методики, которая обеспечивает достижение наилучших результатов при минимальных затратах времени и сил преподавателя и студентов при определенных условиях. На оптимизацию учебного процесса, влияют комфортное физиологическое существование (жилье, еда, одежда), благоприятные условия обучения (помещение, аппаратура, учебники), доброжелательный морально-психологический климат (студент-студент, студент-преподаватель), эстетика окружающего пространства (дизайн, духовные интересы), психолого-педагогические векторы обучения (формы, методы, сложность), сознательное и подсознательное понимание жизненной перспективы от обучения. В дидактике и методике по-разному определяются методы обучения. Так, Г.А. Никитина считает, что методы обучения составляют систему взаимосвязанных видов деятельности преподавателя и студентов и приемы преподавания и обучения, а каждый прием систему действий и операций преподавателя и студентов, определяющиеся рациональной последовательностью и целеустремленностью.

По мнению Е.В. Калугиной, методы обучения — это объединенная в одно целое деятельность преподавателя и студентов, направленная на усвоение языковых знаний, умений и навыков, на организацию познавательной деятельности студентов. Наиболее приемлемой для обучения английскому языку представляется классификация методов по способу взаимодействия преподавателя и студентов на занятиях, обоснованная М.А. Адамко. Способы такого взаимодействия могут быть разными:

1. Преподаватель излагает языковой материал - студенты слушают (рассказ, объяснение).

2. Студенты и преподаватель обмениваются мнениями по вопросам, которые изучались на занятиях по английскому языку, благодаря чему приходят к нужным выводам, обобщениям, формулируют определения, правила.

3. Преподаватель организует наблюдение студентов над изучаемыми фактами, и явлениями языка с последующим коллективным обсуждением его результатов.

4. Студенты под руководством преподавателя самостоятельно изучают учебник.

5. Студенты путем выполнения практических задач и упражнений приобретают необходимые знания. Исходя из этого, выделяют соответствующие методы обучения иностранному языку в высшей школе.

Что мы наблюдаем в наших аудиториях? Мы гордимся тем, что наши студенты безошибочно выполняют домашнее задание. Семинары выглядят так, как и десятилетия назад. Студенту проще сказать: «Я с ним согласен», чем включиться в дискуссию. Школа зачастую отучивает спорить, отрицать. Настало время понять важность личности: студент не робот, он должен анализировать, принимать участие в обсуждении не потому, что учитель заставляет его сделать это, а потому, что он хочет быть услышанным, иметь отдельную точку зрения. Для достижения этого студент должен иметь возможность принять участие в планировании учебного процесса.

Английский для специальных (или специфических) целей АСЦ (ESP) в отличие от общего английского, посвящен сфере преподавания английского языка, включая деловой английский, технический, научный, английский для специалистов-медиков, английский для официантов, английский для туризма, английский для искусства и мн. другие.

Наряду с абсолютными характеристиками, существуют переменные характеристики. Они включают в себя отношения к конкретным дисциплинам или использования в конкретных ситуациях обучения, различным методологиям, отличающимся от общего английского. АСЦ (ESP) предназначен для взрослых учащихся, хотя он может быть применим и для учащихся на уровне средней школы. Одной из важных особенностей АСЦ (ESP) является его предназначение для студентов среднего или продвинутого уровня, потому что большинство АСЦ (ESP) курсы предполагают некоторые базовые знания системы языка. В наши дни АСЦ (ESP) преподается почти во всех университетах мира. Причиной этого является глобализация торговли и экономики и продолжающегося бума международных связей в различных областях. Необходимость АСЦ (ESP) особенно высока в странах, где английский язык преподается как иностранный язык. Дело в том, что механические переводы с английского на русский и наоборот приводят к тому, что мотивация учащихся остается низким, которая в свою очередь приводит к не очень успешной переводческой работе в будущей профессии. Стало жизненно важным создавать АСЦ (ESP) курсы, которые помогут лучше подготовить учащихся к будущей профессиональной деятельности. По программе АСЦ студент достаточно хорошо подготовлен и может сосредоточиться на предмете. В АСЦ (ESP) невозможно учить язык в отрыве от реального использования. Напротив, английский язык, должен быть представлен в подлинном контексте, чтобы учащиеся смогли понять, как функционирует язык, который они должны будут использовать в профильной области.

Можно перечислить три навыка, необходимые для успешного общения. Первый, необходимый для успешного общения в профессиональной обстановке – это умение использовать характерные особенности жаргона в конкретном профессиональном контексте. Во-вторых, это умение использовать более обобщенный набор академических навыков. В-третьих, это умение использовать язык для повседневного эффективного общения, независимо от профессионального контекста. Задача разработчиков АСЦ (ESP) – в обеспечении интеграции всех этих трех навыков в учебную программу. Это трудная задача. Процесс разработки курса начинается с (1) анализа студентов, за которым следует (2) формулировка целей и задач, (3) содержания, (4) выбор учебных материалов, (5) планирование курса, и (6) оценивание курса. Разработку курса следует рассматривать как непрерывный процесс, в котором преподаватель вносит необходимые изменения для соответствия интересам и потребностям студентов по ходу курса. Как уже было сказано выше, уровень английского языка у российского выпускника часто недостаточен для соответствия требованиям профессии. Мнения о том, что знания общего английского помогут студентам в их бизнес карьере – неправильны. Образовательные учреждения не могли и где-то до сих пор не могут обеспечить учащихся навыками общения, необходимых для эффективной учебы или работы. Другим важным препятствием была ничтожная или вовсе никакая возможность использовать язык соответствующим образом. В России преподаватель, как правило, плохо оснащен современными материалами по АСЦ (ESP). Он ведет занятия, опираясь на метод грамматически правильного перевода. Все, что можно перечислить – это чтение, перевод и проверка домашнего задания. Нелегко, зачастую невозможно подготовить студента и научить его юридическому английскому, если использовать только метод последовательного перевода независимо от того, какой язык стоит на первом месте: русский или английский. Кроме того, не имея соответствующих материалов, возможностей использования информационно-коммуникативных технологий нельзя добиться цели. Если студент привык только к темпу и голосу (а также акценту) своего преподавателя, то для него становится почти невозможным различать, что произнес носитель языка. Излишне говорить, что нам нужны не только образцы произношения носителем языка, но и других не носителей языка, если мы признаем, что мир превратился в «глобальную деревню», где английский язык считается языком общения, а не иностранным языком.

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**АТМОСФЕРА ТАБИЙ ВА АНТРОПОГЕН ОМИЛЛАР
ТАЪСИРИДА РИВОЖЛАНИШИ ВА УНИНГ ЭКОЛОГИК ТИЗИМ
БАРҚАРОРЛИГИГА ТАЪСИРИНИНГ ЗАМОНАВИЙ АСПЕКТЛАРИ**

Анотация: антропоген омиллар таъсирида атмосферанинг ривожланиши ва унинг экологик тизим барқарорлигига таъсирининг замонавий аспекти. Атмосферада сўнгги йилларда инсон таъсирининг кучайиши натижасида газлар балансининг ўзгариши атмосфера таркибий қисмига таъсир этувчи табиий ифлосланиш инсон хўжалик фаолиятида чиқариладиган қаттиқ, суюқ ва газ чиқиндилар сунъий ўзгартирувчи манбалар, иссиқхона самарасини келтириб чиқарувчи газларнинг асосий манбаи табиий манбалар ҳақида фикрлар берилган.

Калит сўзлар: газ таркиби, озон туйнуғи, атмосфера циркуляцияси, барометр, антропоген омиллар, тропосфера.

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**MODERN ASPECTS OF THE DEVELOPMENT OF THE
ATMOSPHERE UNDER THE INFLUENCE OF NATURAL AND
ANTHROPOGENIC FACTORS AND ITS INFLUENCE ON THE
STABILITY OF THE ECOLOGICAL SYSTEM**

Abstract: modern aspects of the development of the atmosphere under the influence of anthropogenic factors and its influence on the stability of the ecological system. Changes in the balance of gases as a result of increased human influence in the atmosphere in recent years natural pollution affecting the atmospheric component solid, liquid and gas emissions emitted in human economic activities artificial transforming sources, the main source of greenhouse-producing gases natural sources are given ideas.

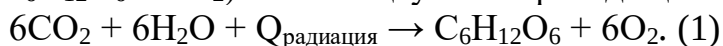
Key words: gas composition, ozone hole, atmospheric circulation, barometer, anthropogenic factors, troposphere.

Ер шарининг газ қобиғи - атмосфера, географик қобикда ҳаёт мавжудлигини таъминловчи, хусусан жонзотларни нафаси олиши ва ривожланиши, қисқа тўлқинли рентген нурлардан ҳимоя қилади ва ер юзаси иссиқлик режимини ҳаёт учун қулай диапазонларда сақлайди. Ер

юзасидаги иссиқликни сақлайди. Агар атмосфера бўлмаганида ер юзасида ҳароратнинг суткалик амплитудаси +100 °С дан -100 °С фарқланар эди [2].

Атмосфера бир неча қатламлардан иборат аммо, унинг асосий массаси (90%) унинг қуйи қатлами **тропосферада** мужассамлашган қисмида жойлашган. Об-ҳаво ва унинг кўп йиллик тартиби - иқлим тропосферадаги жараёнлар билан боғлиқ. Инсон ҳаётига катта таъсир ўтказувчи ҳарорат режими, ҳаво конвекцияси ва ёғинлар шу қатламда юз берадиган физик жараёнлар билан боғлиқ. Атмосферанинг қолган қатламлари орасида стратосфера ва ионосфера инсон ҳаёти учун ҳафли рентген ва ультрабинафша тўлқин ва нурларни ютилиши билан ажралиб туради.

Атмосфера азот (N)-78.09%, кислород (O₂) 20.94%, аргон (Ar) 0.93 %, углерод қўшқиси (CO₂)- 0.03 % ва қолган қисми инерт газлар (Cr, Ne), метан (CH₄) ва водород (H) газларидан ташкил топган. Ҳавода доим 3-4 % сув буғлари ва чанг зарралари бўлади. Уларнинг барчаси физик ва кимёвий жараёнларда иштирок этишсада CO₂ ва O₂ ўсимлик ва тирик организмлар ҳаётида катта ўрин тутди. Ўсимликлар (оксиген) фотосинтез жараёнида (эндотермик реакция остида) CO₂ дан сув ёрдамида ўзи учун целлюлоза (CO₂ C₆H₁₂O₆ + 6O₂) ва ён маҳсулот сифатида ҳавога O₂ ни қайтаради (1).



Тирик организмлар аксинча O₂ билан нафас олиб CO₂ ишлаб чиқаради. Ҳавода O₂ миқдори Ер юзи ўсимлик қоплами билан чамбарчас боғлиқ. O₂ ҳаво таркибидаги улуши тирик организмлар физиологик кўрсаткичларига таъсир қилади. Унинг миқдори ортган сари организмлар йириклашади ёки аксинча. CO₂ миқдорининг ортиши эса тропосферада “иссиқхона самарасини” келтириб чиқаради. Чанг миқдори эса қуёш радиациясининг ер юзасига етиб келиши ва сочилиши сифатида таъсир кўрсатади. Академик М.И. Будиконинг таъкидлашича чанг миқдори ортиб бориши тропосферада қуёш радиацияси миқдорини камайишига ва иқлим совушига олиб келади. Хусусан бундан 69 млн. йил аввал ерга тушган астероид Ер атмосферани 3 йилгача чанг-тўзон қоплаб фотосинтез жараёни бузилган Ер шарини катта қисмини муз қоплаб тирикликнинг навбатдаги қирилиши юз берган, эволюцион бурилиш юз бериб сут эмизувчилар тез ривожланиб одамни шаклланишига шароит яратган [1].

Атмосферада сўнгги йилларда инсон таъсирининг кучайиши натижасида газлар балансининг ўзгариши, CO₂, CH₄, H₂O (сув, ҳавода буғ тарзида бўлади), N₂O (азот диоксид) – иссиқхона газлари ортиб, ΔT – иссиқхона самараси (Ер сайёраси учун 300 К ёки 26.85 °С) тўхтовсиз ортмоқда.

Атмосферанинг газ ва бошқа таркибий қисмларининг ўзгариши табиий ва сунъий йўллар билан боради. Турли экзоген ва эндоген ҳодисалар - метеорит ва астероидлар, космик чанг тушиши, вулқонлар отилиши, чанг тўзонлари, ўрмон ва даштлардаги ёғинлар, ўсимлик чанглари, микроорганизмлар ва атмосфера таркибий қисмига таъсир

этувчи табиий ифлосланиш инсон хўжалик фаолиятида чиқариладиган қаттиқ, суюқ ва газ чиқиндилар сунъий ўзгартирувчи манба саналади. Бугунги кунда би ушбу ўзгаришлар соғлиқимиз ва фаолиятимизга таъсир кўрсатгани боис уни “атмосфера ифлосланиши” деб атаймиз. Ҳозирги кунда атмосфера ифлосланишининг 5% га яқини антропоген манбаларга тўғри келади (1-жадвал).

1-жадвал

Атмосферани ифлословчи манбалар

Бирикмалар	Чиқарилиши, млн.т		Антропоген чиқиндиларнинг ҳиссаси, %
	Табиий	Антропоген	
Қаттиқ заррачалар	3700	1000	27
CO	5000	304	5,7
C _n H _m	2600	88	3,3
NO _x	770	53	6,5
SO _x	650	100	13,3
CO _x	485000	18300	3,6

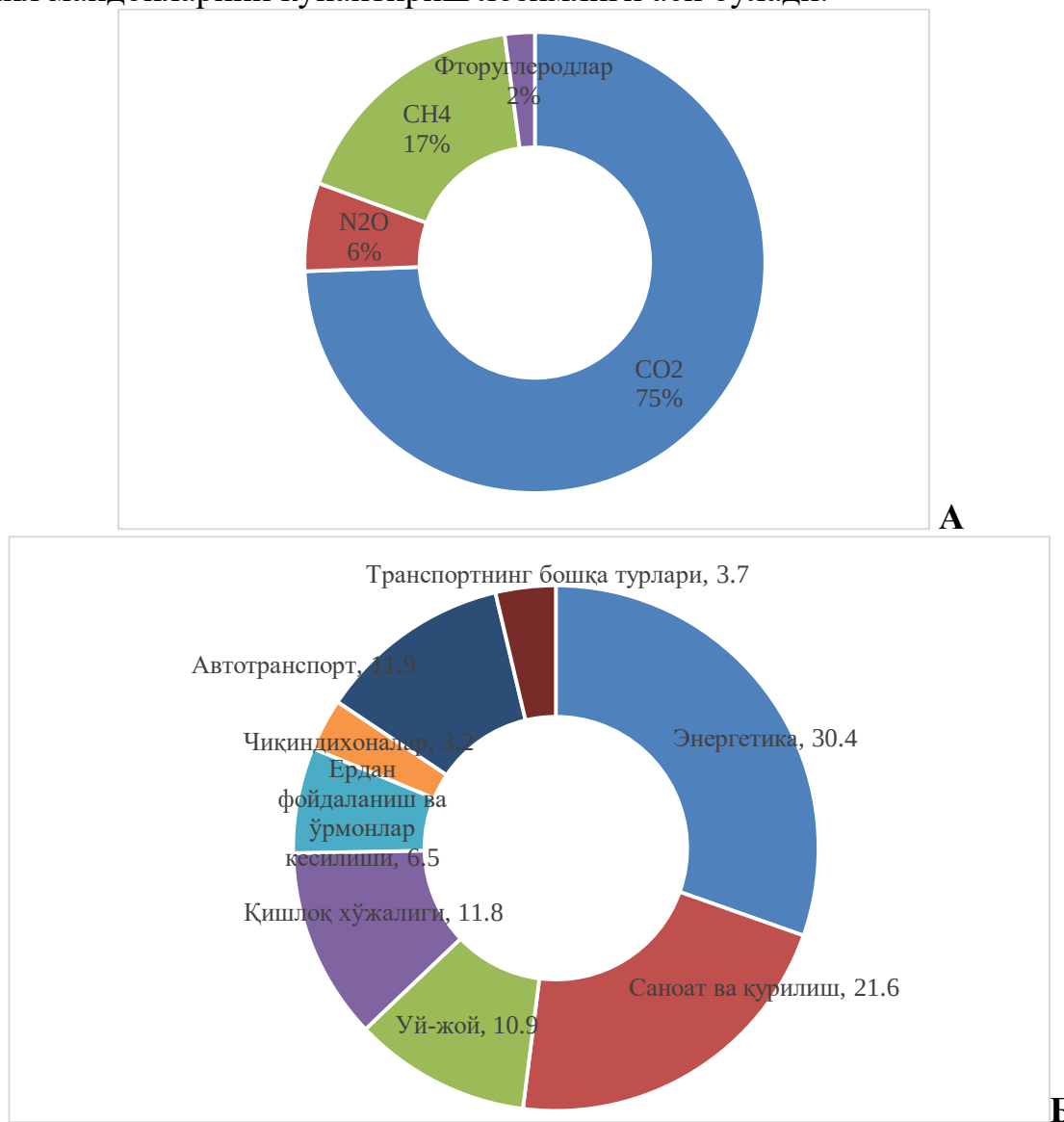
Манба: Турсунов Х.Т., Рахимова Т.У. Экология. – Т.: Фан. 2006 й., б. 44 (97)

<http://www.nuu.uz/download/books/ekologiya.rar>

Юқоридаги жадвалдан кўриниб турибдики иссиқхона самарасини келтириб чиқарувчи газларнинг асосий манбаи табиий манбалар (вулқонлар) саналади. Шу билан бирга тирик организмлар, шамол ҳам атмосфера таркибига таъсир этувчи манбалар саналади. Масалан бактериялар тамонидан ўсимлик ва организмлар қолдиқ ва жасади парчаланганда CO₂, H₂S, CH₄, N ва S оксидлари ажралиб чиқади. Инсон тарафидан ҳавони ифлосланиши даражасини жуда кам деб қармай, балки олдинги миқдорга қўшимча деб қарасак атмосфера ҳавосининг барқарорлиги бузилаётганлиги ва у билан боғлиқ ҳолда эктотизимнинг мувозанати ҳам бузилаётгани аён бўлади. Натижада «иссиқхона самараси» юз бериб Ернинг ўртача ҳарорати 1 °C га ошганлиги қайд қилинмоқда. Бу иқлим ўзгаришини келтириб чиқармоқда. Ахвол шундай давом этадиган бўлса яқин 50 йил ичида ҳарорат 2-4 °C га ортиши музликлар эриб ва қуруқликни сув босиши, об-ҳаво шароити ва иқлим ўзгаришларига олиб келиши башорат қилинмоқда.

Атмосферага техноген манбалардан чиқарилаётган ифлословчи бирикмалар таркибида қаттиқ чанг бирикмалар асосий ўрин тутса-да, улар юқорида таъкидланганидек қуёш нурларининг ер бетига етиб келишини қийинлаштириб аксинча самара кўрсатади. Иссиқхона газлари эса Ер шари атмосфера (тропосфера)си ўртача ҳароратини ўзгаришига олиб келади. Иссиқхона газлари таркибида CO₂ етакчилик қилади (1-расм). Кейинги ўринда метан газлари етакчилик иқлади. Метанни эмиссиясининг асосий қисми чорвачилик ва органик чиқиндиларга тўғри келади.

Иссиқхона газлари эмиссиясида энергетика, саноат ва қурилиш ҳамда транспорт етакчилик қилади. Шу боис ушбу соҳаларга инновацион ресурстежамкор технологияларни жорий этиш долзарб масала саналади. Хусусан ядро ва муқобил энергия манбаларидан фойдаланишни кучайтириш, аҳоли тартибсиз истеъмолини камайитириш ҳамда ўрмон ва яшил майдонларини кўпайтириш лозимлиги аён бўлади.



1-расм. Антропоген манбалардан атмосферага чиқарилаётган иссиқхона газлар таркиби (А) ва уларнинг манбалари (Б).

Манба: <https://www.factograph.info/a/30436155.html>

Атмосфера ҳудудига қараб кимёвий, физик, акустик, иссиқлик, электромагнит ифлосланиши ҳам тортилган. Улар орасида **радиоактив ва кимёвий ифлосланиш** энг хавфлиларидан саналади. Табиий хавфи радиация ионосфера ва стратосферада (озон қатлами) маълум даражада ушланади, сунъий манбалар - ядро қуруллари полигонлари, АЭС лар фалокатлари зоналари (Чернобил, Фукусима), радиоактив чиқиндиҳоналар

бошқа қобиклар қатори атмосфера ифлосланишида асосий хавфлардан саналади. Радиоактив чанг минглаб километрларга тарқалаб ўчоқдан ташқари ҳудудларда ҳам табиат компонентларини зарарлайди, инсон ва барча жонзотларда хавфли ўсма ва бошқа касалликларни ортишига олиб келади.

Акустик зараланиш асаб, юрак-қон томир касалликларини келтириб чиқарса, чанг ва газлар зарарланиш сурункали бронхит, эмфизема, нафас қисиши ва ўпка раки касалликларини келтириб чиқаради.

Атмосферадаги турли заҳарли газлар ўсимлик ва ҳайвонларга ҳам зарар етказади. Олтингугурт газ, фторли водород, озон, кўрғошин, хлор ва бошқалар ўсимликларга айниқса кучли таъсир кўрсатади [2]. Улар ўз навбатида занжир реакция орқали табиатнинг бошқа компонентларига ва инсонга узатилади.

Ўзбекистонда кейинги йилларда электр энергия ишлаб чиқариш 2000 йиллар бошига қараганда 1,5 марта, саноат корхоналари сони 2 марта, автотранспорт сони деярли 3 марта ортгани ва республикада ҳудудида ҳам атмосфери ифлословчи манбалар миқдори ортганидан далолат беради.

Айни вақтда республиканинг $\frac{3}{4}$ қисми Қизилқум ва қисман Қорақум чўллари эгаллагани боис ҳавоси куруқ ва чангли ва бу аҳоли пунктларининг ҳавоси ифлосланганлиги даражасида (ўртача 4,28) ҳам акс этаган (2-жадвал).

4-жадвал.

2009-2018 йилларда Ўзбекистоннинг айрим шаҳарлари ҳавосининг ифлосланганлик индекси (0-4 паст, 5-6 ўртача юқори, 7-13 юқори, 14-жуда юқори).

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Олмалик	4,43	4,29	3,68	3,91	4,05	4,10	4,00	4,12	4,23	4,30
Ангрен	4,61	6,25	4,74	4,30	4,72	5,12	4,71	5,32	5,30	4,94
Бухоро	4,48	4,48	3,51	3,37	3,22	3,38	2,98	3,58	4,32	4,30
Навоий	4,22	3,89	3,72	3,50	3,17	2,93	3,59	3,90	4,06	3,97
Наманган	1,97	1,55	1,29	1,56	1,72	1,93	2,26	3,00	2,95	3,20
Нукус	4,42	4,98	4,65	4,09	4,31	4,01	3,95	4,43	4,55	3,39
Тошкент	3,66	3,37	3,32	3,63	3,85	4,04	3,51	3,55	4,10	3,66
Фарғона	3,51	3,48	2,98	2,94	3,57	3,84	4,10	4,52	4,38	3,73
Чирчиқ	2,70	2,51	2,75	2,86	2,69	2,95	3,61	3,61	3,41	3,46
Шаҳрисабз	1,16	1,15	1,18	1,17	1,15	1,15	1,17	1,14	1,14	1,14

Манба: Обзоры результативности экологической деятельности. Узбекистан третий обзор. ЕЭК ООН. Выпуск № 52 – Женева: Издание ООН, 2020, с. 172

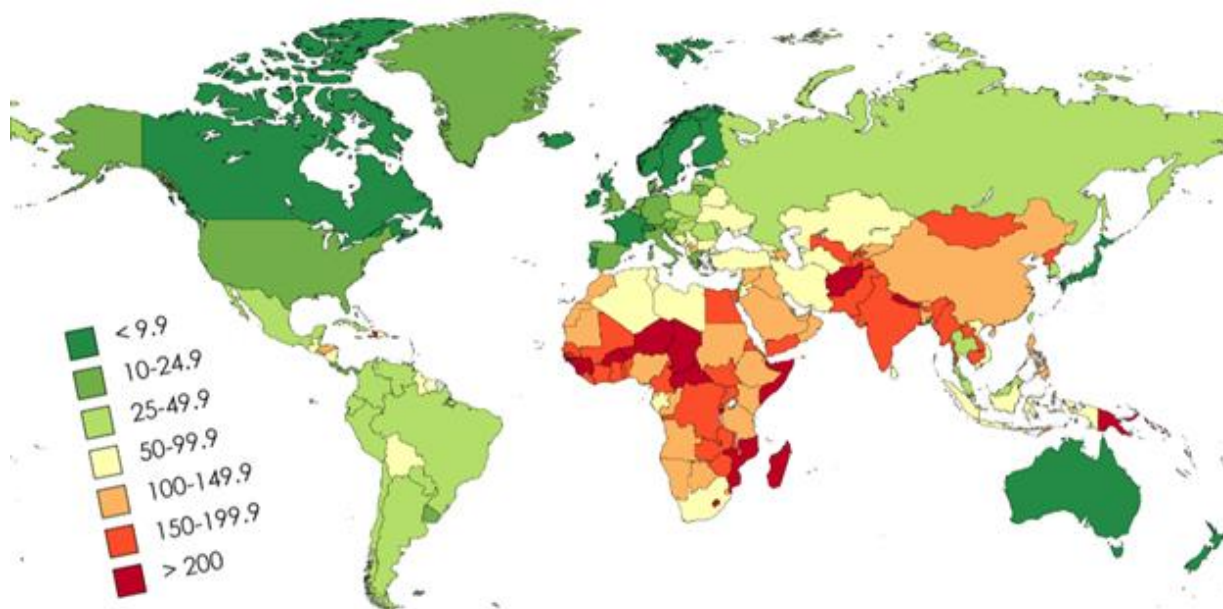
Барча пунктларда табиий манбалардан ташқари автомобил транспорти ҳавони асосий ифлословчи манба сифатида гавдаланади. Фақат саноатлашган шаҳарларда айрим саноат объектлари уларга қўшимча

бўлади. Республика шаҳарлар ҳавосини ифлословчи манбалар турлича. Хусусан республикада ҳавоси чанглилик даражаси бўйича Нукус ва Бухоро шаҳарларида максимал рухсат берилган концентрациядан (МРБК) 1,3 марта юқори бўлган ҳолда Тошкент шаҳрида 0,65 ни ташкил этади. Ангрен, Олмалик, Навоий, Чирчиқ каби саноатлашган шаҳарларда атмосфера ҳавосини табиий манбалар қатори саноат корхоналари ҳам ифлослайди. Олмалик шаҳарида баъзи ифлослантирувчи моддалар бўйича МРБК нинг тизимли равишда локал ошиб бориши кузатилган [4].

Республика ҳудуди кенглик бўйлаб чўзилгани унга қўшни мамлакатлар ҳудудидаги саноат объеклари ҳам республика ҳавосини ифлословчи манба сифатида гавдаланади. Хусусан республиканинг Сариосиё ва Узун тумаларини ҳудуди янги аср биринчи ўн йиллиги охиригача Тожикистоннинг Турсунзода шаҳридаги алюминий заводидан азият чекиб келган [3].

Ушбу салбий ҳолатнинг анъанавий сақланиб қолиши аҳоли саломатлигида ҳам акс этади. Хусусан Ўзбекистон атмосфера ифлосланишидан энг азият чекаётган мамлакатлар қаторига киради (1-расм).

Куйидаги АҚШ нинг Соғлиқни сақлаш кўрсаткичлари ва баҳолаш институти (The Institute for Health Metrics and Evaluation (IHME)) маълумотлари асоида тузилган расмдан кўриниб турибдики Ўзбекистон Жаҳонда атмосферага ифлосланиши билан боғлиқ ўлим кўрсаткичлари энг юқори бўлган мамлакатлар қаторидан ўрин олган.



1-расм. Жаҳонда атмосферага ифлосланиши билан боғлиқ ўлим кўрсаткичи, 100000 аҳолига нисбатан дон.

Манба: 1. <https://www.healthdata.org/> The Institute for Health Metrics and Evaluation (IHME) 2019. 2. https://en.wikipedia.org/wiki/Air_pollution

Ушбу ҳол мамлакатимизда экологик сиёсатни янада кучайтириш, республикамиз ҳудудларида чўллашишни олдини олиш, Оролни қуриган тубида польдер ҳудудларни кўпайтириш, аҳоли яшаша манзилгоҳларида яшил ҳудудларни кўпайтириш ва атмосферага иссиқхона газлари ва қаттиқ чиқиндиларни чиқаришни камайитишга қаратилган чора-тадбирларни доимо амлага ошириб боришни талаб этади.

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СРАВНИТЕЛЬНАЯ ОЦЕНКА ОТДАЛЁННЫХ РЕЗУЛЬТАТОВ ЛЕЧЕНИЯ ПУЗЫРНО-МОЧЕТОЧНИКОВОГО РЕФЛЮКСА У ДЕТЕЙ

Аннотация: Пузырно-мочеточниковый рефлюкс (ПМР) является тяжелым заболеванием мочевыделительной системы у детей. Вследствие этого развивается рефлюкс-нефропатия, которая приводит к уменьшению размеров почки, нарастанию пиелозктазии, постепенной атрофии паренхимы с развитием хронической почечной недостаточности. Травматичность антирефлюксных операций и серьезные осложнения, возникающие после них, вынуждают искать новые решения. При всем многообразии методов антирефлюксных операций частота стенозов реимплантированного мочеточника и рецидивов тяжелых степеней рефлюкса, по данным литературы, колеблется от 3 до 40%.

Ключевые слова: пузырно-мочеточниковый рефлюкс, неоимплантация, пиелозктазия, дети.

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COMPARATIVE ASSESSMENT OF LONG-TERM RESULTS OF TREATMENT OF VISURETRAL REFLUX IN CHILDREN

Abstract: Vesicoureteral reflux (VUR) is a severe disease of the urinary system in children. As a result, reflux nephropathy develops, which leads to a decrease in the size of the kidney, an increase in pyelectasis, a gradual atrophy of the parenchyma with the development of chronic renal failure. The traumatic nature of antireflux surgeries and the serious complications that arise after them force us to look for new solutions. With all the variety of methods of antireflux operations, the frequency of stenosis of the reimplanted ureter and recurrence of severe degrees of reflux, according to the literature, ranges from 3 to 40%.

Key words: vesicoureteral reflux, neoimplantation, pyelectasis, children.

Введение. Пузырно-мочеточниковый рефлюкс у детей (ПМР) занимает ведущее место в структуре детской урологической патологии и заключается в ретроградном забросе мочи из мочевого пузыря в мочеточник. Его частота варьирует от 1 до 3% в популяции детского населения, протекая часто бессимптомно. Данная ситуация не даёт возможность достоверно оценить истинную встречаемость ПМР [1,2,3].

Обычно рецидивирующее течение инфекции мочевых путей при ПМР, смазанная клиника с длительно бессимптомным течением приводит к функциональным нарушениям с потенциально серьезными осложнениями, такими как рецидивирующая инфекция мочевыводящих путей или рубцовые изменения в почечной ткани.

Приоритетным за последние десятилетия стал метод эндоскопического лечения ПМР, впервые предложенный в 1981 году Е. Matouschek [2,3]. По данным разных авторов эффективность эндоскопического метода лечения ПМР в клинической практике с использованием различных уроимплантов варьирует от 52,4% до 86,7% [4-7]. J.S. Elder и соавт. в 2006 году представили мета-анализ результатов эндоскопического лечения ПМР в 8101 мочеточниках у 5527 пациентов после однократной инъекции уроимпланта: положительный результат наблюдался в 78,5% при I и II степени ПМР, 73% – при III степени, 63% - при IV и 51% - при V степени ПМР [9].

Однако нет единого мнения о сроках и способах хирургического лечения ПМР разных степеней. При тяжелых степенях ПМР различные

способы уретероцистонеостомии превосходит по эффективности эндоскопическую коррекцию порока. В то же время при низких степенях рефлюкса получены хорошие результаты при эндоскопическом введении импланта. К тому же родители больных детей отдают предпочтение эндоскопическому лечению при коррекции ПМР даже несмотря на возможную необходимость реимплантации мочеточника после неэффективного эндоскопического лечения [3,4,5].

Цель работы. Изучение результатов эндоскопической коррекции ПМР у детей, на основании анализа клинических данных, результатов микционной цистоуретрографии, ультразвуковых методов исследования.

Материалы методы.

В исследовании представлены данные 28 детей, находившихся на лечении в 2017-2022 гг. на кафедре детской хирургии АГМИ на базе урологического отделения ОДММЦ. Возраст пациентов составил от 3 до 11 лет. Средний возраст ($5,1 \pm 3,1$ лет). Рефлюкс был двухсторонний у 7 (25,0%) пациентов, односторонний 21 (75,0%) пациентов. Количество мочеточников 35 мочеточников. Из них по данным микционной цистографии 17 (60,7%) с III степенью, 11 (39,%) с IV степенью. Мальчиков было – 11 (39,2%) пациентов, девочек – 17 (67,8%) пациентов.

Всего оперировано 35 мочеточников. Изменения паренхимы почек по результатам экскреторной урографии, расцененные как рефлюкснефропатия, при проведении первоначального оперативного вмешательства были диагностированы в 17 почке. Из исследования были исключены пациенты с полным удвоением верхних мочевых путей, уретроцеле, а также вторичным ПМР при нейрогенном мочевом пузыре.

Анализ результатов эндоскопического вмешательства (введение уроимпланта в область устья мочеточника). Это обусловило разделение пациентов на две группы.

Первую группу составили 9 детей (ПМР диагностировался в 11 мочеточников), которым была выполнена неоимплантация мочеточника по методу Cohen [12].

Вторая группа больных включала 19 пациента (ПМР диагностировался в 24 мочеточников), у которых для устранения рефлюкса первоначально выполнялось эндоскопическое вмешательство с использованием современных уроимплантов DAM +. При эндоскопической пластике устья мочеточника использовался один технический прием: традиционная STING методика [3].

Результаты.

Отдаленные результаты прослежены у всех детей, включенных в исследование. Оценка степени ПМР проводилась на основании микционной цистоуретрографии, согласно классификации Международной группы по изучению ПМР [4]. Результат оценивался спустя 6 месяцев после однократного введения препарата при

эндоскопической пластике устья мочеточника или после открытой операции. Объем послеоперационного обследования включал проведение микционной цистоуретрографии, ультразвукового исследования (УЗИ) почек и мочевого пузыря, экскреторной урографии. Также оценивался итоговый результат устранения пузырно-мочеточникового рефлюкса, в том числе после неоднократных введений уроимплантов. Срок наблюдения за пациентами после первой операции составлял от 6 мес. до 3 лет.

Уменьшение ПМР на один или несколько степеней через полгода после коррекции при уменьшении клинического течения в послеоперационном периоде, а именно отсутствие или уменьшение частоты обострений инфекции мочевыводящих путей; отсутствие повышения температура тела, болевых и дизурических симптомов. Нормализация лабораторный показателей анализов мочи, склерозирования паренхимы почек, улучшение уродинамики и функции почек с восстановлением темпом ее роста, надо оценивать как положительный результат миниинвазивного вмешательства.

В ходе исследования проводилась сравнительная оценка эффективности лечения ПМР III-IV степени при эндоскопическом методе устранения рефлюкса и при неимплантации мочеточника по методу Cohen.

В таблице 1 представлены результаты оперативного лечения ПМР на 11 мочеточниках при выполнении неимплантации мочеточника по методу Cohen.

Таблица 1. Результаты оперативного лечения ПМР по методу Cohen

Неоимплантация мочеточника по Cohen (1 группа)	Степень ПМР	Количество мочеточников	Результат		
			Рецидив	УГН	Всего положительный результат
	III	6	1	-	5 (45,4%)
	IV	5	2	-	3 (60%)
	Всего	11	3	-	8 (72,7%)

* УГН – уретерогидронефроз

Положительный результат после оперативного лечения по методу Cohen был получен в 72,7%) (ПМР не визуализировался на контрольных цистограммах в 8 мочеточниках). Рецидив рефлюкса диагностирован в 1 мочеточниках, при этом в 2 случаях ПМР уменьшился до I степени. Ни в одном из оперированных мочеточников по методу Cohen не возникло нарушения оттока мочи с формированием уретерогидронефроза.

С целью устранения сохранившегося после проведения оперативного лечения ПМР, в 3 случаях выполнена эндоскопическая коррекция искусственных устьев мочеточников. В одном случае получен положительный результат (устранен ПМР IV ст.), в другом случае (после эндоскопического лечения с целью коррекции ПМР III ст.) у пациента развился уретерогидронефроз (УГН), что потребовало повторного оперативного вмешательства по методу Cohen (достигнут положительный результат нарушения уродинамики и ПМР нет). У одного ребенка ПМР III ст. исчез самостоятельно. Пациент с ПМР I ст. до настоящего времени продолжает динамически наблюдаться по месту жительства. За время наблюдения обострений пиелонефрита не отмечено.

Таким образом, для устранения рецидивов рефлюкса в 3 мочеточника у 3 детей после операции по методу Cohen повторное оперативное вмешательство потребовалось двум пациентам, из которых один ребенок оперирован дважды.

В таблице 2 представлены результаты эндоскопического лечения ПМР в 24^х мочеточников.

Таблица 2. Результаты эндоскопического лечения ПМР

Эндоскопическое лечение ПМР (2 группа)	Кратность введение импланта	Степень ПМР	Количество мочеточников	Результат		
				Рецидив	УГН	Всего положительный результат
	Первое	I I I	9	4	2	3 (33.3%)
		I V	5	4	-	1 (20%)
	Повторное	I I I	4	2	1	1 (25%)
		I V	6	3	1	1(16.6%)
Всего			24	13	4	4

* УГН – уретерогидронефроз

После однократного введения уроимпланта при ПМР III степени положительный результат (отсутствие ПМР на контрольных цистограммах, по данным УЗИ и экскреторной урографии – признаков уретерогидронефроза не выявлено) получен в 33,3% (3 мочеточников) случаев. Напротив, ПМР IV ст. 4 рецидивировал во всех 5 мочеточниках. В 2 случаях результатом однократного введения уроимплантата стало формирование уретерогидронефроза. Повторное введение уроимплантата проведено в 5 мочеточников. Всем пациентам с рецидивом ПМР в дальнейшем проведена операция по методу Cohen с положительным результатом.

Из 4 мочеточников с обструкцией уретеровезикального соустья после эндоскопической коррекции в 3 случаях проведена операция по методу Cohen с положительным результатом. В одном случае функция вторично сморщенной почки оказалась утраченной и пациенту произведена нефрэктомия.

Таким образом, отрицательный результат в целом получен в 17 мочеточниках из 24, т.е. в 70,8%. Нами получено достоверно меньшее число осложнений после проведения операции по методу Cohen в сравнении с эндоскопическим лечением ПМР III степени у детей.

Сравнительный анализ эффективности лечения ПМР по группам представлен в таблице 3.

Таблица 3.

СРАВНЕНИЕ РЕЗУЛЬТАТОВ ЛЕЧЕНИЯ ПМР ПО ГРУППАМ

Группа (Количество мочеточников)	Рецидив ПМР	УГН	Всего
1 (n=11)	3 (27,2%)	0 (0,0%)	3(27,2%)
2 (n=24)	13 (54,1%)	4 (16,6%)	17 (70,7%)

Обсуждение.

Эндоскопическое лечение ПМР с помощью введения уроимплантов в настоящее время рассматривается как метод первой линии для устранения рефлюкса [5]. К безусловным преимуществам эндоскопического лечения относятся малоинвазивный характер вмешательства, возможность его проведения в условиях дневного стационара, отсутствие болевого синдрома в послеоперационном периоде и дискомфорта, обусловленного необходимостью временного отведения мочи после открытых операций. По данным Tekgul S. и соавт. 64,7% родителей по результатам анкетирования предпочли эндоскопическое лечение, учитывая преимущества последнего [5]. Недостатки эндоскопического лечения, с точки зрения родителей, принимавших участие в анкетировании, заключались, в первую очередь, в необходимости проведения повторных цистографий и вероятности повторного проведения эндоскопической коррекции под анестезией при рецидивах ПМР. На это указывали и 35,3% родителей, которые предпочитали открытое оперативное вмешательство эндоскопическому [11]. Следует также отметить, что в работах, анализирующих эффективность эндоскопического лечения ПМР, результаты успешного лечения при рефлюксах высоких степеней не превышали 51-63% [4,5,9]. Напротив, эффективность открытых оперативных вмешательств по методу Cohen составляет по данным подавляющего большинства исследователей 95,9 – 99,0% [4,5,12]. В клинических рекомендациях Европейской ассоциации детских урологов указано, что открытое хирургическое вмешательство при ПМР IV - степеней предпочтительнее, чем эндоскопическая коррекция рефлюкса [5].

Выводы:

1. Эндовезикальная коррекция ПМР III-IV степени является альтернативой выбора эффективного устранения порока.

2. Эндоскопическую коррекцию ПМР по показаниям, можно проводить повторно.

3. При безуспешности многократной попытки эндоскопической коррекции ПМР наиболее эффективным для лечения первичного ПМР является открытое оперативное вмешательство в виде неоимплантации мочеточника по методу Cohen.

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НЕКОТОРЫЕ ГЕОЭКОЛОГИЧЕСКИЕ ПРОБЛЕМЫ РАЗВИТИЯ ГОРОДА ТАШКЕНТА

Аннотация: В статье рассматриваются некоторые геоэкологические проблемы города Ташкента. Ташкент и его агломерация являются локомотивом обеспечения устойчивого развития страны. Рассмотрены теоретико-методологические, научные и практические вопросы оптимизации геоэкологической ситуации Ташкента на перспективу.

Ключевые слова: экологическая ситуация, агломерация, расселение, урбоэкология.

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SOME GEOECOLOGICAL PROBLEMS OF TASHKENT CITY DEVELOPMENT

Annotation: The article discusses some geoecological problems of the city of Tashkent. Tashkent and its agglomeration are the engine of ensuring the sustainable development of the country. Theoretical and methodological, scientific and practical issues of optimization of the geoecological situation of Tashkent for the future are considered.

Keywords: ecological situation, agglomeration, settlement, urban ecology.

Введение. Напряженная экологическая ситуация в ряде городов Узбекистана и, в частности, в Ташкенте ставят актуальнейшую задачу изучения геоэкологических проблем и определения путей их решения в целях оптимизации состояния городской среды. Ташкент – это многофункциональный город с населением около 3 млн. чел. Он расположен в предгорной части, в аридной зоне, насыщен промышленными предприятиями и транспортом. Город одновременно является ядром и центром крупной агломерированной формы расселения. Вокруг Ташкента расположены важные промышленные центры и

интенсивно используемые в сельском хозяйстве территории, которые также формируют экологическое состояние города и столичного региона в целом. За годы независимости население и территория города увеличилась. Большие изменения произошли в структуре градообразующих отраслей и данный процесс продолжается. Эти изменения имеют положительные и отрицательные социально-географические и геоэкологические последствия.

Теория и методология исследования. Теоретико-методологической основой исследования являются основные научные положения и концепции, разработанные в рамках проблемы взаимодействия природы и общества, нашедшие отражение в трудах ученых геоурбанистов, экологов, социологов и других смежных наук. Исходя из многоаспектности и многоплановости урбоэкологических проблем, комплексное исследование и оценка состояния городской среды осуществляется на междисциплинарной основе. Поэтому важнейшие теоретические положения и выводы данной работы базируются на исследованиях в области теории экологии человека и экологии города, трудах географов, социологов, философов, медиков, архитекторов и градостроителей.

В работе применены системно-структурный, сравнительно-географический, социологический, исторический, картографический, статистический и другие методы исследования.

Основная часть. Ташкент - столица Республики Узбекистан, центр Ташкентской области, обладает крупнейшим промышленным, научным и культурным потенциалом. Он расположен в центральной части Средней Азии, на широкой предгорной равнине Западного Тянь-Шаня, в средней части долины р.Чирчик. Площадь города составляет около 430 км².

Ташкент - один из древнейших городов Центральной Азии, прошедший очень сложный и длительный исторический путь развития. История Ташкента насчитывает более 2000 лет. Возникновение и многовековое существование географическим положением в долине Чирчика, в центре густонаселенного и Ташкента на его современной территории обусловлено выгодным издавна освоенного оазиса, на границе оседлых земледельческих и кочевых скотоводческих зон, на скрещении древних караванных путей.

Бурному росту и развитию Ташкента - самого крупного города - во многом способствовали два главных, тесно связанных между собой фактора: выполнение Ташкентом функции столицы и его выгодное, в широком смысле слова, экономико-географическое положение. В функциональной структуре города на первом месте стоят его промышленные функции, на втором – административно-политические и культурные, а затем идут торгово-распределительные, транспортные, строительные, лечебные и прочие экономические и неэкономические функции. Промышленность и транспорт являются важнейшими

градообразующими факторами – в основном, они формируют геоэкологическую ситуацию в городе. Рассмотрение особенностей формирования современного Ташкента дает нам возможность проанализировать изменения экологической ситуации в исторической ретроспективе[5]. За последние годы в Ташкенте сложилась крайне острая экологическая ситуация, усугубляющаяся спецификой жаркого и сухого климата аридной зоны. По данным мониторинга состояния окружающей среды, степень загрязненности атмосферного воздуха в г.Ташкенте считается очень высокой, что является результатом концентрации промышленности и транспортных средств. В последние годы масштабное строительство жилых домов, увеличение количества вредных предприятий и транспорта, уменьшение площади зеленых насаждений привели к отрицательным социально-экологическим и экономическим последствиям.

В новом проекте генплана Ташкента до 2045 года запланировано строительство «Нового Ташкента» на площади 20 тысяч га между реками Чирчик и каналом Карасу, создание 130-км «зелёного пояса» вокруг столицы, организация «тематических парков» вдоль каналов, протекающих через город, развитие общественного транспорта и другое[1]. Проект генерального плана Ташкента — стратегия развития столицы. В ней утверждены сценарии развития города, зоны, где требуется строительство, реконструкция, реновация или консервация[2]. Основное внимание разработчики проекта генплана уделяют экологии столицы. В связи с тем, что без развития общественного транспорта улучшить качество воздуха невозможно. Согласно документу, в Ташкенте осталось 7120,9 га зеленых зон- это в среднем 3 кв. м. на человека. Из них 893 га составляют зелёные зоны общего пользования, 5102 га — ограниченного пользования и 1125 — «специальные» зелёные зоны. Планируемый к созданию «зелёный пояс» должен помочь уменьшить проникновение пыли в город. Общую площадь зелёных зон планируется увеличить более чем в 3 раза (**Рис.1**) и довести её до 25 тысяч га (8 кв. м на человека). Будут организованы пять зелёных полос в «Новом Ташкенте» общей протяженностью 40 км, на которых, помимо зелёных насаждений, в будущем планируется построить социально-культурные объекты и рекреационные зоны[3].

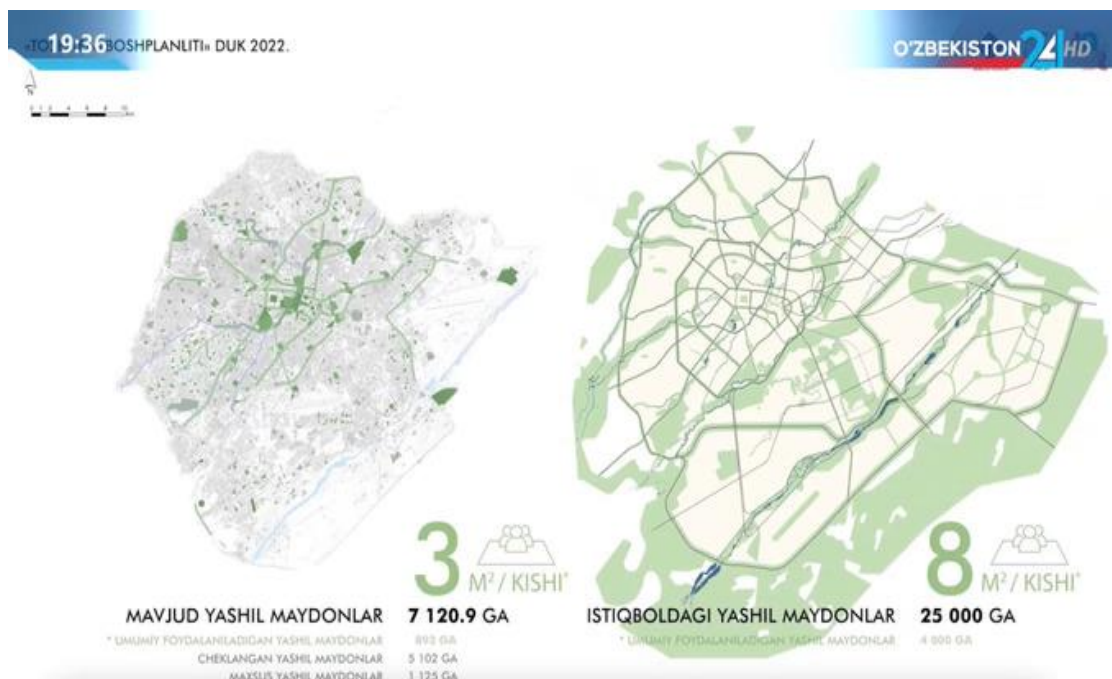


Рис.1 Изменение площади зеленых насаждений в Ташкенте в перспективе [3]

Согласно представленному прогнозу, к 2041 году население Ташкента увеличится с текущих 2,96 миллиона до свыше 5,15 миллиона человек, в том числе за счёт строительства города «Новый Ташкент». Он будет рассчитан на проживание 500 тысяч человек (Рис.2). Исходя из этих расчётов разработаны перспективные районы развития и застройки, а также схемы основных дорог, связывающих столицу с новым городом.

В настоящее время в Ташкенте в часы пик можно наблюдать транспортный коллапс-пробки в городе стали хроническими. Согласно проекту генплана, для решения проблемы пробок на улицах планируется усовершенствовать общественный транспорт. Обязательным условием станет наличие остановки в радиусе не более 15 минут пешего хода от дома [3]. На окраинах города по принципу «Park and ride» будут организованы парковки рядом с остановками общественного транспорта.

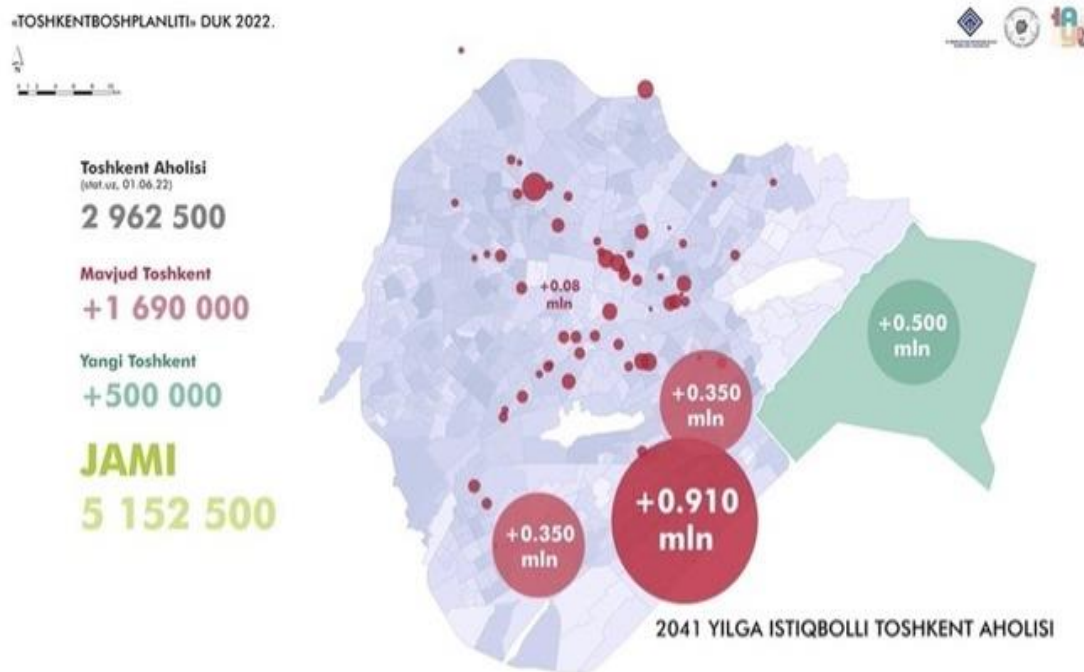


Рис.2 Увеличение населения и территории Ташкента согласно нового проекта генплана [1]

Новый проект генплана также предусматривает установление социальных требований к зданиям. Для многоэтажных зданий в зависимости от их типа будут установлены нормативы по наличию школ, детсадов, пунктов бытового обслуживания, парковочных мест, а также по площади озеленения.

Заключение. Экономика городов Узбекистана остаётся неэффективной, потому что они растут вширь, а не вверх. Так происходит в течении более 30 лет, из-за устаревших генпланов и инфраструктуры, а также плановой экономики в землепользовании[2]. Как известно, урбанизацию можно использовать как двигателя устойчивого развития городов. Уплотнение городов, или их рост вверх, в отличие от разрастания, снижает стоимость обеспечения населения инфраструктурой. В Ташкенте объявлен мораторий на строительства нового жилья. Но все же вдоль дорог строительство многоэтажных домов видимо продолжится. В Ташкенте новое строительство велась без учета состояния инфраструктуры. При вводе в эксплуатацию всех построенных и строящихся домов старые водопроводные линии и канализации могут не выдержать и создать большую экологическую и социальную проблему. В Ташкенте частично и других городах полностью ожидается перевод социальных объектов-школ, детских садов, больниц и др. на отопление углем. Холодная зима 2022-2023 годов вызвала беспрецедентный коллапс энергетического комплекса и инфраструктуры по всей стране. Ожидается перевод части служебного транспорта работающих на газе на бензин. Это

может привести резкому усилению загрязнения атмосферы Ташкента и других крупных городов.

Необходимым условием улучшения экологической ситуации в городе Ташкенте является переход на интенсивный путь развития народнохозяйственного комплекса города и региона, совершенствование функционирования различных подсистем, правильное размещение промышленных и селитебных зон, улучшение территориальной организации населения (расселения) и развитие транспортной инфраструктуры. Управление экосистемой Ташкента (эта система по своей сущности является открытой) представляет собой весьма сложную задачу. Ее позитивное решение связано с задачами законодательного, экономического, финансового и организационного характера. Большое значение в этом плане имеют также задачи создания экологической инфраструктуры, обеспечения высокой экологической культурой населения. Экологическое образование и воспитание людей, их сознательное, целенаправленное отношение к собственной социальной среде являются немаловажным условием оздоровления экологической ситуации города.

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ИЗМЕНЕНИЕ ВОДНОГО РЕЖИМА РЕКИ АМУДАРЬИ ПОД ВЛИЯНИЕМ ГИДРОТЕХНИЧЕСКИХ СООРУЖЕНИЙ

Аннотация. В данной статье оценивается изменение стока реки Амударьи в результате строительства крупных гидротехнических сооружений во второй половине XX века. По собранным гидрологическим данным были выполнены расчеты за пять расчетных периодов. При разделении на расчетные периоды учитывались годы ввода в эксплуатацию эти гидротехнических сооружений.

Ключевые слова: река, водный режим, гидротехническое сооружение, расход воды, влияние деятельности человека.

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CHANGES IN THE WATER REGIME OF THE AMUDARYA RIVER UNDER THE INFLUENCE OF HYDROTECHNICAL STRUCTURES

Annotation. This article assesses the change in the flow of the Amudarya River as a result of the construction of large hydraulic structures in the second half of the 20th century. According to the collected hydrological data, calculations were made for five calculation periods. When dividing into settlement periods, the years of commissioning of these hydraulic structures were taken into account.

Key words: river, water regime, hydraulic structure, water flow, impact of human activity.

Со второй половины XX века стали быстро осваиваться новые земли в бассейне реки Амударьи. С этой целью активизировалось строительство крупных водохранилищ и гидротехнических сооружений в бассейне. При этом, особое внимание уделялось использованию стока Амударьи в ирригационных и гидроэнергетических целях. В верхнем, среднем и нижнем течениях реки построены крупные гидротехнические сооружения ирригационного и гидроэнергетического назначения. Эти гидротехнические сооружения оказали значительное влияние на гидрологический режим Амударьи.

В результате сток Амударьи уменьшился по длине реки и по годам. Этот процесс, к сожалению, продолжается и сегодня. Данной проблемой занимались такие исследователи как А. И. Шикломанов [8], Ф. Е. Рубинова [6], А. Р. Расулов, Ф. Х. Хикматов [7], как Б. Е. Аденбаев [1]. Однако, вопроса влияния гидротехнических сооружений на водный режим реки Амударьи недостаточно освещен в этих и других гидрологических исследованиях. Исходя из сказанного, данная статья посвящена оценке влияния крупных гидротехнических сооружений на водный режим Амударьи. Для достижения этой цели были собраны, первично обработаны и проанализированы данные о крупных водохранилищах, гидротехнических сооружениях и каналах, построенных в бассейне Амударьи.

Известно, что с конца 60-х годов прошлого века для управления водным режимом Амударьи и обеспечения водой вновь осваиваемых земель в русле реки началось строительство нескольких крупных гидротехнических сооружений. К таким объектам относятся Нурекское, Туямуюнское водохранилища, Тахиаташская ГЭС, Каракумский канал, Каршинский магистральный, Аму-Бухарский канал и каналы в нижнем течении: Шават, Ташсака, Пахтаарна, Кызкеткен.

Следует отметить, что в настоящее время для подачи воды на орошаемые земли в среднем и нижнем течениях Амударьи используется более 60 каналов.

Каракумский канал является крупнейшим оросительным каналом, получающим воду из Амударьи и на сегодняшний день, его общая протяженность составляет 1435 км, при пропускной способности $1000 \text{ м}^3/\text{с}$.

Строительство Каршинского магистрального канала, построенного в бассейне Амударьи, началось в 1965 году и было завершено в 1973 году. Длина канала 290 км, максимальная пропускная способность $195\text{-}220 \text{ м}^3/\text{с}$. Этот канал обеспечит водой 260 тысяч гектаров орошаемых земель.

Канал Аму-Бухара снабжает водой орошаемые земли Бухарской области, и первая очередь его строительства началась в 1965 году. Вторая

очередь канала была построена в 1976 году и имеет длину 400 км. Максимальная пропускная способность канала 270 м³/с. В результате полного ввода в строй Аму-Бухарского канала, как отмечалось выше, освоены новые земли в Бухарской области, обеспечены водой сельскохозяйственные культуры.

На основании собранных гидрологических данных нами оценены изменения объема стока по длине Амударьи за пять расчетных периодов. Результаты расчетов показывают, что в условно-естественный период средний многолетний объем стока Амударьи составлял на гидрологическом посту Керки 66,1 км³, на Туямуюнском - 62 км³, на Саманбае-48,4 км³. Таким образом, только 73,2 % стока, наблюдаемого на гидрологическом посту Керки в этот период, дошло до Саманбая, поэтому дальнейшие расчеты основывались на данных этого периода.

Мы видим тенденцию к снижению объема стока Амударьи во все последующие расчетные периоды. Во второй расчетный период, т.е. после строительства и ввода в эксплуатацию гидротехнических сооружений, режим речного стока резко изменился. Средний многолетний сток в этот период составил 51,2 км³ в Керки, 42,8 км³ в Туямуюне и 25,3 км³ в Саманбае. (рис 1). Годовой объем речного стока на гидрологическом посту Саманбае уменьшился на 59,1% по сравнению с гидрологическим постом Туямуюн.

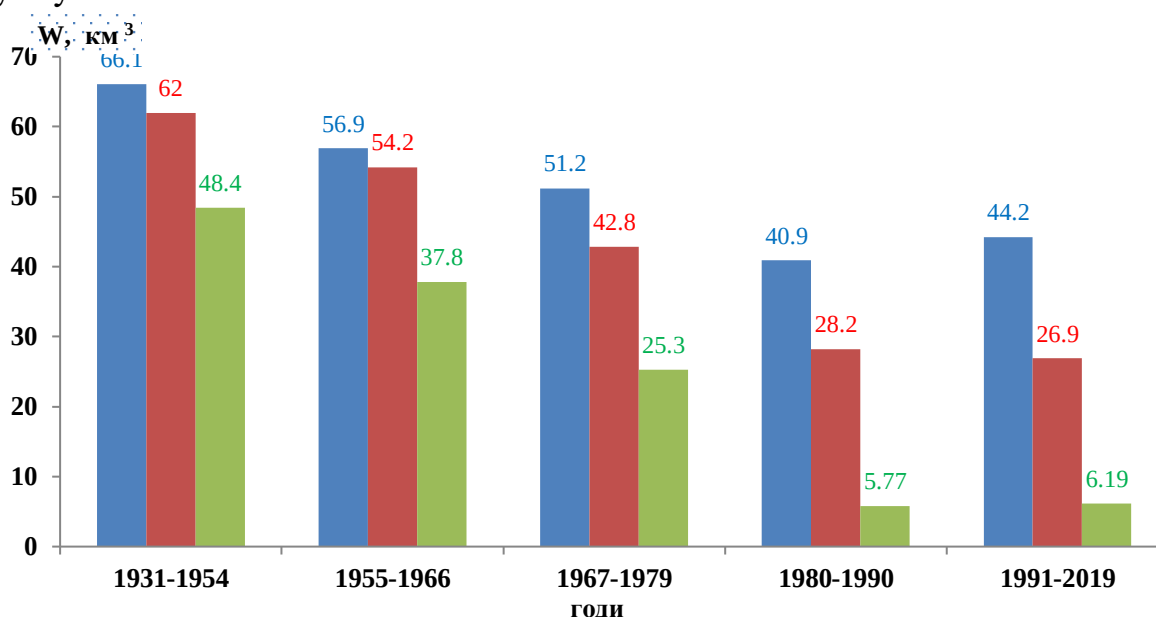


рис 1. Изменения стока Амударьи по длине реки в различные периоды

Снижение среднего годового расхода воды наблюдалось и в последующий третий и четвертый расчетные периоды. При этом, среднее годовое значение стока на гидрологическом посту Керки в последний расчетный период составило 44,2 км³. Этот показатель составил 26,9 км³ в Туямуюн и 7,41 км³ в Саманбае. Мы видим, что эти значения годового стока уменьшились по сравнению с естественным периодом в Керки-

66,9%, Туямуюн - 43,3% и Саманбай - 15,3%. Одной из основных причин этого является быстрое увеличение количества воды, забираемой из реки на орошение, а также то, что вода, забираемая в каналы, неравномерно распределяется по длине реки. Водопользователи верхнего течения Амударьи имеют больший доступ к воде, чем водопользователи нижнего течения.

Последующие расчёты были направлены на оценку изменения речного стока под влиянием антропогенных факторов в вегетационный и межвегетационный расчетны и период по сравнению с условным естественным периодом. Результаты расчетов представлены в таблице 1.

Таблица 1

Изменение стока реки Амударьи под влиянием антропогенных факторов в расчетные периоды по отношению к стоку условно-естественного периода

Реки створ	Этапы водо пользования стока реки Амударья							
	$\Delta y \text{ м}^3/\text{с}$				$\Delta y \%$			
	II	III	IV	V	II	III	IV	V
Сток вегетационного периода (V–X)								
Амударья – Керки	-430	-667	-1302	-856	-14	-21	-41	-27
Амударья – Туямуюн	-425	-733	-1553	-1568	-15	-26	-55	-56
Амударья - Саманбай	-459	-991	-2041	-1962	-20	-43	-88	-85
Сток невегетационного периода (XI–IV)								
Амударья – Керки	-153	-247	-293	-235	-15	-24	-28	-23
Амударья – Туямуюн	-175	-319	-355	-385	-20	-37	-41	-45
Амударья - Саманбай	-197	-452	-649	-622	-27	-61	-88	-84

Примечание: II – 1955-1966, III – 1967 - 1979, I V- 1980 - 1990, V – 1991 - 2019

Таким образом, из вышеприведенных результатов исследования можно сделать вывод. Освоение новых земель в бассейне Амударьи, ввод в эксплуатацию крупных гидротехнических сооружений привели к значительному перераспределению речного стока по длине реки и во времени.

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ТРАВМА СЛИЗИСТОЙ ПОЛОСТИ РТА ПРИ ОРТОДОНТИЧЕСКОМ ЛЕЧЕНИИ

Резюме. В статье обсуждаются поражения слизистой оболочки полости рта результатом раздражения, вызванного ортодонтическими аппаратами или неправильным прикусом. Это исследование включало тип и тяжесть поражений слизистой оболочки, их топография, воспаление десен, гигиенический статус полости рта определялись с помощью клинических показателей.

Ключевые слова: Поражения слизистой оболочки полости рта, гигиена, травма, воспаление.

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INJURY OF THE ORAL MUCOSA DURING ORTHODONTIC TREATMENT

Summary. The article discusses lesions of the oral mucosa as a result of irritation caused by orthodontic appliances or malocclusion. This study included the type and severity of mucosal lesions, their topography, gingival inflammation, oral hygiene status were determined using clinical indicators.

Key words: Lesions of the oral mucosa, hygiene, trauma, inflammation.

Актуальность исследования: Поражения слизистой оболочки полости рта могут быть результатом раздражения, вызванного ортодонтическими аппаратами или неправильным прикусом, но их частота неизвестна. Травма слизистой оболочки полости рта в ходе ортодонтического лечения, особенно в его начальной стадии, является одной из самых актуальных проблем в ортодонтии[1]. Несмотря на имеющиеся средства профилактики травматизации слизистой полости рта, направленной на повышение комфортности проводимого лечения для пациентов, данная тема сохраняет свою актуальность[5]. Локальное

повреждение тканей является одним из внутриротовых рисков во время ортодонтического лечения. Изъязвления, боль и дискомфорт являются частыми побочными эффектами, которые возникают в результате раздражения, вызванного главным образом несъемные ортодонтические аппараты[2]. Несмотря на то что болезненные и неприятные, повреждения быстро заживают из-за быстрого метаболизма слизистой оболочки полости рта у молодых и здоровых ортодонтических пациентов, однако поражение полости рта может быть результатом взаимодействия стоматологических сплавов и полости рта ткани тоже. Результатом этих взаимодействий от прилипания бактерий, токсических, субтоксических и аллергические эффекты, вызванные ионами металлов и аллергия[3]. Прямое взаимодействие между ортодонтическими приспособлениями и тканями пародонта может представлять серьезную проблему. Кроме того, при ортодонтическом лечении с несъемные аппараты, сложные ситуации с гигиеной полости рта из-за застрявшей пищи и мусора вокруг брекетов могут способствовать развитию воспаления десен. Поэтому целью настоящего исследования было изучить частоту и тип поражений слизистой оболочки у носителей ортодонтических аппаратов[4].

Цель исследования: изучить распространенность травматических поражений слизистой полости рта при ортодонтическом лечении несъемной техникой.

Материал и методы: нами было проведено стоматологическое обследование 168 пациентов, находящихся на ортодонтическом лечении несъемной ортодонтической техникой. Среди них было 64 человека — лица мужского пола и 102 — лица женского пола в возрасте от 12 до 27 лет.

Результаты: общая распространенность травматических поражений слизистой полости рта при ортодонтическом лечении несъемной ортодонтической техникой среди 168 обследованных пациентов составила 38,09% (64 человека). Распространенность травматических поражений слизистой полости рта среди лиц женского и мужского пола составила 56,25% (36) и 43,75% (28) соответственно. Очаги поражения регистрировали на слизистой оболочке в местах соприкосновения с элементами брекет-системы. В зависимости от локализации травматические поражения слизистой полости рта выявлялись на слизистой оболочке щеки в 68,75% случаях (у 44 пациентов) — 52% лиц женского пола и 48% лиц мужского пола; на слизистой оболочке нижней губы — 10,94% случаев (7 пациентов) — 57% лиц женского пола и 43% лиц мужского пола; на слизистой оболочке верхней губы — 4,8% случаев (3 пациента) — 67% лиц женского пола и 33% лиц мужского пола; на слизистой оболочке щеки и верхней губы — 15,51% случаев (10 пациентов) — 70% лиц женского пола и 30% лиц мужского пола.

Выводы: высокая распространенность травматических поражений слизистой полости рта при ортодонтическом лечении диктует необходимость совершенствования мероприятий по профилактике и лечению травматических поражений слизистой полости рта, которые нужно проводить на протяжении всего периода ортодонтического лечения. Это исследование включало тип и тяжесть поражений слизистой оболочки, их топография, воспаление десен, гигиенический статус полости рта определялись с помощью клинических показателей. Поражения слизистой оболочки чаще присутствовали у владельцев ортодонтических аппаратов, чем у детей с неправильным прикусом. Воспаление десен, эрозия, изъязвление и ушиб были наиболее распространенными результатами у ортодонтических пациентов. Тяжесть воспаления десен была в корреляции со статусом гигиены полости рта; чем хуже гигиена полости рта, тем сильнее было воспаление десен. Улучшение гигиены полости рта было обнаружено у детей во время ортодонтического лечения, чем у детей с неправильным прикусом. Ортодонтическое лечение несет более высокий риск поражения слизистой оболочки и подразумевает большую осведомленность о лучшей гигиене полости рта, как показали результаты этого исследования. Инструкции по гигиене полости рта и раннее лечение поражений полости рта являются важными соображениями для лучшей мотивации пациента, планирования лечения и успешного результата.

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ЁШЛАРНИ ҲАРБИЙ ВАТАНПАРВАРЛИК ТАРБИЯСИНИНГ МОДЕРНИЗАЦИЯЛАШУВИ

Аннотация: Мазкур мақолада ёшларни ҳарбий таълим муассасаларида ҳарбий соҳага қизиқтиришининг ватанпарварлик омиллари ҳақида маълумотлар берилган. Бугунги кунда ёшларни Ўзбекистон Республикаси Қуролли Кучлари сафида хизмат қилиш учун тайёрлаш Давлат миқёсидаги энг муҳим вазифа саналади.

Калит сўзлар: Маънавий жасорат, мерос, маънавий таҳдид, маърифат, ахлоқ, касбий тарбия.

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MODERNIZATION OF MILITARY PATRIOTIC EDUCATION OF YOUTH

Annotation: This article provides information about the patriotic factors of attracting young people to the military field in military educational institutions. Today, training young people to serve in the Armed Forces of the Republic of Uzbekistan is considered the most important task at the state level.

Key words: Spiritual courage, heritage, spiritual threat, enlightenment, morality, professional education.

Ёшларни ҳарбий-ватанпарварлик руҳида тарбиялаш бўйича мамлакатимизда ҳам бир қанча ишлар амалга оширилиб келинмоқда. Сабаби ёшларни ҳарбий ватанпарварлик рўҳида тарбиялаш давлат сиёсатининг устувор йўналишларидан биридир. Ҳозирги мураккаб глобаллашув даврида, ахборот-коммуникация технологиялари шиддат билан ривожланиб бораётган шароитда ёшларни ҳарбий-ватанпарварлик руҳида тарбиялаш билан боғлиқ долзарб вазифалар ва уларни ҳал этиш йўллари, давлат ва нодавлат нотижорат ташкилотлари, оила, маҳалла, таълим-тарбия институтларининг бу борадаги роли ва аҳамиятини, о‘заро ҳамкорлигини миллий ва халқаро ҳуқуқий нормаларни ҳисобга олган ҳолда белгилаб беради.

Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2018-йил 23-февралдаги 140-сон қарорига биноан “Ёшларни ҳарбий-ватанпарварлик руҳида тарбиялаш концепсияси” ишлаб чиқилган бўлиб ушбу концепциянинг 2-бобида Ёшларни ҳарбий-ватанпарварлик руҳида

тарбиялашнинг мақсади ва асосий вазифалари²⁸ аниқ белгилаб берилган. Ёшларни ҳарбий-ватанпарварлик руҳида тарбиялашнинг мақсади ёшларда жамиятнинг турли тармоқлари, айниқса, ҳарбий соҳа билан алоқадор бўлган давлат хизмати турларида фаоллик кўрсатиш, тинч ва ҳарбий шароитда Конституция ва ҳарбий бурчга садоқатли бўлиш, уларда ўз юрти ва халқи тақдири учун юксак масъулият ва жавобгарлик каби муҳим хусусиятларни шакллантиришдан иборат. Шу билан бирга миллатлар орасида бузғунчилик сиёсатнинг олиб борилиш фаолияти.

Халқнинг тинч ҳаёти ва мамлакат ҳавфсизлиги кафолати, мустақил ривожланиш ва ижтимоий муносабатларни янгилаш йўлига қадам қўйган ёш мамлакат мустақилигини куриқлайдиган Қуролли Кучларимизнинг тарихий вазифаси.

Ўзбекистон Республикаси Конституциясининг 52-моддасида ёзилган: Ўзбекистон Республикасини ҳимоя қилиш ҳар бир Ўзбекистон фуқаросининг бурчидир. Бу мажбуриятимиз асосий қомусимизда ҳам мустаҳкамлаб ўтилган.

Бу борада қабул қилинган 2022-2026 йил давлат дастурининг 100 та мақсадининг²⁹. Ёшларни ҳарбий-ватанпарварлик руҳида тарбиялаш тадбирлари самарадорлигини ошириш. 90-91-мақсади: Давлатнинг мудофаа қобилятини янада мустаҳкамлаш, Қуролли Кучларнинг жанговар шайлигини, унинг имкониятлари ва қобилятини кучайтириш. Барча бўғиндаги ҳокимият органлари раҳбарларининг қўшинлар кундалик ҳаётида, ҳарбий шаҳарчалар барпо этиш, уларнинг инфратузилмасини яхшилаш, ёшларни ҳарбий-ватанпарварлик руҳида тарбиялашда фаол иштирок этишини таъминлаш. Олий ҳарбий таълим муассасаларига номзодларни саралаш ва танлаб олиш тизимини янада такомиллаштириш каби Мард ўғлон ҳақида Маҳмуд Замахшарий ёзади: “Мард киши мағлуб бўлгани билан унинг мартабаси паст бўлмас, машаққату ташвишга гирифтор бўлса-да, хор бўлмас”. Демак, ўсиб келаётган ёш авлодни баркамол инсон жумладан Ватанни севадиган, ватанпарвар жонкуяр сифатида тарбиялаш муҳим вазифалардан саналади. Мана шундай долзарб вазифанинг муваффақиятли амалга оширишда асрлар синовидан омон ўтган, неча-неча давр кишиларини эзгу хислат ва фазилатлар эгаси қилиб тарбиялашга яқиндан ёрдам берган буюк алломаларимиз ҳаёти, уларнинг дунё тамаддунига муносиб улуш бўлиб қўшилган маънавий мероси, асарларидан тўлақонли фойдаланиш лозим. Бундай имконият фақат мустақиллик сабаблигина яратилди.

Ёшларни Ўзбекистон Республикаси Қуролли Кучлари сафида хизмат қилиш учун тайёрлаш Давлат миқёсидаги вазифа саналади. Шу вазифани

²⁸ Ўзбекистон Республикаси Вазирлар Маҳкамасининг Қарори. “Ёшларни ҳарбий-ватанпарварлик руҳида тарбиялаш концепциясини тасдиқлаш тўғрисида” Қарори. Тошкент., 2018 йил 23 февраль, 140-сон.

²⁹ Ўзбекистон Республикаси Президентининг 2023-йил 28-февралдаги ПФ-27-сон Фармони, “Инсонга эътибор ва сифатли таълим йили” давлат дастури. Халқ сўзи газетаси 2023 йил, 1 март, 42 (8385).

ҳал қилишда “Чақирувга қадар бошланғич тайёргарлик, шу жумладан фуқаро муҳофазаси ва тиббий билим асослари бўйича тайёргарлик ўқув дастуридаги мажбурий фан бўлиб, умумий ўрта, ўрта махсус ва бошланғич профессионал таълим муассасаларида чақирувга қадар тайёргарлик ўқитувчилари томонидан битириш йили арафасидаги курслардан ёки синфлардан бошлаб ўтилади”³⁰. Шунинг учун Ватан ҳимоясига тайёрланаётган ёшларимизнинг ҳар бири юксак ватанпарварлик руҳида тарбияланиши шарт. Ватанпарварлик – юксак инсоний фазилат ҳисобланади. Ватанпарварлик комилликнинг энг ёрқин жиҳатларидан биридир. Шунинг учун ҳам Ҳадиси Шарифда “Ватанни севмоқ – иймондандур” деб даъват қилинади. Ваҳоланки, ўтмишда жаҳон цивилизациясига улкан ҳисса қўшган халқнинг бугунги авлодлари, ўз меросларининг жаҳон халқлари томонидан эътироф этилишини таъкидлаб ўтиш жоиздир, зеро уларда бу каби ҳис – туйғулар миллий ғурур ҳамда руҳий баркамолликка этаклайди, миллий ўзлигини англашга интилишини кучайтиради.

Умумтаълим ўқув муассасаларида, ўрта махсус ва ўрта касб-хунар таълими муассасаларида ўқувчиларни, шу жумладан олий таълим даргоҳларида таълим олаётган талаба – ёшларни ҳарбий ватанпарварлик руҳида тайёрлаш эндиликда таълим – тарбия ишларининг барча тизимлари орқали амалга оширилмоқда.

Ўзбекистон Республикаси Президентининг 2017 йил 16 августдаги ПҚ-3216-сон³¹ қарори билан ҳар бир вилоятда биттадан Ички ишлар вазирлигининг академик лицейлари ташкил этилган. Президентимизнинг ушбу қарорига асосан: 2020/2021 ўқув йилидан бошлаб Академия кундузги таълим шаклига қабул фақат ИИВ академик лицейлари, ҳарбий академик лицейлар битирувчилари таркибидан амалга оширилади; Фавқулодда вазиятлар вазирлигининг Ёнғин хавфсизлиги академияси ва Миллий гвардия Ҳарбий-техника институтига ўқишга киришда ИИВ академик лицейларининг битирувчилари учун уларнинг тест синовлари давомида тўплаш мумкин бўлган энг юқори баллнинг 10 фоизи миқдорида қўшимча баллар тарзида имтиёзли шартлар назарда тутилади; Ички ишлар вазирлиги Академияси, ФВВ Ёнғин хавфсизлиги академияси ёки МГ Ҳарбий-техника институтига ўқишга кира олмаган ИИВ академик лицейлари битирувчилари Ўзбекистон Республикаси ички ишлар вазири томонидан белгиланадиган тартибда устунлик асосида ички ишлар органлари хизматига қабул қилинади.

³⁰Ўзбекистон Республикасининг 2021-йил 30-сентябрдаги ЎРҚ-718-сонли Қонуни 13-модданинг биринчи қисми, 30.09.2021-й., 03/21/718/0920-сон

³¹Ўзбекистон Республикаси Президенти Ш.М.Мирзиёевнинг ПҚ-3216-сонли “Ички ишлар органлари ходимларини тайёрлаш, қайта тайёрлаш ва малакасини ошириш тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида”ги Қарори, 16.08.2017 йилдаги.

Ҳарбий ватанпарварлик тарбияси бўйича масалалар бошланғич ҳарбий тайёргарлик фанни мактабнинг қуйи босқичидан ўрганиш асосида ҳарбий соҳага янада қизиқишлари ортиб боради. Амир Темур “Темур тузуклари” асарида “Амр қилдимки, қайси бир амир бирон мамлакатни фатҳ этса, ё ғаним лашкарини енгса, унга уч нарсаси билан имтиёз берсинлар: фахрли хитоб, туғ ва ноғора топшириб, уни «баҳодир» деб атасинлар; уни давлат ва салтанат шериги (деб) билиб, кенгаш мажлисига киргизсинлар; унга чегара вилояти топширилсин ва ўша ерлик амирлар унга бўйсунсинлар. Агар амирлардан қайси бирови тўрани (хон ўғлини) енгса ёки бирон амирзодага шикаст етказса, ё бирор ўлка хонини мағлуб этса, уни юқоридаги тартибда мукофотласинлар.³²

Хулоса қилиб, Ёшларни ҳарбий ватанпарварлик тарбиясининг модернизациялашувини йилдан йилга катта эътибор қаратилиб келинмоқда, бу эса Ватанпарварлик юртимиз тинчлик-осойишталигини таъминлашнинг гаровидир. Ҳукамолардан бири: “Ҳар бир миллатнинг саодати, давлатларнинг тинч ва роҳати ёшларнинг яхши тарбиясига боғлиқдур”, – демиш. “Алхосил, Тарбия биз учун ё ҳаёт - ё мамот, ё нажот - ё ҳалокат, ё саодат - ё фалокат масаласидир” деб бежизга айтилмаган. У жамиятни ривожлантирувчи, шахсни фаол фуқаро мақомида ўз Ватанига фидойи бўлиб хизмат қилишга сафарбар этувчи ички куч сифатида хизмат қилади ва ижтимоий ҳодиса сифатида ҳар қандай миллат ва давлатнинг яшаши ва ривожланишини мустаҳкамловчи асосий омил ҳисобланади.

Фойдаланилган адабиётлар:

1. Ўзбекистон Республикаси Президенти Шавкат Мирзиёев О‘збекистон Республикаси Қурулли Кучлари ташкил этилганининг 30 йиллиги муносабати билан ҳарбийларни табриклади. Халқ сўзи газетаси 2022 йил 14 январ №9 (8071).
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ОСОБЕННОСТИ АУДИТА И СОВЕРШЕНСТВОВАНИЕ УЧЕТА ТОВАРНЫХ ОПЕРАЦИЙ В ОРГАНИЗАЦИЯХ ОПТОВОЙ ТОРГОВЛИ

Аннотация: Товарные операции выступают в качестве связующего звена между различными торговыми организациями, организациями других видов деятельности и даже странами. Среди всего многообразия товарно-хозяйственных операций в торговых организациях, ведение учёта и аудита товарных операций выступает в качестве наиболее трудоёмкой процедуры. Основная задача корректной организации учёта и аудита товарных операций заключается в том, чтобы своевременно получать информацию о процессе поступления товаров, информацию о том, насколько своевременно исполняются договорные обязательства.

Ключевые слова: учёт, аудит, товарные операции, оптовая торговля.

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FEATURES OF AUDIT AND IMPROVEMENT OF ACCOUNTING OF COMMODITY TRANSACTIONS IN WHOLESALE TRADE ORGANIZATIONS

Annotation: Commodity transactions act as a link between various trade organizations, organizations of other types of activity and even countries. Among the variety of commodity-economic operations in trade organizations, accounting and auditing of commodity transactions acts as the most time-consuming procedure. The main task of the correct organization of accounting and auditing of commodity transactions is to receive timely information about the process of receipt of goods, information about how timely contractual obligations are fulfilled.

Key words: accounting, audit, commodity operations, wholesale trade.

Основная часть

Современные рыночные условия демонстрируют прогнозируемое положение коммерческой организации, а также устойчивость экономического роста. Достижение максимально конкурентоспособного преимущества нереально без использования эффективной системы учёта и эффективной системы распределения, а также эффективной контрольной системы финансовых и материальных ресурсов.

Правильно настроенная и установленная система учёта позволит руководству реально и своевременно реагировать на изменения внутреннего и внешнего направления и осуществлять оперативное руководство субъектом хозяйствования.

Система учёта и аудита товаров занимает одно из главных мест, так как правильное функционирование любого субъекта хозяйствования всецело зависит от неё.

Организация современного инновационного направления осуществляет разработку системы учёта в рамках определенных собственных потребностей, рабочих специфик, масштабов бизнеса и требований собственников организации.

Учёт товарных операций в организациях предполагает ведение деятельности организации не только в качестве одного целого. Важно понимать то, что для полноценного управления деятельностью организации, необходимо осуществление оценки эффективности работы отдельных подразделений в организациях. Таким образом, учёт существует для того, чтобы демонстрировать определенную ситуацию в различных ракурсах, в различных детализациях, в определенных укрупнениях, а также единицах изменения, в том числе, денежных.

Система учёта и аудита товарных операций направлена также на то, чтобы формировать стратегию деятельности субъекта хозяйствования и повышать эффективность и оперативность управления и эффективность системы учёта товарных операций, а также систему оптимизации и систему управления затратами.

Успешность реализации системы учёта и аудита заключается в том, чтобы существовала возможность её интеграции с системой бухгалтерского учёта в рамках существующей методологии учёта, а также наличия в организации персонала высокого уровня квалификации, наличия систем высокой степени автоматизации и систем хранения информации.

Товарные операции в оптовой торговле выступают в качестве операций, демонстрирующих ритмичную работу организации оптовой торговли, а также операций по обеспечению удовлетворенности покупательского спроса. Товарные операции выступают в качестве важнейшего этапа в системе экономических операций. Именно от того, насколько оперативно осуществлены торговые операции и от того,

насколько своевременно проведен их учёт, зависит экономический результат деятельности организации оптовой торговли.

В таблице 1 представлены подходы к определению «товарные операции».

Таблица 1 – Подходы к определению «товарные операции»

Автор	Определение
Солодова С.В. [8, с. 125]	Товарные операции – это часть общественных отношений, которые сложились в результате установления договорных отношений в целях непрерывного удовлетворения потребительских потребностей.
Белозерцева И.Б. [2, с. 95]	Товарные операции – это операции текущей оперативной деятельности субъекта хозяйствования, направленные на то, чтобы удовлетворять потребительский спрос и формировать текущие товарные запасы в организациях.
Алисенов А.С. [1, с. 179]	Товарные операции – это процесс непрерывного товарного обеспечения, направленный на то, чтобы поддерживать постоянное наличие товаров, доступных для потребителя.
Шадрина Г. В. [10, с. 129]	Товарные операции – это операции, направленные на то, чтобы обеспечивать непрерывный товарный процесс в организации.

Изучив определения, представленные в таблице 1, можно сделать вывод о том, что все они являются тождественными и регламентирующими процесс движения товаров в оптовой торговле.

В качестве основы для правильной организации учёта товарных операций выступает разработанная номенклатура. Товарная номенклатура выступает в качестве справочника для всех специалистов оптовой организации и отвечает за информационное обеспечение каждого вида товара.

Целью учёта товарных операций в организации оптовой торговли является обеспечение своевременности в получении полноценной и достоверной информации о товародвижении, о том, насколько полноценно состояние самих расчётов между поставщиками и между покупателями. Перед бухгалтерским учётом товарных операций стоит решение следующие задач [10, с. 131]:

- обеспечение правильного документального оформления товарных операций;
- обеспечение полноты списания товаров;
- обеспечение правильности формирования цен на товары;
- обеспечение законности ведения товарных операций в организации оптовой торговли;

- обеспечение достоверности в учёте товаров, тары (при её наличии и выручки от продажи товаров;
- получение сводной учётной информации по показателям отчётности по товарам;
- обеспечение правильности налоговых отчислений из выручки от продажи товаров.

Приемами и способами бухгалтерского учета движения товаров являются [2, с. 98]:

- документация означает обязательную регистрацию в бухгалтерском учет операций по движению товаров в момент и в местах их совершения;
- инвентаризация является основным прием обеспечения сохранности и эффективного использования товарных запасов и является способом проверки соответствия фактического наличия товаров данным бухгалтерского учета на определенную дату;
- оценка товаров в денежном измерителе, с помощью оценки осуществляется перевод натуральных и трудовых затрат в денежный;
- калькуляция (расчет) отпускной цены – суммируются статьи затрат, налогов и сборов, включаемых в цену на каждую партию товара, ввезенной из-за предела Российской Федерации;
- счета – отражение операций по движению товаров в бухгалтерском учете на соответствующих счетах;
- двойная запись – отражение операций по движению товаров на двух взаимосвязанных счетах;
- баланс – обобщение информации об остатках товарных запасов, дебиторской и кредиторской задолженности и отражение полученной информации в отчетности.

Учёт товаров в оптовой торговле осуществляется по стоимости приобретения товара. Учёт товарных операций осуществляется по счёту 41 «Товары» и включает в себя следующие разновидности затрат, направленных на отражение затрат на приобретение товаров [8, с. 126]:

- транспортные затраты на приобретение товаров. Включают в себя суммарное определение транспортных расходов по доставке товаров на склад оптовой организации и включаются в стоимость приобретения товаров пропорциональности стоимости товарных позиций;
- таможенные пошлины;
- прочие затраты, связанные с приобретением товаров, которые включаются в расходы на продажу.

Учёт товарных в Российской Федерации регламентирован следующими нормативно-правовыми актами:

- 1) Гражданский кодекс Российской Федерации от 30.11.1994 г. № 51-ФЗ. В соответствии со ст. 454 п. 1 Гражданского кодекса Российской Федерации по договору купли-продажи одна сторона (продавец) обязуется

передать вещь (товар) в собственность другой стороне (покупателю), а покупатель обязуется принять этот товар и уплатить за него определенную денежную сумму (цену) [3].

2) Налоговый кодекс Российской Федерации от 05.08.2000 г. № 117-ФЗ [4].

3) Федеральный закон Российской Федерации «О бухгалтерском учёте» от 06.12.2011 г. № 402-ФЗ. Эти документы служат первичными учетными документами, на основании которых ведется бухгалтерский учет [9].

При учёте выручки от продажи могут быть использованы следующие документы [1, с. 124]:

- накладные на отпуск товара;
- счета-фактуры;
- приходные накладные;
- товарные отчеты;
- журналы-ордера по счетам 41 и 90.

Операции по выбытию товаров отражаются в журнале-ордере по кредиту счета 41. Записи в учетном регистре ведутся как в целом, так и по отдельным видам товаров. При учёте продаж необходимо проверить правильность формирования выручки от продажи товаров и порядок отражения ее в бухгалтерском учете. Выручка от продаж является базой формирования финансового результата, исчисления НДС и расчета налога на прибыль.

Учёт расчета налога на прибыль необходимо осуществлять по следующим направлениям [2, с. 119]:

- учёт правильности отражения в бухгалтерском учете и отчетности фактической прибыли (убытков) от продажи товаров;
- учёт достоверности данных учета о фактической себестоимости товаров, полнота и правильность отражения в учете фактических затрат на приобретение и реализацию товаров;
- учёт правильности расчетов по налогу на прибыль.

4) План счетов бухгалтерского учёта финансово-хозяйственной деятельности организации и Инструкция по его применению. Утверждены приказом Министерства финансов Российской Федерации от 31.10.2000 г. № 94н. Регламентирует счета по учёту товаров: 41 «Товары» [5].

5) Приказ Министерства финансов Российской Федерации «Об утверждении Федерального стандарта бухгалтерского учёта ФСБУ 5/2019 «Запасы» от 15.11.2019 г. № 180н [6].

6) Методические рекомендации по инвентаризации имущества и финансовых обязательств. Утверждены приказом Министерства финансов Российской Федерации от 13.06.1995 г. № 49 (в ред. от 08.11.2010 г.). Порядок инвентаризации товарных операций формируется на следующих условиях:

– наличие складских помещений, оснащенных всеми необходимыми приборами, контейнерами и тарой;

– консолидация товарных ценностей и прочие факторы, отвечающие за безопасность экономного использования.

Достоверность финансово-хозяйственных операций устанавливается путем формальной и арифметической проверки документов или с помощью специальных приемов документального контроля. При формальной проверке устанавливается правильность заполнения всех реквизитов документов: наличие неоговоренных исправлений, подчисток, дописок в тексте и цифр; подлинность подписей должностных и материально ответственных лиц. При арифметической проверке определяется правильность подсчетов в документах [2, с. 65].

При определении фактической выручки от реализации товаров аудитор производит проверку в следующем порядке:

1) сверяет данные по статье «Выручка от продаж» отчёта о финансовых результатах с данными по Главной книге по кредиту счета 90 «Продажи». Общая сумма расхождения должна составлять сумму двух налогов НДС и акцизов. В случаях несоответствия сумм аудитор обязан выявить причину несоответствия и отразить это в рабочей документации;

2) сверяет данные по Главной книге с данными журнала-ордера (при журнально-ордерной форме учета) или с учетными регистрами (при мемориальной форме учета) по кредиту счета 90 «Продажи». После проведения сверки отчетных данных и данных, отраженных в учетных регистрах, аудитор приступает к проверке правильности оформления операций по оплате и отгрузке товаров.

Одним из основных видов проверки является сличение сумм, отраженных по кредиту счета 90 «Продажи» в расчетных документах, предъявленных заказчику, и сумм, отраженных в бухгалтерском учете по дебету счета 62 «Расчеты с покупателями и заказчиками». При проверке аудитору необходимо учитывать и правила отражения операций в бухгалтерском учете, и требования налогового законодательства. При этом надо помнить, что в торговых предприятиях выручкой, полученной от торговой деятельности, считается валовая прибыль, т. е. разница между ценой продажи и ценой покупки товаров без учета НДС и акцизов. Последовательность проверки правильности начисления и уплаты НДС оптовым предприятием может быть следующей

[2, с. 129]:

1) проверка правильности оформления налоговой декларации и бухгалтерской отчетности;

2) проверка правильности составления налогового расчета, включающая арифметический пересчет итоговых сумм налога, установление обоснованности применения ставок НДС, своевременности представления расчетов в налоговые органы. Аудитор пересчитывает

помесячно три вида сумм: НДС к вычету по поступившим и оплаченным товарам; НДС, начисленный от объема реализации товаров; НДС с полученных авансов;

3) логический контроль за наличием искажений в отчетной информации.

При проверке коммерческих расходов (расходов на продажу) аудитор необходимо учитывать, что их состав и порядок их списания определен ПБУ 10/99 «Расходы организации». Организации могут включать в себестоимость проданных товаров коммерческие расходы полностью в отчетном году их признания в качестве расходов по обычным видам деятельности. Аудитору необходимо сопоставить статью «Коммерческие расходы» в отчете о прибылях и убытках с Главной книгой и данными аналитического учета по счету 44 «Расходы на продажу».

Таким образом, по результатам исследования теоретических аспектов учёта товарных операций, можно сделать следующие выводы:

- современные рыночные условия демонстрируют прогнозируемое положение коммерческой организации, а также устойчивость экономического роста. Достижение максимально конкурентоспособного преимущества нереально без использования эффективной системы учёта и эффективной системы распределения, а также эффективной контрольной системы финансовых и материальных ресурсов;

- правильно настроенная и установленная система учёта позволит руководству реально и своевременно реагировать на изменения внутреннего и внешнего направления и осуществлять оперативное руководство субъектом хозяйствования;

- система учёта и аудита товаров занимает одно из главных мест, так как правильное функционирование любого субъекта хозяйствования всецело зависит от неё;

- организация современного инновационного направления осуществляет разработку системы учёта в рамках определенных собственных потребностей, рабочих специфик, масштабов бизнеса и требований собственников организации;

- учёт товарных операций в организациях предполагает ведение деятельности организации не только в качестве одного целого. Важно понимать то, что для полноценного управления деятельностью организации, необходимо осуществление оценки эффективности работы отдельных подразделений в организациях. Таким образом, учёт существует для того, чтобы продемонстрировать определенную ситуацию в различных ракурсах, в различных детализациях, в определенных укрупнениях, а также единицах изменения, в том числе, денежных;

- система учёта и аудита товарных операций направлена также на то, чтобы формировать стратегию деятельности субъекта хозяйствования и повышать эффективность и оперативность управления и эффективность

системы учёта товарных операций, а также систему оптимизации и систему управления затратами;

– успешность реализации системы учёта и аудита заключается в том, чтобы существовала возможность её интеграции с системой бухгалтерского учёта в рамках существующей методологии учёта, а также наличия в организации персонала высокого уровня квалификации, наличия систем высокой степени автоматизации и систем хранения информации;

– товарные операции выступают в качестве связующего звена между различными торговыми организациями, организациями других видов деятельности и даже странами. Среди всего многообразия товарно-хозяйственных операций в торговых организациях, ведение учёта и аудита товарных операций выступает в качестве наиболее трудоёмкой процедуры. Основная задача корректной организации учёта и аудита товарных операций заключается в том, чтобы своевременно получать информацию о процессе поступления товаров, информацию о том, насколько своевременно исполняются договорные обязательства;

– целью учёта товарных операций в организации оптовой торговли является обеспечение своевременности в получении полноценной и достоверной информации о товародвижении, о том, насколько полноценно состояние самих расчётов между поставщиками и между покупателями;

– учёт товаров в оптовой торговле осуществляется по стоимости приобретения товара. Учёт товарных операций осуществляется по счёту 41 «Товары» и включает в себя следующие разновидности затрат, направленных на приобретение товаров: транспортные расходы на приобретение товаров. Включают в себя суммарное определение транспортных расходов по доставке товаров на склад оптовой организации и включаются в стоимость приобретения товаров пропорциональности стоимости товарных позиций; таможенные пошлины; прочие затраты, связанные с приобретением товаров, которые включаются в расходы на продажу;

– при проверке коммерческих расходов (расходов на продажу) аудитор необходимо учитывать, что их состав и порядок их списания определен ПБУ 10/99 «Расходы организации»;

– организации могут включать в себестоимость проданных товаров коммерческие расходы полностью в отчетном году их признания в качестве расходов по обычным видам деятельности. Аудитору необходимо сопоставить статью «Коммерческие расходы» в отчете о прибылях и убытках с Главной книгой и данными аналитического учета по счёту 44 «Расходы на продажу»;

– обобщаются все операции по учёту товара и тары на складах и в торговых объектах в анализе счёта, а затем на конец года формируется оборотно-сальдовая ведомость;

– операции по поступлению товаров регламентированы договором, транспортной накладной. На списание товаров по причине утраты потребительских свойств или их реализации составляется акт на списание товаров. Материальная ответственность розничных объектов, реализующих товар регламентируется товарным отчётом.

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ИНТЕРАКТИВНЫЕ МЕТОДЫ И СЕРВИСЫ НА УРОКАХ ИНФОРМАТИКИ

Аннотация. В последние годы информационные технологии бурно развиваются, появились новейшие технологии, техника и средства. С их помощью учителям легче внедрять в свою деятельность интерактивные формы обучения. В статье анализируются некоторые виды интерактивных методов и сервисов, применяемых на уроках информатики.

Ключевые слова: информатика, технология, интерактивные задания, интерактивный сервис, метод, смарт-технологии.

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INTERACTIVE METHODS AND SERVICES IN THE LESSONS OF COMPUTER SCIENCE

Abstract. In recent years, information technology has been rapidly developing, new technologies, equipment and tools have appeared. With their help, it is easier for teachers to introduce interactive forms of teaching into their activities. The article analyzes some types of interactive methods and services used in computer science lessons.

Key words: informatics, technology, interactive tasks, interactive service, method, smart technologies.

Как известно, информационно-коммуникационные технологии — одно из наиболее значимых технологических достижений современной цивилизации, в последнее время широко проникли в систему образования, и с каждым годом расширяется сфера их применения. Информатика, будучи сравнительно молодой дисциплиной, также развивается очень быстрыми темпами. Сегодня все большую актуальность приобретают электронное, дистанционное, сетевое, виртуальное, мобильное обучение, облачные технологии, смарт-технологии, появление и развитие которых напрямую связано с появлением и развитием сети Интернет и расширением круга возможностей средств ИКТ. Информатика отличается

быстрой адаптируемостью к новым технологиям, методам и формам обучения. Изучение информатики обеспечивает большие возможности для формирования личностного потенциала обучающихся, повышения эффективности познавательной деятельности школьников на основе универсальных способов учебной деятельности, их успешной социализации в современном мире [1, с.16].

Урок информатики сам по себе отличается от уроков по другим школьным предметам, он нацелен и на теорию, и на практику, отличается возможностью изучения и использования передовых информационных технологий, овладение которыми позволит учащимся решать различные учебные, а также другие задачи, с которыми они могут столкнуться в будущем. Организация такого урока, который в силах и заинтересовать, и мотивировать учащихся к осмысленному изучению информатики, эффективной активизации учебно-познавательной деятельности полностью ложится на плечи учителя информатики. Здесь доминируют его опыт преподавания, педагогическое мастерство, профессиональная компетентность и другие присущие ему особенности.

В связи с высоким темпом развития ИКТ, постоянным обновлением, изменением содержания информатики, проникновением в учебный процесс новых инновационных технологий, методов, форм и средств обучения в условиях всеобщей информатизации и массовой коммуникации меняются функции учителя. Он из транслятора готовых знаний превращается в организатора, модератора, консультанта, исследователя, творца, связывающее звено между учащимися и их становлением успешной и конкурентоспособной личности в жизни. При таких обстоятельствах от современного учителя информатики требуется постоянное и непрерывное повышение квалификации, саморазвитие личности, углубление и совершенствование знаний, умений и навыков, профессиональных компетенций и т.д. [1, с.21]

Уроки информатики непосредственно связаны с использованием и применением компьютерных технологий. Интерактивные задания, выполняемые с помощью компьютера, предполагают наличие обратной связи учителя с учеником и возможность коррекции собственных действий по мере их выполнения.

Использование интерактивных заданий на уроке информатики ориентирует учащихся на активное взаимодействие с учебным содержанием. Роль учителя при этом меняется: активность педагога уступает место активности учащихся, а его задачей становится направлять познавательную деятельность учащихся на изучение нового материала и самостоятельное его закрепление в ходе диалога с информационной системой.

Преимущества интерактивных дидактических материалов перед традиционными очевидны: доступность, креативность, возможность

использования разных типов файлов (аудио, видео, графические и т. д.), а также разных типов заданий. Всё это способствует развитию интереса, активности и ИКТ-компетентности учащихся.

В последнее время не только учителя информатики, но по другим предметам используют такие интерактивные сервисы, как Learningapps.org (приложение для создания интерактивных заданий разных уровней сложности: викторин, кроссвордов, пазлов и игр. В нем можно самостоятельно создавать задания, выполнять задания других учителей), Kahoot! (или Кахут.ру - игровая обучающая платформа), Master-test.net (бесплатный ресурс для создания онлайн тестов), Всероссийский образовательный проект «Урок цифры» (тренажеры и игры), Grasshopper (бесплатная мобильная игра от Google для изучения JavaScript), Get Digital (программа, в которой собраны уроки, советы и ресурсы по цифровой грамотности и основам ориентации в информационном пространстве) и другие.

В условиях инновационного образования в учебный процесс внедряются средства инновационного характера. Их технологико-дидактические возможности совершенствуют когнитивную активность и креативность учащихся, повышают эффективность усвоения предмета и качество образования. Ещё 10 лет назад в учебном процессе в школе применялись компьютер, сканер, проектор, модем, дискета, флешка, микрофон, а сегодня используются интерактивная доска, электронный корпус, смартфон, андроид, интерактивные дисплеи, программные обеспечения для входа в смарт-технологии типа Multimodal Learning, GoogleClassroom, SMARTNotebook, базы данных Access, OER и OEP, вебинарные технологии, дистанционные и онлайн образовательные платформы Moode, LMS, EMS, CMS, VLE, E-Learning, MOOC, платформы онлайн конференций Zoom, Big Blue Button, сервисы BrainPOP, Flocabulary, iSpring, Flash, PowerPoint и др.

Особую роль в формировании ИКТ – компетентности обучающихся играет применение интерактивной доски (ИД) и программы Smart Notebook, как в процессе обучения информатике, так и на других предметах. Грамотное использование ИД Smart и прилагаемой к ней программы Smart Notebook позволяет сделать курс информатики насыщенным, динамичным и наглядным [9]. Преимущества программы Smart Notebook: 1) удобный интерфейс для предварительной подготовки материалов при организации уроков по информатике, который учитель будет показывать на интерактивной доске; 2) предоставляет богатые технические возможности; 3) материалы, разработанные в программе Smart Notebook, можно применять на любых видах и моделях ИД; 4) содержит обширную коллекцию готовых объектов (интерактивных элементов, картинок, фонов и т.д.), которая постоянно обновляется; 5) данную программу можно установить на любой ПК.

В портале УчМет И.Потапова [8] предлагает использовать игру «Информационная карусель», которая помогает повторить и обобщить знания об информационных процессах, о компьютере на основе самостоятельного поиска материала развивает творческую активность школьников. Игру можно организовать между разными классами, или командами из разных школ города. Она приводит пример игрового урока с применением различных заданий, которые выполняются как каждым участником команды, так и всей командой и после выполнения подводится общий итог. Например, приводятся такие задания, как:

Станция «Персональный компьютер». Команде даются карточки, на которых написаны части ПК. Необходимо, используя карточки, ватман, клей, собрать логическую схему компьютера.

Станция «Знатоки информатики». Задания станции охватывают все пройденные темы. Ребята заполняют тест. «Стоимость» любого правильного ответа задания - 1 балл.

Станция «Алгоритмы». Выполнить предложенные алгоритмы, получить ответ. Если задание выполнено полностью, команда получает балл.

Станция «Кроссворд». Задание: заполнить кроссворд. За каждое правильное слово кроссворда команда получает балл. Наиболее сильным командам может быть предложено дополнительное задание. В кроссворд включены такие определения, как: последовательность слайдов, содержащих мультимедийные объекты (презентация); определенный стиль оформления презентации (дизайн); один из режимов отображения слайдов (сортировщик); мультимедийный эффект (анимация); схема размещения структурных элементов на слайде (авторазметка); процесс показа презентации (демонстрация); отдельная электронная страница презентации (слайд).

Следует отметить, что в последнее время издано очень много пособий, практикумов, задачников по информатике [3,5]. Учитель информатики может использовать их, выбрав задания по соответствующей теме. Также в Интернете можно найти множество статей об интерактивных играх, интерактивных методах обучения, в которых приводятся примеры заданий [2,4]. Е.А.Парышева [6] предлагает использовать сервис Wordwall (<https://wordwall.net/>), который позволяет создавать интерактивные упражнения и мини-игры. Есть 33 интерактивных шаблона и 21 шаблон для печати. Автор приводит в числе других задание «Пропущенное слово» - <https://wordwall.net/ru/resource/26586149> - заключается в заполнении пропущенных в тексте слов по теме «Персональный компьютер. Основные характеристики персонального компьютера». Ученики работают над следующими понятиями: компьютер, системный блок, монитор, клавиатура, мышка, процессор, системная плата.

На сайте учителя информатики Е.В.Дорониной [7] приведен интерактивный задачник по информатике для 5 класса. В нем представлены задания нескольких типов: интерактивное задание (ИЗ), разработанное с помощью сервиса LearningApps.org, творческое задание (ТЗ), интерактивное приложение, разработанное с помощью программы Lazarus, практическая работа, тест для программы MyTest, контрольная работа, задание-минутка (для развития логического мышления), задания повышенного уровня (*). Задания можно использовать на уроках, на дистанционных уроках, в качестве самостоятельного решения, домашнего задания.

Ю.И.Гильфанова предлагает интерактивную игру «Ассоциативное программирование» [4], которая способствует повышению знаний по алгоритмизации и программированию, и внеклассное мероприятие «Кто хочет стать отличником по информатике».

Для учителей информатики можно рекомендовать такие сайты, как:

<http://kpolyakov.spb.ru/> - сайт Константина Полякова;

metod-kopilka.ru - поурочные планы, тематическое планирование.

Контроль знаний по информатике, занимательная информатика;

informatiku.ru - коллективный блог учителей информатики. Все для успешных уроков;

it-n.ru - сообщество творческих учителей информатики. Знаешь сам — научи другого!

В заключение следует подчеркнуть, что использование интерактивных заданий позволяет решать одновременно несколько задач, главной из которых является достижение целей обучения, развитие коммуникативных умений и навыков. Они помогают установлению эмоциональных контактов между учащимися, обеспечивают воспитательную задачу, поскольку приучают работать в команде, прислушиваться к мнению своих товарищей. Умелая организация взаимодействия учащихся на основе учебного материала может стать мощным фактором повышения эффективности учебной деятельности в целом. Учителя информатики и других предметов могут использовать в своей деятельности различные специальные онлайн-сервисы для создания собственных интерактивных материалов к конкретному уроку, внеклассной деятельности. Применение ресурсов сети Интернет позволяет сделать учебный процесс более эффективным, привлекательным для учащихся, способствует повышению интереса к обучению, всестороннему развитию учащихся. При этом использование сети Интернет рассматривается как средство повышения качества обучения и интереса учащихся.

Использованные источники:

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ҚИШЛОҚ ХЎЖАЛИГИ ЕРЛАРИНИ АЖРАТИШ ВА РЕСУРСЛАРНИ ТАҚСИМЛАШНИНГ МАТЕМАТИК МОДЕЛИ

Аннотация: Мақолада муайян қишлоқ хўжалигини юритувчи субъект олдида ҳосил бўладиган муаммолар математик моделлаштириш услубиёти асосида таҳлил қилинган. Жумладан, тақлиф этилган математик модел асосида режалаштирилган маҳсулотларга мос майдонларни ажратиш, уларга сув ва минерал ўғит каби ресурсларни тақсимлаш алгоритми келтирилган.

Калит сўзлар: хўжалик юритувчи субъект, агрофирма, ер ресурслари, сув, минерал ўғит, математик модел, формаллаштириш, алгоритм, дастур, технологик карта.

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MATHEMATICAL MODEL OF AGRICULTURAL LAND ALLOCATION AND RESOURCE DISTRIBUTION

Annotation: In the article, the problems that arise in front of a certain agricultural entity are analyzed based on the methodology of mathematical modeling. In particular, on the basis of the proposed mathematical model, an algorithm for allocating suitable areas for planned products and distributing resources such as water and mineral fertilizers to them is given.

Keywords: economic entity, agrofirma, land resources, water, mineral fertilizer, mathematical model, formalization, algorithm, program, technological card.

Кириш. Маълумки замонавий қишлоқ хўжалигини юритиш назарий асосланган тавсиялар ва амалиётда синалган кўникмаларга таянади. Кенг маънода ҳар бир *хўжалик юритувчи субъект* (ХЮС) олдида циклик жараённинг дастлабки ва амалга ошириш даврида мавжуд ресурслардан мукамал ёки оптимал тарзда фойдаланиш муаммоси туради [1, 3]. Қуйида биз ХЮС деганда, ихтиёрига S катталигига эга ер берилган муайян фермер хўжалиги, деҳқон хўжалиги, қишлоқ хўжалиги корхонаси, нисбатан йирик агрофирмаларни тушунамиз. Бундай умумийлик агроиктисодиётни назарий асослашда математик моделлаш услубиётига таянишни тақозо этади [4, 5].

Ишнинг мақсад ва вазифалари. Қишлоқ хўжалиги ривожланишининг иқтисодий географик омилларини очиб беришда экин майдонларини мақсадли ажратиш ва уларга ресурсларни оптимал тарзда ажратишда математик моделларни тадқиқ этишдан иборат. Ушбу мақсадга эришиш учун тадқиқот ишида қуйидаги вазифалар белгиланди:

- қишлоқ хўжалиги, ер-сув ресурсларини илмий жиҳатдан тадқиқ этишда ҳамда экин майдонини ажратиш ва унга ресурсларни тақсимлаш математик моделини аниқлаштириш;
- экин майдонини ажратиш ва уларга ресурсларни тақсимлашнинг информатсион-математик моделини яратиш;
- ҳудудларни агрогеографик жиҳатдан ўрганишда иқтисодий географик омилларнинг таъсир доирасини математик моделлаштириш доирасида тадқиқ қилиш.

Асосий қисм. Фараз қилайлик, ХЮС жорий йилда S катталигидаги майдонга n турдаги маҳсулотларни экиши лозим бўлсин. Маҳсулотларни k-таси ($k \leq n$) ваколатга эга ҳокимият органлари томонидан қишлоқ хўжалиги ишлаб чиқариши ва истеъмол тармоқлари орасида мувозанат ёки балансни таъминлаш мақсадида белгилаб берилган бўлсин. Бунда ХЮС олдида турадиган бирламчи масала – ресурсларни оптимал тақсимлаш масаласи дейиш мумкин.

Табиийки, мукамал тарзда тақсимланиши зарур бўлган бирламчи ресурс – бу ҳар қандай ишлаб чиқаришнинг уч асосий омилларидан (табиий ресурс, капитал, меҳнат ресурслари) бири, табиий ресурслардан асосийси бўлган ер ресурси ҳисобланади. Аниқроғи, дастлаб ХЮС ихтиёридаги қишлоқ хўжалиги ерларининг таркибини аниқлаш лозим [6, 7]. Муайян деҳқон хўжалигига келсак, “ер эгаси” йил бошида экин майдонини мустақил тақсимлашга ҳаракат қилади, бунда асосан бозор талабини кўпроқ эътиборга олади. Бундай қарор асосида интуиция ва бозордаги вазиятни ибтидоий таҳлили ётади. Аммо йирик *қишлоқ хўжалик ҳудудиди* (ҚХҲ) бундай таваккалчилик оқибатлари кескин тарзда муаммоларни келтириб чиқариши мумкин [8, 9].

Қатор мутахассисларнинг, аввало иқтисодчиларнинг эътирофига кўра, замонавий ишлаб чиқариш даврида анъанавий уч асосий омил

қаторига информация (ахборот) омилини қўшиш зарур [2, 10]. Аниқроғи, ҳозирги кунда ҳар қандай жараён маълумотларни тўплаш, мос математик моделни танлаш ёки адекват моделни мустақил тарзда синтез қилиш ва мос алгоритм асосида муттасил тарзда “маслаҳат бериб турувчи” компьютер хизматларидан фойдаланиш билан характерланади. Бундай хизматлар доираси ХЮС учун ер ресурсини тақсимлаш билан бир вақтда бошқа ресурсларни ҳам тақсимлаш, жумладан маълум катталиқдаги майдонга қандай қишлоқ хўжалиқ маҳсулотини (ҚХМ) экишни белгилаш имконига эга бўлиш ва жараёни бошқаришгача кенгайтирилиши мумкин. Қуйида биз уйғунлаштириш усулига асосланиб қишлоқ хўжалигида математик моделларни вариантларини кўриб чиқамиз.

Масаланинг математик модели

Фараз қилайлик, ХЮС маълум сабабларга ҚХХ да жорий йилда n турдаги маҳсулотни етиштириш билан шуғулланмоқчи бўлсин. У ҳолда қуйидаги математик моделни таклиф этиш мумкин.

Масалани формаллаштириш

Жараёни математика тилида тавсифлаш учун қуйидаги белгилашларни киритайлик:

S — ҚХХ катталиғи;

n — ҚХХда етиштириладиган маҳсулотлар сони;

$S = \sum_{i=1}^n s_i$; $s_i (i=1, \dots, n)$ — i -нчи маҳсулот тури учун ажратиладиган экин майдони;

$s_i > 0 (i=1, \dots, k)$;

$s_i \geq 0 (i=k+1, \dots, n)$;

$b_i (i=1, \dots, m)$ — i -нчи экин майдонининг сифат баҳоси — *бонитет балл* кўрсаткичи;

$v_i (i=1, \dots, m)$ — b_i маълум бонитет баҳосига эга майдон катталиғи (бунда v_i бир квадрат метрдан кичик эмас),

$$S = \sum_{i=1}^m v_i ;$$

$q_i (i=1, \dots, n)$ — i -нчи маҳсулот бирлигининг харид нархи;

$r_i (i=1, \dots, n)$ — i -нчи маҳсулот бирлигини етиштириш учун зарур бўлган ўртача харажат;

$c_i (i=1, \dots, n)$ — i -нчи маҳсулот бирлигини етиштириш учун зарур бўлган сув миқдори;

c — сув бирлигининг нархи;

C — ХЮС олиши мумкин бўлган жами сув миқдори;

$w_i (i=1, \dots, n)$ — i -нчи маҳсулот бирлигини етиштириш учун зарур бўлган ўртача ўғит миқдори;

w — ўғит бирлигининг ўртача нархи;

W — ХЮС олиши мумкин бўлган жами ўғит миқдори;

$z_j = f_j(s_j, w_j, c_j) (j=1, \dots, n)$ — j -нчи маҳсулотнинг ҳосилдорлик функцияси.

Масалани фойдага нисбатан математик модели

Масалани нисбатан соддалаштириш мақсадида қуйида биз $r_i (i=1, \dots, n)$ — i -нчи маҳсулот бирлигини етиштириш учун зарур бўлган ўрталаштирилган харажатлар ичида ёқилғи, минерал ўғит, иш ҳақи ва ижара харажатлари, солиқлар каби типик харажатлар киритилган деб фараз қиламиз. У ҳолда биз юқорида киритилган катталиклар воситасида ХЮС табиий мақсадини ифодаловчи қуйидаги математик моделни кўриб чиқишимиз мумкин:

$$Q(\bar{S}, \bar{W}, \bar{C}) = \sum_{j=1}^n (s_j f_j(s_j, w_j, c_j) q_j - (c c_j + w w_j + r_j) s_j) \rightarrow \max, (1.6)$$

$$\sum_{j=1}^n s_j \leq S, (1.7)$$

$$\sum_{j=1}^n w_j \leq W, (1.8)$$

$$\sum_{j=1}^n c_j \leq C. (1.9)$$

Хулоса. Изоҳ 1: Агар муайян ҚХМ учун таянч ячейка топилмаса ёки моделга асосан бажарилган ҳисоблашлар катта зарарни башорат қилса, мос маҳсулотни экмаслик мақсадга мувофиқ.

Изоҳ 2: Экин майдонларига ресурсларни тақсимлаш, жумладан қачон қайси майдонга сув беришни ёки ўғит билан озиқлантиришни, бошқача қилиб айтганда, жараёни технологик хариталарини тузишда энди тўлдирилган A^3 ва A^4 матрицалардан фойдалананиш мумкин.

Изоҳ 3: Аслида S майдон чегараси эгри чизиқли бўлади. Мос компьютер дастури воситасида S майдонни ички қисми бирламчи вариантда s_j катталиклдаги тўғри бурчаклар билан қопланганидан кейин реал вазиятни таҳлили асосида бўш қолган соҳаларни дастур воситасида мос келувчи элементар (i, j) майдончалар билан тўлдириб чиқиш мумкин.

Юқорида келтирилган алгоритмга мос бўлган C++ тилида программа ёзилган ва тегишли маълумотлар асосида таклиф қилинган ёндашув қониқарли даражада адекватлиги тасдиқланган.

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СТРАТЕГИЯ ЛОКАЛИЗАЦИИ КОМПАНИИ APPLE В МИРОВОМ БИЗНЕСЕ

Аннотация. В этой статье обсуждается стратегия локализации Apple в глобальном бизнесе с упором на ее подход к адаптации своих продуктов и маркетинга к различным культурным и языковым контекстам. Анализируя подход Apple в различных регионах, статья демонстрирует, как компания успешно справлялась с проблемами глобальной экспансии, сохраняя при этом идентичность своего бренда и лояльность клиентов. Статья завершается анализом того, как компании могут извлечь уроки из стратегии локализации Apple, чтобы добиться успеха на международных рынках.

Ключевые слова: локализация производства, международный бизнес, международная экономика.

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APPLE'S GLOBAL BUSINESS LOCALIZATION STRATEGY

Abstract. This article discusses Apple's global business localization strategy, focusing on its approach to tailoring its products and marketing to different cultural and linguistic contexts. Analyzing Apple's approach in different regions, the article demonstrates how the company has successfully handled the challenges of global expansion while maintaining its brand identity and customer loyalty. The article concludes with an analysis of how companies can learn from Apple's localization strategy to succeed in international markets.

Keywords: localization of production, international business, international economy.

Введение.

Локализация производства относится к процессу переноса производства товаров и услуг ближе к конечному потребителю. Это делается для того, чтобы снизить транспортные расходы, повысить

эффективность и повысить общую конкурентоспособность. Локализация производства является ответом на тенденцию к глобализации, имевшую место в последние несколько десятилетий. По мере усложнения глобальных цепочек поставок компании осознали значительные преимущества местного производства товаров и услуг. Локализация производства может принимать различные формы. Например, компания может решить перенести свои производственные операции в новое место, ближе к своим клиентам. Это может включать строительство новых заводов, наем местных рабочих и инвестиции в местную инфраструктуру. В качестве альтернативы компания может передать определенные производственные процессы сторонним поставщикам, расположенным ближе к ее клиентам. Это может помочь снизить затраты и повысить общую эффективность. Одним из основных преимуществ локализации производства является то, что она позволяет компаниям быстрее реагировать на изменения спроса. Производя товары и услуги на месте, компаниям легче корректировать свои производственные графики и реагировать на колебания потребительского спроса. Это может помочь снизить затраты на хранение запасов и повысить общую рентабельность. Еще одним преимуществом локализации производства является то, что она позволяет снизить транспортные расходы. Когда товары и услуги производятся на месте, их не нужно транспортировать на большие расстояния, что может быть дорого и занимать много времени. Это может помочь снизить общие производственные затраты и повысить конкурентоспособность. Локализация производства также может способствовать повышению качества товаров и услуг. Когда производство расположено ближе к конечному потребителю, компаниям легче отслеживать и контролировать качество своей продукции. Это может помочь повысить удовлетворенность и лояльность клиентов. Локализация производства также дает экологические преимущества. Сокращая потребность в перевозках на дальние расстояния, компании могут помочь уменьшить свой углеродный след и внести свой вклад в более устойчивое будущее. Таким образом, локализация производства является важной тенденцией, которая, вероятно, сохранится в ближайшие годы. Производя товары и услуги на месте, компании могут повысить эффективность, снизить затраты и быстрее реагировать на изменения спроса. Это может помочь повысить общую прибыльность и конкурентоспособность, а также способствовать более устойчивому будущему. Локализация производства в третьих странах может иметь решающее значение для успеха международного бизнеса по нескольким причинам. Во-первых, это может помочь снизить затраты, связанные с производством, тем самым повысив прибыльность бизнеса. Передавая производство в страны, где затраты на рабочую силу и сырье относительно низки, предприятия могут значительно сократить свои расходы. Во-вторых, локализация может

помочь снизить риски, связанные с колебаниями валютных курсов. Когда производство локализовано в той же валюте, что и целевой рынок, это может помочь снизить влияние колебаний валютных курсов, которые могут негативно сказаться на прибыльности и конкурентоспособности бизнеса. Это также может помочь снизить риск инфляции, что может еще больше повысить прибыльность бизнеса. В-третьих, локализация может помочь улучшить качество предлагаемого продукта или услуги. Локализация производства в третьих странах может помочь предприятиям использовать местные знания и опыт, что может помочь улучшить качество предлагаемых продуктов или услуг. Локализованное производство также может помочь предприятиям адаптировать свои продукты или услуги к местным вкусам и предпочтениям, тем самым повышая их привлекательность для местных потребителей. В-четвертых, локализация может помочь предприятиям соблюдать местные правила и законы. Размещая производство в третьих странах, предприятия могут обеспечить соблюдение местных правил и законов. Это может помочь предотвратить юридические и нормативные проблемы, которые могут негативно повлиять на репутацию и прибыльность бизнеса. Наконец, локализация может помочь предприятиям улучшить свои конкурентные преимущества. За счет локализации производства в третьих странах предприятия могут повысить свою конкурентоспособность, предлагая высококачественную продукцию или услуги по конкурентоспособным ценам. Это может помочь им закрепиться на новых рынках и расширить клиентскую базу, тем самым повысив общую прибыльность. В заключение, локализация производства в третьих странах может иметь решающее значение для успеха международного бизнеса. Это может помочь снизить затраты, снизить риски, улучшить качество продукции, обеспечить соответствие местным нормам и повысить конкурентоспособность. Поэтому компаниям, стремящимся к глобальному расширению, следует рассматривать локализацию своего производства в третьих странах как стратегический императив. Apple — многонациональная технологическая компания, широко представленная в различных странах мира. Чтобы удовлетворить потребности своих клиентов в разных регионах, Apple локализовала свой бизнес, адаптируя свои продукты и услуги к уникальным требованиям разных стран. Этот подход оказался успешным для Apple, так как он увеличил свою долю рынка и доходы в разных частях мира. Одним из основных способов локализации бизнеса Apple в других странах является адаптация продуктовой линейки к региональным потребностям. Например, в регионах, где высок спрос на смартфоны меньшего размера, Apple выпускает уменьшенные версии своего iPhone, такие как iPhone SE. Напротив, в регионах, где предпочитают более крупные устройства, Apple выпускает более крупные версии, такие как iPhone 11 Pro Max. Кроме того,

Apple также предлагает различные цвета и варианты хранения, чтобы удовлетворить предпочтения местных клиентов. Apple также локализует свое программное обеспечение и услуги, чтобы удовлетворить потребности клиентов в разных странах. Например, Apple разработала специальные клавиатуры для разных языков, включая арабский, японский и хинди. Кроме того, голосовой помощник Apple Siri поддерживает несколько языков, включая китайский, японский и корейский. Apple также предлагает в своем программном обеспечении функции для конкретных регионов, такие как возможность использовать местные способы оплаты, такие как Alipay в Китае. Еще один способ локализации бизнеса Apple в других странах — партнерские отношения с местными компаниями. Например, в Китае Apple заключила партнерское соглашение с UnionPay, чтобы клиенты могли использовать свои банковские карты для совершения покупок с помощью Apple Pay. Точно так же в Индии Apple установила партнерские отношения с несколькими банками, чтобы предложить клиентам привлекательные варианты финансирования. Кроме того, Apple также локализует свои розничные магазины, перенимая дизайн и эстетику местной среды. Например, розничные магазины Apple в Китае отличаются уникальным дизайном, в котором традиционные китайские элементы сочетаются с современными технологиями. Кроме того, Apple также нанимает местных сотрудников, которые могут общаться на местном языке и улучшать качество обслуживания клиентов. В заключение отметим, что стратегия Apple по локализации сыграла важную роль в успехе компании в разных странах. Адаптируя свои продукты, услуги и розничные магазины к уникальным потребностям местных клиентов, Apple смогла увеличить свою долю рынка и доходы в различных регионах мира. Кроме того, партнерские отношения Apple с местными компаниями и наем местных сотрудников помогли компании укрепить свое присутствие в разных странах. Apple, крупный игрок в индустрии высоких технологий, столкнулась с серьезными проблемами при локализации своего бизнеса в международном бизнесе. Локализация включает в себя адаптацию продукта или услуги к конкретным культурным, языковым и нормативным требованиям конкретной страны или региона. Подход Apple к глобализации заключается в поддержании единого имиджа бренда на всех рынках с одновременным приспособлением своих продуктов и услуг к местным потребностям. Одной из самых больших проблем, с которыми Apple столкнулась при локализации своего бизнеса, является навигация в различных нормативных средах. В каждой стране действует собственный набор законов и правил, в том числе связанных с интеллектуальной собственностью, конфиденциальностью данных и безопасностью продукции. Apple пришлось тесно сотрудничать с местными органами власти и регулирующими органами, чтобы обеспечить соответствие своих

продуктов и услуг этим требованиям. Это часто требовало значительных инвестиций в исследования, разработки и соблюдение нормативных требований. Еще одной проблемой является адаптация к местным культурным нормам и предпочтениям. Продукты Apple отличаются элегантной минималистичной эстетикой, которая пользуется популярностью на многих рынках. Однако в некоторых странах, например, в Китае, потребители предпочитают устройства с большими экранами и более изысканным дизайном. Apple пришлось адаптировать свои предложения продуктов, чтобы они соответствовали этим местным предпочтениям, сохраняя при этом свой фирменный стиль дизайна. Язык также был серьезной проблемой для Apple. Компания работает в десятках стран мира, каждая из которых имеет свой язык или языки. Чтобы успешно локализовать свои продукты и услуги, Apple должна иметь возможность эффективно общаться с клиентами на их родных языках. Это потребовало значительных инвестиций в услуги по локализации и переводу, а также в адаптацию маркетинговых и рекламных кампаний с учетом местных языковых и культурных особенностей. Наконец, на многих рынках Apple столкнулась с серьезной конкуренцией со стороны местных технологических компаний. В Китае, например, Apple сталкивается с жесткой конкуренцией со стороны таких компаний, как Huawei и Xiaomi, которые смогли адаптировать свои продукты и услуги для более эффективного удовлетворения местных потребностей. Это потребовало от Apple адаптировать свой подход к разработке продуктов и маркетингу, чтобы оставаться конкурентоспособными. Несмотря на эти проблемы, Apple удалось локализовать свой бизнес в международном бизнесе. Компании удалось сохранить стабильный имидж бренда на всех рынках, адаптируя свои продукты и услуги к местным потребностям. Это позволило Apple выйти на новые рынки и расширить свое глобальное присутствие, сохранив при этом свои позиции лидера в технологической отрасли.

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МЕХАНИЗМЫ ЗАДЕРЖКИ ВНУТРИУТРОБНОГО РАЗВИТИЯ РЕБЕНКА ПРИ ХРОНИЧЕСКОЙ ПЛАЦЕНТАРНОЙ НЕДОСТАТОЧНОСТИ

Резюме: Одним из стратегических направлений социальной политики государства является реализация национальной программы медико-социальных мер, направленных на улучшение здоровья женщин и детей.

В последнее десятилетие у детей наблюдается рост соматических и нервно-психических заболеваний, истоки которых в 70% случаев кроются в патологии антенатального развития и раннего неонатального периода жизни.

Наиболее высока частота неблагоприятных последствий у детей, имеющих задержку внутриутробного развития. Известно, что у них значительно затруднен процесс постнатальной адаптации, нарушено становление функций нервной, сердечно-сосудистой и других функциональных систем организма.

В связи с этим актуальной проблемой является изучение патогенеза задержки внутриутробного развития (ЗВУР) ребенка с целью разработки адекватных подходов к профилактике, ранней коррекции выявленных нарушений и оптимальной реабилитации.

Ключевые слова: задержка внутриутробных развитии, плацентарная недостаточность, ребенка.

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MECHANISMS OF INTRAUTERINE DEVELOPMENT DELAY IN A CHILD WITH CHRONIC PLACENTAL INSUFFICIENCY

Resume: One of the strategic directions of the State's social policy is the implementation of the national program of medical and social measures aimed at improving the health of women and children.

In the last decade, children have experienced an increase in somatic and neuropsychiatric diseases, the origins of which in 70% of cases lie in the pathology of antenatal development and the early neonatal period of life.

The frequency of adverse consequences is highest in children with intrauterine development delay. It is known that the process of postnatal adaptation is significantly hindered in them, the formation of the functions of the nervous, cardiovascular and other functional systems of the body is disturbed.

In this regard, an urgent problem is the study of the pathogenesis of intrauterine development delay (IVD) of a child in order to develop adequate approaches to prevention, early correction of detected disorders and optimal rehabilitation.

Key words: intrauterine development delay, placental insufficiency, child.

Актуальность. Многочисленные исследования посвящены изучению влияния на плод возникающей при хронической плацентарной недостаточности гипоксии [4,6,7].

Установлено, что при хронической гипоксии нарушено формирование циклической организации сна, что определяет особенности становления механизмов регуляции сердечной деятельности, дыхания и других функций организма ребенка в период ранней постнатальной адаптации и в значительной степени влияет на последующее развитие ребенка [1,3,8].

Поскольку в основе этих нарушений лежат возникающие в условиях гипоксии изменения метаболических процессов в тканях, изучение состояния системы свободнорадикального окисления (СРО) и антиоксидантной защиты (АОЗ), а также продукции антиоксиданта мелатонина представляется чрезвычайно важным для определения новых подходов к профилактике и патогенетической терапии [2,4,8].

Цель исследования. Выяснить роль возникающих в условиях хронической плацентарной недостаточности изменений состояния системы свободнорадикального окисления/антиоксидантной защиты и продукции мелатонина в генезе задержки внутриутробного развития ребенка, определить принципы патогенетической терапии для профилактики неблагоприятных последствий.

Материалы и методы исследования. Для выяснения гестационного возраста детей с различной степенью ЗВУР проведен анализ 293 историй родов и развития новорожденных, имевших ЗВУР.

С целью изучения влияния материнской соматической патологии и осложнений беременности на формирование функций ЦНС проведена оценка ранней неонатальной адаптации, состояния позотонических и рефлекторных реакций у 115 новорожденных детей, у которых причиной ЗВУР явилось осложнение беременности гестозом. Дети родились при сроке > 36 недель. Известно, что к этому сроку завершаются процессы

формирования циклической организации поведенческих состояний, постурального, активного и пассивного тонуса, а также рефлекторных реакций, что создает возможность объективной оценки соответствия функциональной зрелости ЦНС гестационному возрасту ребенка.

Результаты исследования. У женщин, имеющих патологию нескольких функциональных систем организма (нервной, иммунной, эндокринной, сердечно-сосудистой, ЖКТ, мочеполовой), во время беременности рано формируется суб-компенсированная плацентарная недостаточность, наблюдается несоответствие зрелости плаценты сроку гестации, возникают осложнения беременности (угроза прерывания беременности, тяжелые формы гестоза) и родового акта (аномалии, родовой деятельности). Чем больше тяжесть патологических изменений плаценты, тем больше степень ЗВУР ребенка.

При наличии патологической незрелости плаценты и формирования субкомпенсированной хронической плацентарной недостаточности в плаценте увеличена* экспрессия мелатонина, что является защитной компенсаторной реакцией, направленной на сохранение структуры и функции этого органа, необходимого для поддержания жизнеспособности плода.

При наличии патологической незрелости плаценты и субкомпенсированной хронической плацентарной недостаточности у новорожденных детей наблюдается не только задержка роста и массы, но и отставание развития позотонических и рефлекторных реакций. При этом наиболее тяжелая диссоциированная задержка формирования тонических и рефлекторных реакций имеется у детей с симметричной формой ЗВУР и с гипотрофией III степени.

У доношенных новорожденных детей с ЗВУР нарушена циклическая организация сна. У детей с ЗВУР без отставания развития функций

ЦНС укорочен цикл сна за счет уменьшения длительности ортодоксальной и парадоксальной фаз. При наличии диссоциированной задержки развития функций ЦНС регистрируется недифференцированный активированный или малоактивированный сон, что указывает на отставание формирования координирующей и интегративной функций ЦНС.

При внутриутробном развитии в условиях субкомпенсированной хронической плацентарной недостаточности и, следовательно, хронической гипоксии у доношенных детей при рождении наблюдается низкая антирадикальная активность крови, но при этом увеличена ее общая антиокислительная активность и отсутствует корреляция с интенсивностью ПОЛ, что свидетельствует о дисбалансе систем СРО/АОЗ. Имеется положительная корреляционная связь ($r = 0,74$, $p < 0,05$) между изменениями антирадикальной активности и экскрецией с мочой основного метаболита мелатонина - 6-сульфатоксимелатонина (6-COMT).

У детей, развивавшихся в условиях хронической плацентарной недостаточности и имеющих ЗВУР, снижена экскреция с мочой основного метаболита мелатонина - 6 сульфатоксимелатонина, что может являться свидетельством низкой продукции в организме ребенка внеэпифизарного мелатонина.

При сочетании у новорожденного ЗВУР с отставанием функционального развития ЦНС наблюдаются наиболее низкие показатели экскреции 6-сульфатоксимелатонина с мочой и тенденция к повышению активности мозгового (СК-ВВ) и сердечного (СК-МВ) изоферментов креатин-киназы. Чем выше показатель активности СК-МВ, тем ниже сократительная способность миокарда и наблюдается замедленная постнатальная перестройка гемодинамики.

У новорожденных детей с ЗВУР и отставанием формирования функций ЦНС в раннем неонатальном периоде жизни наблюдаются неврологические расстройства в виде синдрома гипервозбудимости ЦНС с последующим угнетением ЦНС, что сочетается с нарушением циклической организации сна. К концу раннего неонатального периода, характерного для здоровых доношенных детей развития функций ЦНС не происходит.

Вывод. Установлены критерии прогнозирования у новорожденных детей задержки внутриутробного развития (ЗВУР) с отставанием формирования функций ЦНС.

Показана необходимость проведения электрополиграфических исследований циклической организации сна и определены критерии оценки тяжести поражения ЦНС, способности к восстановлению и развитию нарушенных функций.

Определение активности нейроспецифического и сердечного изоферментов креатинкиназы дает возможность судить о тяжести поражения ЦНС и сердечно-сосудистой системы у новорожденных детей с ЗВУР на клеточном уровне.

Показана необходимость определения уровня экскреции 6-сульфатоксимелатонина в моче в первые сутки жизни у детей, имеющих ЗВУР в сочетании с задержкой развития функций ЦНС, для коррекции выявленных нарушений.

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СОВРЕМЕННОЕ СОСТОЯНИЕ РАЗВИТИЯ АКМЕОЛОГИЧЕСКОЙ ПОЗИЦИИ У СТУДЕНТОВ

Аннотация. Существующие программы профессиональной подготовки будущего педагога не в полной мере ориентированы на субъективный личностный опыт студентов, не обращены к их первоначальным представлениям о педагогической деятельности, не учитывают собственного опыта обучаемых. Субъективный опыт в процессе обучения постоянно преобразуется, видоизменяется по накопительному принципу.

Ключевые слова. Пóлый, мир, подготовка, знания.

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CURRENT STATUS OF DEVELOPMENT OF ACMEOLOGICAL POSITION IN STUDENTS

Annotation. The existing professional training programs for a future teacher are not fully focused on the subjective personal experience of students, are not addressed to their initial ideas about pedagogical activity, and do not take into account the students' own experience. Subjective experience in the learning process is constantly transformed, modified according to the accumulative principle.

Keywords. Hollow, peace, preparation, knowledge.

Каждый цикл обучения добавляет новые знания, приемы и способы работы, очередная ступень строится на основе постановки и решения студентами учебно-профессиональных задач, при этом актуализируются имеющиеся знания и осваиваются новые элементы профессионального опыта. Педагогическая практика для студентов является серьезным экзаменом, показывающим уровень их теоретической подготовки и одновременно школой практического мастерства, в которой они делают первые попытки в самореализации, овладевают операционными структурами и опытом профессиональной педагогической деятельности, при условии последовательного формирования и развития

профессиональных умений. Педагогическая практика, как особый вид деятельности, требует от студентов актуализации индивидуального опыта, накопленного на теоретических и практических занятиях, интеграции знаний и профессиональных умений, которые в наибольшей степени способствуют развитию акмеологической позиции.

Личностные качества и профессиональные умения, мотивация профессиональных достижений являются основными компонентами в профессиональной деятельности будущего учителя. Эта ключевая идея заложена в основу концепции разработанной нами программы семинара-практикума «Акмеологическая позиция будущего учителя». Необходимо использовать эти умения в практических целях с высокой эффективностью, осваивать новые алгоритмы и способы решения профессиональных задач. Методологической основой построения содержания семинара явились научные положения о смыслообразующей роли профессиональных знаний и умений в саморазвитии, о решающей роли внутренней детерминации в процессе самосовершенствования, о восходящем характере развития человека как субъекта деятельности. Сформированная акмеологическая позиция является детерминантой повышения качества профессиональной подготовки будущих учителей. Используемые в семинаре педагогические задачи, тренинги, ролевые игры, а также задания, при выполнении которых студент реализует свое отношение к будущей профессии, преобразуя свой внутренний мир, предполагают формирование у студентов определенной системы знаний, умений и навыков по решению профессиональных задач, адекватных учебным целям и возрастным особенностям школьников, знаний о способах личностного саморазвития, о механизмах, способствующих движению к успеху, которые должны послужить своеобразным стартом самоорганизации и саморазвития личности.

На семинарских и практических занятиях в процессе педагогической практики экспериментальной группой были практически закреплены изученные знания, необходимые в профессионально-педагогической деятельности будущего учителя, сформированы профессиональные умения и профессионально-личностные качества, необходимые для осуществления профессионально-педагогической деятельности.

Определена связь между основными группами задач, ориентированными на становление базовой (общепрофессиональной) компетентности будущего учителя и акмеологической позицией. Взаимосвязь показывает, что студент, умеющий конструировать педагогические задачи ориентирован на успех в профессиональной деятельности, на дальнейшее развитие своего творческого потенциала. Наиболее высоким показателем сформированноеTM умений решать профессиональные задачи соответствует достаточно высокий уровень развития акмеологической позиции.

Экспериментальным путем подтверждена эффективность модели педагогической практики, способствующая развитию акмеологической позиции будущего учителя и определяющая установку на саморазвитие, на реализацию профессионального потенциала будущего учителя.

Заключение

Тенденция современного образования к возрастанию субъектно-творческого начала в профессионально-педагогической деятельности требует высокого уровня развития акмеологической позиции педагога. В результате проведенного исследования достигнута основная цель — теоретически обоснованы и экспериментальным путем проверены педагогические условия, способствующие развитию акмеологической позиции будущего учителя в процессе педагогической практики.

Проведенное исследование позволило сделать следующие выводы:

Акмеологическая позиция будущего учителя — это интегративная характеристика личности, ориентированная на высокие результаты и достижения педагогического труда, на развитие творчества учителя и ученика при наличии устойчивых гуманистических мотивов профессиональной деятельности.

Содержание акмеологической позиции представлено в виде следующих взаимосвязанных компонентов: когнитивного, эмоционально-ценностного, рефлексивно-оценочного, коммуникативного, мотивационного), предполагающих целеполагание, информационный синтез, проектирование деятельности, исполнительские действия, рефлексии. Уровень сформированности акмеологической позиции студентов определяется совокупностью педагогических условий, обеспечивающих повышение качества профессиональной подготовки будущих учителей, стремление к самосовершенствованию и успешной самореализации в профессии, в творческом саморазвитии, ориентации на достижение высот профессионализма. Педагогическая практика представляет собой процесс достижения «малого акме», требует от студентов актуализации индивидуального опыта, накопленного на теоретических и практических занятиях. Обогащая новым содержанием педагогическую практику на старших курсах, студент возвращается к «старому» содержанию, усвоенному на предыдущих курсах. Научные знания, накопленные и проанализированные ранее, на следующем витке обогащаются и синтезируются. Разработана и теоретически обоснована модель педагогической практики, способствующая развитию акмеологической позиции будущего учителя, определяющая установку на саморазвитие, на реализацию профессионального потенциала будущего учителя. Определена корреляция между основными группами задач, ориентированными на становление базовой (общепрофессиональной) компетентности будущего учителя и акмеологической позицией. Наиболее высоким показателям сформированности умений решать

профессиональные задачи соответствует достаточно высокий уровень развития акмеологической позиции. Разработанная и апробированная программа семинара-практикума «Акмеологическая позиция будущего учителя» подтвердила результативность включения в содержание и организацию педагогической практики системы развивающих заданий, комплекса упражнений, тренингов индивидуального воздействия на процесс развития акмеологической позиции будущего учителя. В результате исследования обоснованы методики по развитию акмеологической позиции будущего учителя и диагностики, позволяющие осуществить качественную и количественную оценку исследуемого процесса.

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ВЗАИМОСВЯЗЬ ТЕХНИКО-ТАКТИЧЕСКОЙ И ПСИХОЛОГИЧЕСКОЙ ПОДГОТОВКИ БОРЦОВ

Аннотация. В статье рассматривается взаимосвязь тактико-технической и психологической подготовки борцов. Важнейшей частью подготовки спортсменов борцов является спортивная тренировка, которая включает в себе технико-тактическую и психологическую подготовку.

Ключевые слова: схватка, борьба, техника, тактика, правила, подготовка, психология.

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INTERRELATION OF TECHNICAL-TACTICAL AND PSYCHOLOGICAL TRAINING OF WRESTLERS

Annotation. The article discusses the relationship between the tactical, technical and psychological training of wrestlers. The most important part of the training of wrestlers is sports training, which includes technical, tactical and psychological training.

Key words: fight, wrestling, technique, tactics, rules, preparation, psychology.

Спортивная борьба — это единоборство, рукопашная схватка двух спортсменов, в которой каждый старается осилить другого, свалив его с ног. Борцовская схватка может состояться как с практической целью, так и с состязательной целью, в рамках спортивной борьбы, и проводится по определённым правилам и с использованием определённых приёмов борьбы. Борьба характеризуется взаимным преодолением сопротивления с

помощью применения разрешенных правилами соревнования специальных технических и тактических действий [2].

Основной целью схватки борцов является победа одного из соперников, выражающаяся в установлении контроля над другим соперником, пресечении его возможных дальнейших действий, подготовки своих дальнейших действий

Приёмы в спортивной борьбе ограничены ее правилами. Кроме того, в некоторых видах борьбы оцениваются также действия борцов, которые почти полностью связаны с состязательным элементом: целая группа приёмов посвящена вытеснению противника за границы площадки для борьбы, что влечёт за собой победу оставшегося на площадке. Основным пониманием сущности спортивной борьбы является объединение понятий «техническая подготовка» и «тактическая подготовка» без четких определений понятий «техника» и «тактика» в более сложное понятие «техничко-тактическая подготовка». В связи с этим необходимо более подробно рассматривать понятие «техника» и «тактика», и объяснить, почему в спортивной борьбе процесс обучения этим сторонам мастерства протекает параллельно [6].

Техническая подготовка является основой мастерства борца. Без навыков выполнения отдельных приемов и их устойчивых совокупностей нельзя стать спортсменом высокой квалификации [8].

Техника борьбы – это совокупность рациональных, разрешенных правилами действий борца, используемых для достижения победы. Техника приема - это способ его выполнения, заключающийся в конкретных целенаправленных движениях борца [8].

Сущность спортивного инвентаря заключается в правильном использовании двигательных способностей человека для наилучшего решения стоящей перед ним задачи при выполнении данного действия. Другими словами, техника-это рациональные и эффективные действия для решения более конкретных двигательных задач. Особое внимание в тренировках и тренировках по борьбе следует уделять технической подготовке обучающихся, прививать им умение использовать усвоенные приемы, приемы защиты, контрприемы и комбинации в борьбе [3].

Тактическая организация борцов неразрывно связана с технической подготовкой. Она выражается в умении борца сознательно использовать приобретенные средства борьбы в поединке с учетом ситуации, факторов, состояния его подготовки и степени подготовленности соперника. Для того чтобы развить тактическое мышление у занимающихся спортсменами, необходимо разнообразить условия тренировочного процесса, выполнить задание, тренировать высокого борца более низким, менее физически развитого, менее подвижного с более быстрым [4].

Доказано, что успешное выступление в соревнованиях зависит не только от высокого уровня физической, технической и тактической подготовленности спортсмена, но и от его психологической готовности.

В спорте себя проявить только тот спортсмен, психологические качества, свойства и состояния которого соответствуют специфическим требованиям спортивной деятельности в целом и особенностям избранного вида спортивной специализации. Недостаточно высокий уровень психических проявлений (психологическая подготовленность) спортсменов лимитирует эффективность и надежность соревновательной деятельности, ограничивает результативность их выступлений. Под влиянием оптимальных и систематических тренировочных и соревновательных нагрузок достигается такой уровень психических проявлений, при котором преодолеваются все препятствия на пути к достижению в интегральной системе спортивной подготовки [5].

Центральное место в соревновательной деятельности спортсмена занимает исследование таких психических состояний, как напряжение, эмоциональное возбуждение, стресс, предстартовое волнение. Эти состояния характеризуются как пред рабочие в случаях значимой деятельности с неопределенным исходом.

Естественно, что лучшей школой психологической подготовки является участие спортсмена в соревнованиях. Соревновательный опыт в спорте важнейший элемент надежности спортсмена. Но каждое соревнование это и разрядка накопленного нервно-психического потенциала и нередко причина значительных физических и духовных травм. К тому же, участие в соревнованиях – это всегда получение определенных результатов, подведение итогов конкретного этапа в совершенствовании спортивного мастерства [2].

Таким образом, важнейшей частью подготовки спортсменов борцов является спортивная тренировка, которая включает в себе технико-тактическую и психологическую подготовку, направленные на достижение максимально возможного для данного спортсмена уровня подготовленности. Только в процессе спортивной тренировки происходит формирование специальных знаний, навыков и умений, развитие физических качеств и повышение функциональных возможностей организма спортсменов, воспитание необходимых качеств личности.

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АКТУАЛЬНОСТЬ ВНЕБОЛЬНИЧНОЙ ПНЕВМОНИИ В ПЕДИАТРИИ

Аннотация: На сегодняшний день внебольничная пневмония занимает одну из лидирующих позиций по частоте возникновения и тяжести в структуре патологий органов дыхания как в мировой, так и узбекской клинической практике. В работе представлен анализ современных подходов к фармакотерапии внебольничной пневмонии в детском возрасте. Приведены рациональные комбинации антибактериальных препаратов в зависимости от этиологического фактора.

Ключевые слова: внебольничная пневмония, фармакокоррекция, педиатрия.

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RELEVANCE OF COMMUNITY-ACCOMPANY PNEUMONIA IN PEDIATRICS

Abstract: Today, community-acquired pneumonia occupies one of the leading positions in terms of incidence and severity in the structure of respiratory pathologies both in world and Uzbek clinical practice. The paper presents an analysis of modern approaches to the pharmacotherapy of community-acquired pneumonia in childhood. Rational combinations of antibacterial drugs are given depending on the etiological factor.

Keywords: community-acquired pneumonia, pharmacocorrection, pediatrics.

ВВЕДЕНИЕ

На сегодняшний день внебольничная пневмония занимает одну из лидирующих позиций по частоте возникновения и тяжести в структуре патологий органов дыхания как в мировой, так и узбекской клинической практике. Согласно статистики ВОЗ пневмония входит в список 10 наиболее распространенных причин летальности во всем мире. При этом она является причиной смертности 15% детей в возрасте до 5 лет.

МАТЕРИАЛЫ И МЕТОДЫ

Несмотря на постоянное совершенствование методов диагностики и лечения, распространенность и летальность от пневмонии в педиатрии сегодня остаются на довольно высоком уровне, что диктует острую необходимость использования эффективных подходов к лечению пациентов детского возраста [1].

На сегодняшний день неопровержимым представляется тот факт, что с момента рождения и до завершения формирования собственной иммунной системы организм ребенка очень восприимчив к вирусам и патогенным микроорганизмам, особенно в первые 6 месяцев жизни.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Важно отметить, что в развитии пневмонии, обусловленной проникновением микроорганизмов в респираторную систему, первостепенное значение имеют два фактора: патогенность возбудителя и реактивность иммунной системы, включающей как иммунохимический ответ, так и клеточные механизмы защиты. При этом патогенные микроорганизмы поражают легкие путем аспирации содержимого секрета носоглотки (*Streptococcus pneumoniae*, *Haemophilus influenzae*, грамотрицательные бактерии, анаэробы); вдыхания аэрозоля, содержащего микроорганизмы (*Mycoplasma pneumoniae*, *Chlamydophila pneumoniae*, *Legionella pneumophila*, *Chlamydophila psittaci*, респираторные вирусы), а также гематогенным распространением микроорганизмов из внелегочного очага инфекции (*Staphylococcus aureus*) [1, 2].

Этиологическая природа внебольничной пневмонии, а также особенности генеза патологии в значительной степени обусловлены возрастными особенностями ребенка, что в свою очередь позволяет выделить отдельные клинические формы, а именно: бактериальную, вирусную, грибковую, паразитарную, хламидийную, микоплазменную, смешанную (табл. 1) [3].

Таблица 1

Эпидемиологически значимые возбудители внебольничной пневмонии у детей на различных этапах онтогенетического развития

Возраст ребенка	Типичные пневмонии	Атипичные пневмонии
1-6 месяцев	<i>Escherichia coli</i> <i>Moraxella catarrhalis</i> <i>Streptococcus pneumoniae</i> <i>Haemophilus influenzae</i>	<i>Chlamydia trachomatis</i> <i>Pneumocystis carinii</i>
6 месяцев-6 лет	<i>Streptococcus pneumoniae</i> <i>Haemophilus influenza</i> <i>Moraxella catarrhalis</i>	<i>Mycoplasma pneumoniae</i> <i>Chlamydia pneumoniae</i>
7-15 лет	<i>Streptococcus pneumoniae</i> <i>Haemophilus influenza</i> <i>Streptococcus pyogenes</i> <i>Moraxella catarrhalis</i>	<i>Mycoplasma pneumoniae</i> <i>Chlamydia pneumoniae</i>

Клинически патология проявляется у детей симптомами токсикоза (лихорадка, снижение аппетита, отказ от питья, снижение диуреза), дыхательной недостаточностью (тахипное, цианоз), а также типичными физикальными данными (укорочение перкуторного звука над участком поражения легких, аускультативные изменения) и рентгенологическими проявлениями «свежих» очагово-инфильтративных изменений в лёгких [4].

Для фармакологической коррекции центрального звена генеза внебольничной пневмонии в педиатрии обычно используются три класса антибактериальных препаратов: β -лактамы (амоксциллин, амоксциллин/клавуланат), цефалоспорины (цефуроксим, цефиксим, цефтриаксон), макролиды. При этом препаратами первого ряда для терапии неосложненной пневмонии в амбулаторных условиях являются амоксциллин (амоксциллин/клавуланат), а также макролиды (при подозрении на атипичный возбудитель или непереносимость β -лактамов антибиотиков) [1,3].

В последние годы фармакологи и клиницисты считают важным аспект рационального дозирования лекарственных средств, применяемых в детской практике. Учитывая, что каждый период в жизни ребенка отличается своими особенностями формирования нервной, эндокринной, мышечной, сердечно-сосудистой и других систем для получения желаемой реакции на лекарственный препарат принципиально важно фармакологическую коррекцию в педиатрии проводить в полном соответствии с требованиями стандартов и протоколов лечения.

Безопасность терапии, обеспеченная результативностью системы мониторинга побочных реакций лекарственных препаратов, в педиатрической практике приобретает особую значимость. На сегодняшний день неоспоримым представляется то обстоятельство, что гарантией безопасного применения лекарственного средства у детей могут служить результаты эффективно функционирующей системы фармаконадзора в стране, основанные на данных клинических исследований в детской популяции.

ЗАКЛЮЧЕНИЕ

Таким образом, многовекторный анализ подходов к терапии внебольничной пневмонии показал, что рациональная фармакологическая коррекция педиатрических пациентов базируется на использовании антибактериальных препаратов в сочетании с отхаркивающими, муколитическими, противоастматическими, противовоспалительными, антигистаминными и иными средствами. При этом терапия обозначенной категории больных не всегда соответствует современным рекомендациям и часто проводится с использованием тактики выбора лекарственных средств без доказанной эффективности в детской популяции.

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РОЛЬ ИНВЕСТИЦИОННЫХ ПРОЦЕССОВ В РАЗВИТИИ ЭКОНОМИКИ

Аннотация: в статье рассматриваются характеристики инвестиционных процессов и инвестиционных факторов в условиях рыночной экономики, а также механизм формирования инвестиционного потенциала республики.

Ключевые слова: инвестиции, инвестиционные процессы, капитальные вложения, норма прибыли, инвестиционные факторы, инвестиционная деятельность, основной капитал, оборотный капитал.

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THE ROLE OF INVESTMENT PROCESSES IN ECONOMIC DEVELOPMENT

Annotation: The article discusses the characteristics of investment processes and investment factors in a market economy, as well as the mechanism for forming the investment potential of the republic.

Key words: investments, investment processes, capital investments, rate of return, investment factors, investment activity, fixed capital, working capital.

Известно, что ускорение экономического развития страны является целью государственной экономической стратегии. Потому что именно через него создаются условия для эффективного решения наиболее актуальных вопросов современного экономического развития, экономических и социальных проблем в обществе.

В нынешних условиях, среди прочего, это повышение благосостояния членов общества, сокращение числа малообеспеченных семей, всестороннее развитие человека, гуманизация процесса труда и общественной жизни, углубление демократических преобразований в стране.

Достижение высокого качества экономического развития предстает в современной экономике как сложная задача. Это требует модернизации всех факторов производства, формирования человеческого капитала, гармонизации системы общественных отношений и рычагов экономического стимулирования, институциональных реформ и

повышения качества жизни людей. Эти процессы требуют инвестиций, определяют содержание и направления инвестиций, создают необходимые ресурсы для инвестиций. Иными словами, социально-экономическое развитие есть выражение, результат и условие инвестиционных процессов.

Инвестиции есть выражение стоимости средств, направляемых на восстановление и увеличение основного капитала, а также на расширение оборотного капитала. Инвестиции в денежной форме называются номинальными инвестициями, инвестиционные ресурсы, которые можно купить на эти деньги, называются реальными инвестициями. Практические действия по осуществлению инвестиций являются инвестиционной деятельностью, лицо, осуществляющее инвестиции, признается инвестором. Инвестиции могут осуществляться за счет следующих источников:

- собственные финансовые ресурсы инвесторов (прибыль, амортизационные отчисления, денежные резервы и др.);
- заемные финансовые средства (облигации, банковские кредиты);
- привлеченные финансовые средства (средства, полученные от реализации акций, паев и иных платежей физических и юридических лиц);
- средства государственного бюджета;
- средства иностранцев.

В другой интерпретации «инвестиции — это деньги, вливаемые для получения дохода». А инвестирование — это процесс создания капитала или пополнения капитала. Инвестиции означают валовые и чистые инвестиции. Валовые инвестиции — это общий прирост основного капитала. Покрытие — это замена поврежденной части основного блока. Чистые инвестиции — это оставшаяся часть валовых инвестиций после вычета затрат на компенсацию. (Ш.И. Мустафакулов, Г.Т. Юлдашев, Б.Т. Султанов. Рабочая тетрадь по предмету «Микроэкономика». - Ташкент: Экономика, 2017, с. 257, с. 16).

Инвестирование в XXI веке требует не только налаживания расширенного воспроизводства на новых технико-технологических базах, но и обогащения в этом процессе экономических отношений, его результаты становятся все более гуманными, а приоритет отдается социальным целям. Поэтому экономическое развитие и инвестиции на его основе должны приобрести новый смысл и качество. Качество современного экономического развития исследователи связывают с направленностью структуры инвестиций на преобразование экономики и опережающим ростом различных видов экономической деятельности.

Эти процессы должны координироваться и поддерживаться Министерством экономического развития и борьбы с бедностью, Министерством внешней торговли и инвестиций, Министерством инновационного развития и другими ведомствами. В целях косвенной поддержки развития кластера предлагаются программы научно-

технической политики, привлекаются инвестиции в совместные научно-исследовательские проекты. Так как развитие инфраструктуры для поддержки развития промышленных отраслей и предприятий является еще одним важным элементом государственной региональной политики.

В последние годы государственная политика в области инвестиций охватывает следующие аспекты развития промышленного комплекса страны:

- - создание конкурентных преимуществ в важных отраслях промышленности, прежде всего обрабатывающей промышленности;
- - повышение конкурентоспособности предприятий малого и среднего бизнеса;
- - повысить привлекательность экономики в целом, в том числе экономики каждого региона в отдельности, перед отечественными и иностранными инвесторами, а также конкурентоспособность на рынке инвестиций;
- - установление и развитие взаимопомощи, сотрудничества и государственно-частного партнерства в области инноваций между промышленными предприятиями, научными учреждениями и органами государственного управления.

Так как важное место в государственной инвестиционной политике занимает создание стимулирующего механизма для привлечения инвестиций в отрасль и обеспечение ее эффективной работы, поддержка формирования брендов кластера, увеличение инвестиций в развитие новых технологий, создание центров информационных технологий, обслуживающих кластеры. При этом создание и укрепление сетей взаимодействия их субъектов в кластерах и стимулирование инвестиций в человеческий капитал также являются важными направлениями государственной инвестиционной политики.

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НЕКОТОРЫЕ РЕКОМЕНДАЦИИ ПРИ ХРОНИЧЕСКОЙ СЕРДЕЧНОЙ НЕДОСТАТОЧНОСТИ

Аннотация: Хроническая СН представляет собой заболевание с комплексом характерных симптомов (одышка, утомляемость и снижение физической активности, отеки и др.), которые связаны с неадекватной перфузией органов и тканей в покое или при нагрузке и часто с задержкой жидкости в организме. Первопричиной является ухудшение способности сердца к наполнению или опорожнению, обусловленное повреждением миокарда, а также дисбалансом вазоконстрикторных и вазодилатирующих нейрогуморальных систем.

Ключевые слова: рекомендации, сердечная недостаточность, миокард, фракция выброса левого желудочка, функциональный класс сердечной недостаточности.

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SOME RECOMMENDATIONS FOR CHRONIC HEART FAILURE

Abstract: Chronic HF is a disease with a complex of characteristic symptoms (shortness of breath, fatigue and decreased physical activity, edema, etc.), which are associated with inadequate perfusion of organs and tissues at rest or during exercise and often with fluid retention in the body. The root cause is a deterioration in the ability of the heart to fill or empty, due to damage to the myocardium, as well as an imbalance in the vasoconstrictor and vasodilating neurohumoral systems.

Key words: recommendations, heart failure, myocardium, left ventricular ejection fraction, functional class of heart failure.

ВВЕДЕНИЕ

ХСН – это патофизиологический синдром, при котором в результате того или иного заболевания сердечно-сосудистой системы или под влиянием других этиологических причин происходит нарушение способности сердца к наполнению или опорожнению, сопровождающееся дисбалансом нейрогуморальных систем (РААС, симпато-адреналовой системы, системы натрийуретических пептидов, кинин-калликреиновой

системы) с развитием вазоконстрикции и задержкой жидкости, что приводит к дальнейшему нарушению функции сердца (ремоделированию) и других органов-мишеней (пролиферации), а также к несоответствию между обеспечением органов и тканей организма кровью и кислородом с их метаболическими потребностями.

МАТЕРИАЛЫ И МЕТОДЫ

По стадиям ХСН:

- I стадия. Начальная стадия заболевания (поражения) сердца. Гемодинамика не нарушена. Скрытая СН. Бессимптомная дисфункция ЛЖ.

- IIА стадия. Клинически выраженная стадия заболевания (поражения) сердца. Нарушения гемодинамики в одном из кругов кровообращения, выраженные умеренно. Адаптивное ремоделирование сердца и сосудов.

- IIБ стадия. Тяжелая стадия заболевания (поражения) сердца. Выраженные изменения гемодинамики в обоих кругах кровообращения. Дезадаптивное ремоделирование сердца и сосудов.

- III стадия. Конечная стадия поражения сердца. Выраженные изменения гемодинамики и тяжелые (необратимые) структурные изменения органов-мишеней (сердца, легких, сосудов, головного мозга, почек). Финальная стадия ремоделирования органов [2].

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Жалобы и анамнез

Типичными симптомами ХСН являются: одышка, слабость, повышенная утомляемость, сердцебиение, ортопноэ, отеки.

Менее типичными симптомами ХСН являются: ночной кашель, сердцебиение.

Специфичными признаками ХСН являются: набухание шейных вен, гепатоюгулярный рефлюкс, третий тон сердца (ритм галопа), смещение верхушечного толчка влево.

Физикальное обследование

Осмотр: бледность кожных покровов, акроцианоз, цианоз слизистых покровов, симметричная пастозность нижних конечностей (голень, лодыжки), симметричные отеки, анасарка, набухшие шейные вены (лежа, стоя).

Пальпация живота: печень выступает из-под реберной дуги.

Перкуссия сердца и живота: увеличение границ относительной тупости сердца, увеличение размеров печени (по Курлову), нахождение свободной жидкости в брюшной полости.

Электрокардиограмма (ЭКГ)

ЭКГ в 12-ти отведениях рекомендована для определения ритма сердца, ЧСС, ширины и формы комплекса QRS, а также выявления иных важных нарушений. ЭКГ помогает определить дальнейший план лечения и

оценить прогноз. Нормальная ЭКГ практически исключает наличие систолической СН (класс рекомендаций I, уровень доказанности C) [3].

Трансторакальная ЭхоКГ

Трансторакальная ЭхоКГ рекомендована для оценки структуры, систолической и диастолической функции миокарда, в том числе у пациентов, находящихся на лечении, потенциально повреждающем миокард (например, химиотерапия), а также для выявления и оценки клапанной патологии, оценки прогноза (класс рекомендаций I, уровень доказанности C).

Рентгенография грудной клетки

Рентгенография грудной клетки позволяет обнаружить кардиомегалию (кардиоторакальный индекс более 50%), венозный застой или отек легких (класс рекомендаций IIa, уровень доказанности C).

Коронарная ангиография

Коронарная ангиография рекомендована для оценки поражения коронарных артерий у больных со стенокардией напряжения, которым в дальнейшем может быть выполнена реваскуляризация миокарда (класс рекомендаций I, уровень доказанности C).

Холтеровский мониторинг ЭКГ

Холтеровский мониторинг ЭКГ рутинно не применяется у больных ХСН и показан только при наличии симптомов, предположительно связанных с нарушениями ритма сердца и проводимости (например, при сердцебиении или обмороках). У больных с ФП при суточном мониторинге ЭКГ следят за частотой желудочковых сокращений (класс рекомендаций IIb, уровень доказанности C) [4].

Пробы с физической нагрузкой под контролем ЭКГ

Пробы с физической нагрузкой под контролем ЭКГ позволяют получить объективную оценку переносимости физической нагрузки, а также выяснить наличие ишемии миокарда (класс рекомендаций IIb, уровень доказанности C).

ЗАКЛЮЧЕНИЕ

У пациентов с СН жидкость может накапливаться в подкожно-жировой клетчатке и брюшной полости. Появление отеков говорит о том, что в состоянии наступили негативные изменения. При этом вес может увеличиваться очень быстро. Ежедневное взвешивание позволяет отследить негативные изменения для того, чтобы врач смог усилить терапию. Для того чтобы взвешивания были достоверными, следует взвешиваться каждое утро в одной и той же одежде, после мочеиспускания, перед едой, на одних и тех же весах. Результаты измерения записываются в календарь или дневник. В дневник также следует записывать цифры АД, пульс, названия лекарств, вес, все возникающие вопросы, какие-то заметные изменения в самочувствии.

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ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ ПРЕПОДАВАНИЯ

Аннотация: информационно-коммуникационные технологии в образовательном процессе обусловлены требованиями нового государственного образовательного стандарта. Поэтому актуальным вопросом для каждого образовательного учреждения является формирование единого информационного пространства.

Ключевые слова: компьютер, школа, ИКТ, Интернет.

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INFORMATION AND COMMUNICATION TECHNOLOGIES OF TEACHING

Abstract: information and communication technologies in the educational process due to the requirements of the new state educational standard. Therefore, an important issue for every educational institution is the formation of a single information space.

Keywords: computer, school, ICT, Internet.

Компьютеры интенсивно вторгаются в нашу жизнь. Каждый современный образованный человек, тем более современный учитель, должен иметь хотя бы элементарные знания, умения и навыки работы на ПК, т. е. быть информационно компетентным. А использование компьютера в учебном процессе — (внедрение новых информационных технологий) — это попытка предложить один из путей, которые могут интенсифицировать учебный процесс, оптимизировать его, поднять интерес школьников к изучению предмета, реализовать идеи развивающего обучения, повысить темп урока, увеличить объём самостоятельной работы. Способствует развитию логического мышления, культуры умственного труда, формированию навыков самостоятельной работы, а также оказывает существенное влияние на мотивационную сферу учебного процесса. Особенностью компьютерного

(программированного) обучения является пошаговость самостоятельной деятельности учащихся, способствующая активизации учебного процесса, а также наличие оперативной обратной связи, на основе которой возможна индивидуализация и дифференциация обучения. Основным средством ИКТ для информационной среды любой системы образования является персональный компьютер, возможности которого определяются установленным на нем программным обеспечением. Основными категориями программных средств являются системные программы, прикладные программы и инструментальные средства для разработки программного обеспечения. К системным программам, в первую очередь, относятся операционные системы, обеспечивающие

взаимодействие всех других программ с оборудованием и взаимодействие

пользователя персонального компьютера с программами. В эту категорию также включают служебные или сервисные программы. К прикладным программам относят программное обеспечение, которое является инструментарием информационных технологий – технологий работы с текстами, графикой, табличными данными и т.д.

В современных системах образования широкое распространение получили универсальные офисные прикладные программы и средства ИКТ: текстовые процессоры, электронные таблицы, программы подготовки презентаций, системы управления базами данных, органайзеры, графические пакеты и т.п.

С появлением компьютерных сетей и других, аналогичных им средств ИКТ

образование приобрело новое качество, связанное в первую очередь с возможностью оперативно получать информацию из любой точки земного шара. Тем более у нас в стране очень много школ расположенных в сельской местности. Через глобальную компьютерную сеть Интернет возможен мгновенный доступ к мировым информационным ресурсам (электронным библиотекам, базам данных, хранилищам файлов, и т.д.). В самом популярном ресурсе Интернет – всемирной паутине WWW

опубликовано порядка двух миллиардов мультимедийных документов.

В сети доступны и другие распространенные средства ИКТ, к числу которых относятся электронная почта, списки рассылки, группы новостей, чат.

Разработаны специальные программы для общения в реальном режиме времени, позволяющие после установления связи передавать текст, вводимый с клавиатуры, а также звук, изображение и любые файлы. Эти программы позволяют организовать совместную работу удаленных пользователей с программой, запущенной на локальном компьютере. С появлением новых алгоритмов сжатия данных доступное для передачи по

компьютерной сети качество звука существенно повысилось и стало приближаться к качеству звука в обычных телефонных сетях. Как следствие, весьма активно стало развиваться относительно новое средство ИКТ – Интернет-телефония. С помощью специального оборудования и программного обеспечения через Интернет можно проводить аудио и видеоконференции. Существует несколько основных классов информационных и телекоммуникационных технологий, значимых с точки зрения систем открытого и дистанционного образования. Одними из таких технологий являются видеозаписи и телевидение. Видео пленки и соответствующие средства ИКТ позволяют огромному числу студентов прослушивать лекции лучших преподавателей. Видеокассеты с лекциями могут быть использованы как в специальных видеоклассах, так и в домашних условиях. Примечательно, что в американских и европейских курсах обучения основной материал излагается в печатных изданиях и на видеокассетах. Телевидение, как одна из наиболее распространенных ИКТ, играет очень большую роль в жизни людей: практически в каждой семье есть хотя бы один телевизор. Обучающие телепрограммы широко используются по всему миру и являются ярким примером дистанционного обучения. Благодаря телевидению, появляется возможность транслировать лекции для широкой аудитории в целях повышения общего развития данной аудитории без последующего контроля усвоения знаний, а также возможность впоследствии проверять знания при помощи специальных тестов и экзаменов.

Классификация средств ИКТ по области методического назначения: ИКТ в работе современного педагога:

1. Подбор иллюстративного материала к занятиям и для оформления стендов, группы, кабинетов (сканирование, интернет, принтер, презентация).
2. Подбор дополнительного познавательного материала к занятиям, знакомство со сценариями праздников и других мероприятий.
3. Обмен опытом, знакомство с периодикой, наработками других педагогов России и зарубежья.
4. Оформление групповой документации, отчетов. Компьютер позволит не писать отчеты и анализы каждый раз, а достаточно набрать один раз схему и в дальнейшем только вносить необходимые изменения.
5. Создание презентаций в программе Power Point для повышения эффективности образовательных занятий с детьми и педагогической компетенции у родителей в процессе проведения родительских собраний.

Личностно - ориентированная технология

Личностно-ориентированные технологии ставят в центр всей системы дошкольного образования личность ребенка, обеспечение комфортных условий в семье и дошкольном учреждении, бесконфликтных

и безопасных условий ее развития, реализация имеющихся природных потенциалов.

Личностно-ориентированная технология реализуется в развивающей среде, отвечающей требованиям содержания новых образовательных программ.

Отмечаются попытки создания условий личностно-ориентированных взаимодействий с детьми в развивающем пространстве, позволяющей ребенку проявить собственную активность, наиболее полно реализовать себя.

Однако, сегодняшняя ситуация в дошкольных учреждениях не всегда позволяет говорить о том, что педагоги полностью приступили к реализации идей личностно-ориентированных технологий, именно предоставление возможности детям для самореализации в игре, режим жизни перегружен различными занятиями, на игру остается мало времени.

В рамках личностно-ориентированных технологий самостоятельными направлениями выделяются: гуманно-личностные технологии, отличающиеся своей гуманистической сущностью психолого-терапевтической направленностью на оказание помощи ребенку с ослабленным здоровьем, в период адаптации к условиям дошкольного учреждения.

Данную технологию хорошо реализовать в новых дошкольных учреждениях (например: д/с № 2), где имеются комнаты психологической разгрузки - это мягкая мебель, много растений, украшающих помещение, игрушки, способствующие индивидуальным играм, оборудование для индивидуальных занятий. Музыкальный и физкультурный залы, кабинеты долечивания (после болезни), помещение по экологическому развитию дошкольника и продуктивной деятельности, где дети могут выбрать себе занятие по интересу. Все это способствует всестороннему уважению и любви к ребенку, веру в творческие силы, здесь нет принуждения. Как правило, в подобных дошкольных учреждениях дети спокойны, уступчивы, не конфликтны.

Технология сотрудничества реализует принцип демократизации дошкольного образования, равенство в отношениях педагога с ребенком, партнерство в системе взаимоотношений «Взрослый - ребенок». Педагог и дети создают условия развивающей среды, изготавливают пособия, игрушки, подарки к праздникам. Совместно определяют разнообразную творческую деятельность (игры, труд, концерты, праздники, развлечения).

Педагогические технологии на основе гуманизации и демократизации педагогических отношений с процессуальной ориентацией, приоритетом личностных отношений, индивидуального подхода, демократическим управлением и яркой гуманистической направленностью содержания. Таким подходом обладают новые

образовательные программы «Радуга», «Из детства - в отрочество», «Детство», «От рождения до школы».

Сущность технологического воспитательно-образовательного процесса конструируется на основе заданных исходных установок: социальный заказ (родители, общество) образовательные ориентиры, цели и содержание образования. Эти исходные установки должны конкретизировать современные подходы к оценке достижений дошкольников, а также создавать условия для индивидуальных и дифференцированных заданий. Выявление темпов развития позволяет воспитателю поддерживать каждого ребенка на его уровне развития.

В самом деле, активный в речевом плане студент, надолго замолкает при работе со средствами ИКТ, что особенно характерно для студентов открытых и дистанционных форм образования. В течение всего срока обучения студент занимается, в основном, тем, что молча потребляет информацию. В целом орган объективизации мышления человека - речь оказывается выключенным, обездвиженным в течение многих лет обучения. Студент не имеет достаточной практики диалогического общения, формирования и формулирования мысли на профессиональном языке. Без развитой

практики диалогического общения, как показывают психологические исследования, не формируется и монологическое общение с самим собой, то, что называют самостоятельным мышлением. Ведь вопрос, заданный самому себе, есть наиболее верный показатель наличия самостоятельного мышления. Если пойти по пути всеобщей индивидуализации обучения с помощью персональных компьютеров, можно прийти к тому, что мы упустим саму возможность формирования творческого мышления, которое по самому своему происхождению основано на диалоге.

Использование информационных ресурсов, опубликованных в сети Интернет, часто приводит к отрицательным последствиям. Чаще всего при использовании таких средств ИКТ срывается свойственный всему живому принцип экономии сил: заимствованные из сети Интернет готовые проекты, рефераты, доклады и решения задач стали сегодня уже привычным фактом, не способствующим повышению эффективности обучения и воспитания.

Дистанционные технологии обучения Дистанционное обучение в виде заочного обучения зародилось в начале 21-го столетия. Сегодня заочно можно получить высшее образование, изучить иностранный язык, подготовиться к поступлению в вуз и т.д. Однако в связи с плохо налаженным

взаимодействием между преподавателями и студентами и отсутствием контроля над учебной деятельностью студентов-заочников в периоды между экзаменационными сессиями качество подобного

обучения оказывается хуже того, что можно получить при очном обучении.

Необходимая часть системы дистанционного обучения - самообучение. В процессе самообучения студент может изучать материал, пользуясь печатными изданиями, видеопленками, электронными учебниками и CD-ROM- учебниками и справочниками. К тому же студент должен иметь доступ к электронным библиотекам и базам данных, содержащим огромное количество разнообразной информации.

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**МЕХАНИЗМ ОРГАНИЗАЦИИ АВАРИЙНО-СПАСАТЕЛЬНЫХ
РАБОТ В РАЙОНЕ, ГДЕ ВОЗНИКЛА ЧРЕЗВЫЧАЙНАЯ
СИТУАЦИЯ ВСЛЕДСТВИЕ ПОСЛЕДСТВИЙ СИЛЬНОГО
ЗЕМЛЕТРЯСЕНИЯ**

Аннотация: обобщенная методология расчета сил и средств, необходимых для ликвидации чрезвычайной ситуации.

Ключевые слова: силы и средства, спасатель, ликвидация, тренировочные упражнения, финансовые и материальные ресурсы.

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**THE MECHANISM FOR ORGANIZING EMERGENCY AND RESCUE
OPERATIONS IN THE AREA WHERE THE EMERGENCY
SITUATION OCCURRED DUE TO THE CONSEQUENCES OF A
STRONG EARTHQUAKE**

Annotation: a generalized methodology for calculating the forces and Means Necessary for the elimination of an emergency.

Keywords: strength and Means, rescuer, elimination, training exercises, financial and material resources.

Основными задачами оперативного планирования и управления населением в чрезвычайных ситуациях от последствий сильного землетрясения являются определение оптимального распределения личного состава и количества оперативных подразделений. Для этого, с целью повышения эффективности работы оперативных подразделений была определена возможность выборочной постановки в очередь высокоприоритетных требований и изменения количества подразделений в течение определенного периода времени. В этом случае методы оценки эффективности работы аварийно-спасательных подразделений осуществляются по следующим параметрам:

- сроки ликвидации аварийных ситуаций;
- количество спасенных жертв (в процентах от общего числа жертв);
- сумма причиненного ущерба (в процентном соотношении к возможному ущербу, если не задействованы аварийно-спасательные подразделения);

- ресурсы, используемые для ликвидации чрезвычайной ситуации;

Скоординированные службы (количество сил и средств по ликвидации чрезвычайные ситуации). Исходя из этого, предлагается методология распределения сил и средств, учитывающая стратегию оказания чрезвычайной помощи, производительность (КПД) сил, местоположение и затраты на их использование. На основе обобщенной методики расчета сил и средств, необходимых для ликвидации чрезвычайной ситуации, было определено следующее:

$$K = \sum_{i=1}^n \frac{W_r}{V_j T_r} q_{Pr} q_{Cr} \quad (1)$$

здесь: W_r – р-размер вида работ;

v_r – р – виды аварийно-спасательных работ;

р-виды работ, D – средний объем работ, выполняемых одним подразделением подразделения;

ж-р-тип спасательного подразделения, задействованного в типе;

T_r -р-время для выполнения типовой работы;

q_{Pr} –р-поправочный коэффициент погодных условий при типовых работах;

q_{Cr} –р-коэффициент коррекции времени суток при типовой работе.

В формулах расчета сил и средств указано время работы без учета остальных спасателей. Рабочая смена спасателей составляет 3-5 часов, с учетом сложности и интенсивности работ. Общая продолжительность работы не должна превышать 12 часов в день. В этом случае продолжительность отдыха определяется следующим образом: каждые 45 минут после работы – 15, после окончания рабочей смены – 3 часа.

$$T_{coat} = T_3 \cdot 0.25(coat), \quad (2)$$

здесь: - T_3 время, отведенное на ликвидацию чрезвычайной ситуации. Время отдыха по сменно в сутки выглядит следующим образом:

$$T_{\text{СУТКА}} = \frac{T_3 + \left(\frac{T_3}{T_S}\right) + T_3 \cdot 0.25}{25} (\text{coat}) \quad (3)$$

Общее время по ликвидации на чрезвычайные ситуации, с учетом времени отдыха спасателей, составляет следующее:

$$T_{\text{УМУМ}} = T_3 + T_{\text{СМЕНАЛАР}} T_{\text{ЧАС}} + T_{\text{СУТКА}} \quad (4)$$

Исходя из этого, было предложено найти параметр времени, такой как ожидание в месте временной дислокации:

$$T_{\text{Ф.В}} = T_1 + T_2 + T_3$$

$$T_{\text{Ф.В}} = T_1 + T_2 + T_3 + T_{\text{КВ}}$$

здесь, $T_{\text{ф.в.}}$ –время ликвидации чрезвычайные ситуации, T_1 – оперативное определение времени, T_2 – время принятия управленческого решений, T_3 – время исполнения принятых решения, $T_{\text{к.в.}}$ – время ожидания в месте временной дислокации.

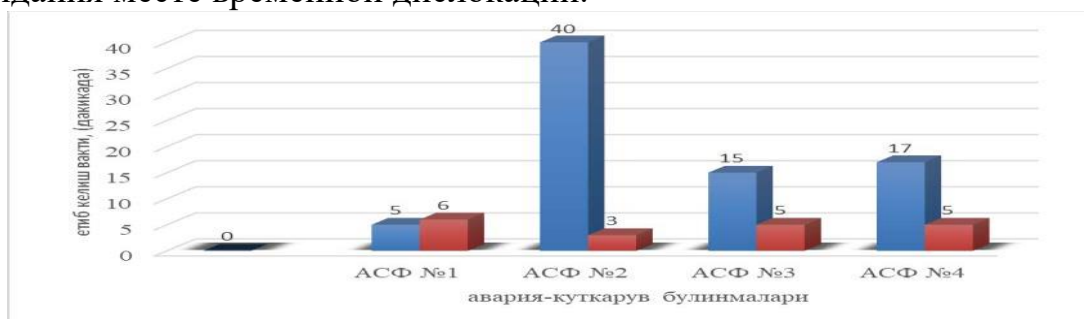


Рисунок 1. Приведены результаты оценки эффективности работы аварийно-спасательных формирований с учетом минимального (минимального) и максимального (максимального) времени прибытия.

В этом случае затраченное время по ликвидации чрезвычайной ситуации, составляет следующее:

$$T_{\text{Ф.В}} = T_1 (T) \Delta T_1 + T_2 (T) \Delta T_2 + T_3 (T) \Delta T_3 + T_{\text{КВ}} (T) \Delta T_{\text{КВ}} \quad (5)$$

$$T_{\text{Ф.В}} = \int_{T_0}^{T_1} T_1 (T) dT + \int_{T_0}^{T_2} T_2 (T) dT + \int_{T_0}^{T_3} T_3 (T) dT + \int_{T_0}^{T_{\text{К.В.}}} T_{\text{К.В.}} (T) dT \quad (6)$$

(7)

$$T_{\text{Ф.В}} = (T_1 + T_{\text{К.В.}}) + (T_2 + T_{\text{К.В.}}) + (T_3 + T_{\text{К.В.}})$$

В результате проведенного анализа установлено, что оперативное время определяется исходя из времени, необходимого командиру и штабу для выполнения всего объема управленческих мероприятий (а не только выполняемых на тренировке и учебных занятий) в реальных условиях, и было определено, что подразделения будут определяться исходя из времени, необходимого для выполнения аварийно-спасательных работ и поставленных задач.

Определено, что следует проводить работу по практическому созданию резервов финансовых и материальных ресурсов, постоянно совершенствуя номенклатуру запасов материальных ресурсов (предварительное накопление запасов ресурсов требуемого размера, в

районах с очень высокой вероятностью возникновения чрезвычайных ситуаций). Необходимо определить и принять во внимание источники приобретения ресурсов и на основе этого разработать планы поставок. Требуется найти дополнительные источники получения материальных ресурсов. Эффективность учебных занятий в основном обусловлена быстротой, с которой принимаются управленческие решения, рациональным распределением сил и средств подразделений и эффективностью действий органов управления государственной системы предупреждения, ликвидации чрезвычайных ситуаций. При оценке эффективности требуется выполнить всю необходимую работу в соответствии с разработанной стратегией развития чрезвычайной и кризисной ситуации и ее последствий. Таким образом, были предложены следующие рекомендации для обеспечения успешной организации задач, поставленных при проведении учебных занятий и эффективного взаимного сотрудничества подразделений:

Организация штаба по ликвидации чрезвычайные ситуации и восстановление системы управления; научное нормирование расхода материально-технических ресурсов и определение разумной потребности подразделений в них на основе экспериментальных данных;

Рациональное размещение логистических центров материально-технического снабжения с учетом транспортной системы, географического положения, наличия логистических мощностей, защищенности и уязвимости к различным чрезвычайным ситуациям.

Вывод: С учетом неотложной обстановки в чрезвычайных и кризисных ситуациях сделаны следующие выводы по совершенствованию организации и проведения командно-штабных учений: 1. Введение разъяснений по расчету сил и средств, позволяющих повысить уровень подготовки к учениям и обеспечению подразделений, предназначенных для ликвидации чрезвычайных ситуаций, необходимыми материальными ресурсами при ликвидации последствий чрезвычайных ситуаций; 2. Разработана математическая модель рационального распределения запасов материальных ресурсов региональных подразделений, которая позволяет оптимизировать время и расстояние для доставки средств в зону чрезвычайной ситуации, что, в свою очередь, обеспечивает адекватность и рациональность распределения материальных ресурсов и сразу устраняет непосредственную опасности для жизни и здоровья человека, устраняя последствия. Разработаны рекомендации по организации совместных действий территориальных подразделений, участвующих в учениях, позволяющих повысить эффективность принятия управленческих решений и оперативного реагирования при возникновении чрезвычайных и кризисных ситуаций.

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**МАТЕМАТИЧЕСКАЯ МОДЕЛЬ ДЛЯ ПОВЫШЕНИЯ
ЭФФЕКТИВНОСТИ ТРУДОВОЙ ДЕЯТЕЛЬНОСТИ
СПАСАТЕЛЬНЫХ СЛУЖБ (СТРУКТУР) В СЛУЧАЕ
ЧРЕЗВЫЧАЙНОЙ СИТУАЦИИ, ВЫЗВАННОЙ СИЛЬНЫМ
ЗЕМЛЕТРЯСЕНИЕМ**

Аннотация: В статье излагаются научные основы подготовки сил и средств к оперативному перемещению в случае чрезвычайной ситуации. Кроме того, при проведении учебных занятий на объектах в регионах были приведены в пример механизмы использования необходимых средств в плане защиты от чрезвычайных ситуаций природного и техногенного характера.

Ключевые слова: Учебные занятия, чрезвычайная ситуация, пострадавшие, материальные ресурсы, без перерывное взаимное сотрудничество.

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MATHEMATICAL MODEL FOR INCREASING THE EFFICIENCY OF LABOR ACTIVITIES OF RESCUE SERVICES (STRUCTURES) IN THE EVENT OF AN EMERGENCY CAUSED BY A STRONG EARTHQUAKE

Annotation: the article outlines the scientific basis for preparing forces and Means for rapid movement in the event of an emergency. In addition, when conducting training exercises, mechanisms for the use of the necessary tools in terms of protection against emergencies of a natural and man-made nature were cited at the facilities in the regions.

Keywords: training exercises, emergency, injured, mutual cooperation without interruption of material resources.

Мы рассмотрим вопросы проведения мероприятий по подготовке населения к действиям в чрезвычайных ситуациях под воздействием сильного землетрясения, а именно проведение командно-штабных учений, методику формирования сил и средств органами управления, руководителей и специалистов подсистем в процессе ликвидации последствий чрезвычайных ситуациях и этапы проведения мероприятий по защите.

Проведение учебных занятий позволяет определить актуальность документов планирования по проведению мероприятий по защите жителей и территорий от чрезвычайных ситуаций природного и техногенного характера, а также анализирует возможность практической разработки целых комплексов этих мероприятий, территориального расположения объектов экономики с учетом учитывая их специфические аспекты, производственные и другие особенности. Анализ, проведенный в этой системе, показывает уровень защищенности населения и экономики страны от последствий ситуаций природного и техногенного характера, которые могут возникнуть, это считается одним из важнейших факторов, обеспечивающих стабильность государства. Одной из наиболее эффективных и важных форм подготовки руководящего состава и сил этой системы являются командно-штабные учения.

Поддержание постоянной оперативной взаимодействия является одной из важных задач руководителя и оперативного персонала в процессе ликвидации чрезвычайной ситуации (рисунок 1).



Рисунок 1. Схема организации взаимодействия оперативного штаба при ликвидации чрезвычайной ситуации.

В задачи руководителя и оперативного штаба по осуществлению этих мероприятий входит:

1. выполнение предусмотренной мероприятий взаимных действий подразделений при выполнении боевой задачи с достаточной полнотой и точностью;
2. своевременное выявление, дополнения и развитие этой мероприятий с учетом изменение ситуации;
3. В случае их нарушения, повторного организация и восстановление.

Было определено, что требуются случайность возникновения чрезвычайной ситуации, масштаб охватываемой территории, быстрое принятие решений и высокая подготовка сил гражданской защиты. Основные задачи планирования и управления в чрезвычайных ситуациях, поиска способы рационального распределения сил и средств, заключаются в определении необходимого количества оперативных служб и личного состава (рисунок 2). С этой целью, в целях повышения эффективности деятельности оперативных служб, при ликвидации чрезвычайных ситуаций может быть использован метод привлечения сил и средств, позволяющий рационально распределять ресурсы организаций.



Рисунок 2. Порядок распределения сил и средств, задействованных в ликвидации чрезвычайных ситуаций.

Эффективность ликвидации чрезвычайных ситуаций природного и техногенного характера во многом определяется наличием материальных ресурсов. Резервы материальных ресурсов для ликвидации чрезвычайных ситуаций являются важной составляющей государственной системы предупреждения и ликвидации последствий чрезвычайных ситуаций. Их создание выражается в том, что это неотъемлемая часть комплекса мер по предупреждению и пресечению чрезвычайных ситуаций, снижению риска их возникновения и уменьшению возможных негативных последствий.

Приведена эффективность работы по обеспечению безопасности жизни пострадавшего населения и реализации мер гражданской защиты в зависимости от своевременного материально-технического обеспечения служб. Будет достигнута успешная реализация, четкое планирование и надлежащая организация вопросов материально-технического обеспечения мероприятий по гражданской защите. Для повышения эффективности оперативных служб может быть применена постановка требований в очередь с высоким приоритетом, изменение количества единиц в течение определенного периода времени.

В этом случае методы оценки эффективности работы аварийно-спасательных служб осуществляются по следующим показателям:

- Сроки ликвидации аварийных ситуаций;
- Количество спасенных жертв (в процентах от общего числа жертв);
- Сумма причиненного ущерба (в процентном соотношении к возможному ущербу, если не задействованы спасательные подразделения);
- Ресурсы, потраченные на оказание чрезвычайной помощи;

- Совзаимодействующий службы (силы и средства реагирования на чрезвычайные ситуации).

В свою очередь, резервы материальных ресурсов для ликвидации чрезвычайных ситуаций считаются наиболее важным и неотъемлемым компонентом этой системы на всех уровнях и входят в комплекс мер по предотвращению чрезвычайных ситуаций, снижению риска их возникновения, а также уменьшению вероятных негативных последствий. Для прогнозирования и определения на основе экономической модели запасов материальных средств региональных подсистем приведем следующую информацию о реализации системы математического моделирования процесса создания и размещения запасов:

А-продолжительность планируемого периода;

Н-потребность в планируемом периоде;

К-премиальные расходы;

С-затраты на содержание единицы материальных средств в единицу времени (себестоимость);

П-штраф за отсутствие материальных средств в единицу времени;

λ -интенсивность доставки, то есть количество материальных средств, запрашиваемых в единицу времени;

μ -интенсивность потребности, то есть материал, который запрашивается в единицу времени количество инструментов;

Х-максимальный уровень резерва (емкость хранилища);

Т-срок поставки;

Л-сумма, соответствующая расходам на планируемый период;

Лв.-средние затраты в единицу времени;

Л-сумма, соответствующая расходам на период доставки. Априорно выполняются следующие неравенства:

$$\mu < \lambda(1)$$

$$C < П(2)$$

в противном случае нет смысла в существовании системы материального снабжения. Если мы предположим, что условие (1) ложно, то нет никакого способа накопления резервов системой, а когда неравенство (2) ложно, разумнее заплатить штраф, чем что-то хранить, и в этом случае необходимость в создании системы отпадает. При моделировании процесса подачи материала и (2) мы принимаем неравенства как правильные.

Если потребность непрерывна, то интенсивность μ постоянна, то есть в течение всего периода эксплуатации она не меняется. Быстрые поставки в математической модели это признак того, что объем доставки превышает интенсивность потребности (1).

То есть, в начале своей деятельности (1) на основе неравенства система должна находиться в состоянии Х и почти сразу же заполнить

свой уровень до состояния X , а T будет занято обеспечением материальными средствами в течение периода деятельности.

В конце деятельности в периоде T сумма резервов стремится к нулю. Эта система повторяет цикл. В течение всего периода деятельности система тратит свои средства на хранение резервов.

Давайте рассчитаем общие затраты, соответствующие сроку доставки L_t . Она формируется из суммы общих затрат, затрат на хранение и дополнительных затрат за период доставки. Количество резервов в период активности T уменьшается линейно от вершины (максимума) до нуля, так что в течение времени T предполагается, что в среднем 50% запасается из X , в этом случае:

$$L_t = \frac{XST}{2} + K \quad (3)$$

Чтобы найти среднюю стоимость, необходимо определить соотношение стоимости и значения T , которое соответствует сроку доставки:

$$L_e = \frac{\frac{XST}{2} + K}{T}$$

$$\text{Здесь, } L_e = \frac{XS}{2} + \frac{K}{T} \quad (4)$$

Если в течение периода T мы примем во внимание, что система определяет наивысший уровень доставки, то интенсивность потребности определяется следующим соотношением:

$$\mu = \frac{X}{T} \quad (5)$$

Здесь найдём следующие;

$$T = \frac{X}{\mu} \quad (6)$$

(5) ставляя выражение (4), мы переформулируем формулу, и она примет следующий вид:

$$L_e = \frac{XS}{2} + \frac{K\mu}{X} \quad (7)$$

Необходимо найти такой оптимальный X , при котором средние затраты в единицу времени должны стремиться к минимуму. Также необходимо учитывать тот фактор, что X не может быть отрицательным значением.

$$X > 0 \quad (8)$$

При решении этой задачи учитываем стационарность процесса необходимо, что позволяет положить произведение из L_e на X равным нулю, в результате чего имеем следующее выражение:

$$\frac{S}{2} - \frac{K\mu}{X^2} = 0$$

Переформулируя его на основе выражения (7), мы получаем приведенное ниже выражение:

$$X = \sqrt{\frac{2K\mu}{S}} \quad (9)$$

Помещая выражение (8) в (5), следует следующее выражение:

$$T = \frac{\sqrt{\frac{2K\mu}{S}}}{\mu} \quad (10)$$

(8) мы вытекаем из выражения (6) и находим этот:

$$L_e = \sqrt{2K\mu S} \quad (11)$$

выражения (8) - (10) дают оптимальные значения параметров рассматриваемой модели, которые представляют для нас интерес.

Вывод: Приведенные рекомендации по совершенствованию организации и проведения учений дают возможность повысить эффективность принятия управленческих решений и оперативного реагирования в чрезвычайных и кризисных ситуациях, что позволило обеспечить эффективную и своевременную организацию действий учебных подразделений. Разработка рекомендаций по организации действий взаимодействия региональных подразделений, участвующих в полевых командно-штабных учениях, позволяющих повысить эффективность принимаемых управленческих решений и оперативное возвращение в случае возникновения чрезвычайных и кризисных ситуаций. Результатом исследования явился поиск путей совершенствования этапов проведения командно-штабных учений, а также был выработан комплекс предложений и рекомендаций на основе применения международного опыта зарубежных стран по совершенствованию и решению существующих проблемных вопросов в этой сфере.

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ИССЛЕДОВАНИЕ АЛКАЛОИДОВ BERBERIS HETEROPODA

Аннотация: Из молодых побегов и листьев berberis heteropoda выделены N-метилдигидроберберин и 8-оксоберберубин, относящиеся к новому типу изохинолиновых алкалоидов. Химическими и спектральными методами установлено их строение.

Ключевые слова: Алкалоид, ИК-спектр, ЯМР-спектр, масс-спектр, ПМР-спектр, УФ-спектр, N-метилдигидроберберин 8-оксоберберубин.

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STUDY OF BERBERIS HETEROPODA ALKALOIDS

Abstract: N-methyldihydroberberine and 8-oxoberberubine were isolated from young shoots and leaves of Berberis heteropoda, aimed at new possibilities of isoquinoline alkaloids. Their structure was established by chemical and spectral methods.

Keywords: Alkaloid, IR spectrum, NMR spectrum, mass spectrum, PMR spectrum, UV spectrum, N-methyldihydroberberine 8-oxoberberubine.

Изучен алкалоидный состав, молодых побегов и листьев В. Heteropoda. Наряду с известными алкалоидами выделены два новых алкалоида N-метилдигидроберберин, и 8-оксоберберубин, структуры которых установлены путем химических превращений и изучением спектральных свойств. Из известных алкалоидов барбамунин, аромолин, глауцин, таликмидин, изокоридини ретикулин впервые найдены в растении В. heteropoda. Псевдопальматин и лауданозин впервые обнаружены в растениях рода Berberis.

Продолжая исследования алкалоидного состава растений рода Berberis, мы изучили молодые побеги и листья В. heteropoda, собранные в фазу плодоношения на Джунгарском Алатау, в окрестностях солончар Сарыбель (Алмаатинская обл.) /1/. Этанольной экстракцией молодых побегов выделены 2,5 % суммы алкалоидов.

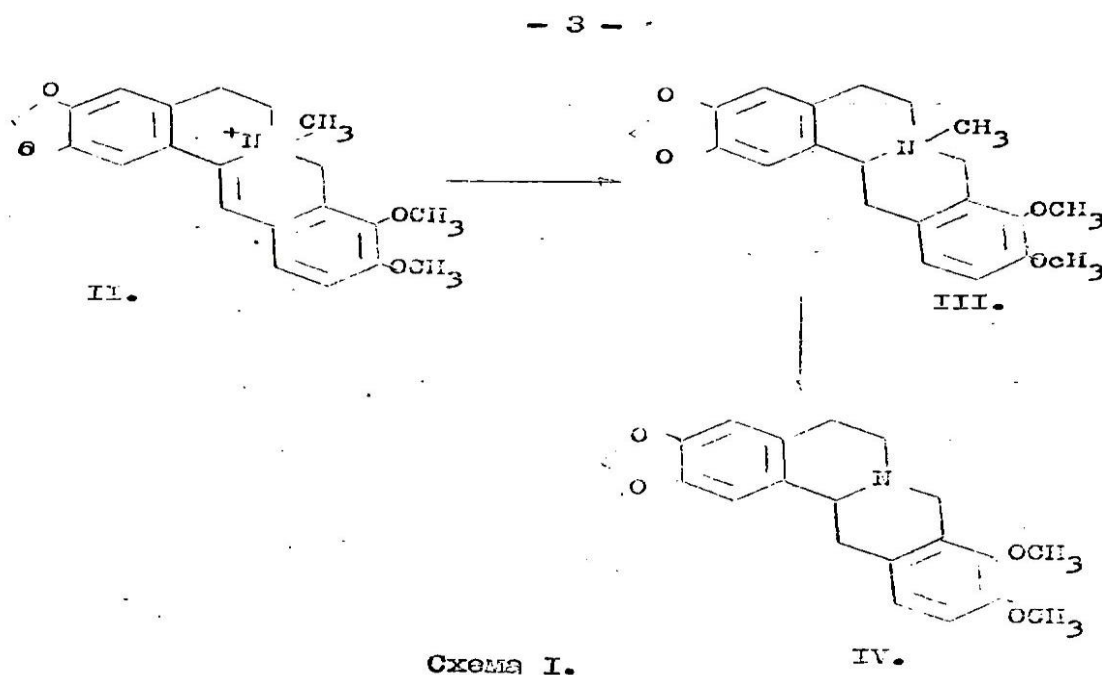
Разделением эфирной суммы на колонке с силикагелем выделили лаудачовин /2/, оксиакантин, бербамунин и аромолин /3/, идентифицированные по физико-химическим свойствам, спектральным данным, а также сравнением с подлинными образцами. Разделением по растворимости и хроматографированием на колонке с окисью алюминия по четвертичной сумме выделили берберин, магнофлорин, колумбагин, в

виде хлоридов. /4/ 213-213° (хлороформ) основание II с т. пл. 210-212°. основание I в УФ-спектре имеет поглощения при C₂H₅OH λ max нм: 263, 288, 307 (плечо). 330, 379 (lg 4,14; 4,45; 4,32; 4,10; 3,66). характерные для протобербериновых солей /5/. В ПМР-спектре I снятом в CDCl₃ проявляются сигналы при (δ -шкала) м.д: 3,97 (3H.C. OCH₃). 3,99 (3H.C. OCH₃) 4,03(3H.C. OCH₃). 4.14 (3H.C. OCH₃). 3.25 (2H.T. CH₂). 4,97(2H.T. CH₂).6,85(1H.C.). 7.43 (1H.C.), 7,90 (2H.C.). 8,65 (1H.C.). 9,75 (1H.C.). Основание I по ТСХ и ИК-спектру отличается от пальматин хлорида /4/. Приведенные данные позволяют идентифицировать I с псевдопальматинхлоридом /5/.

Основание II в УФ-спектре имеет поглощения при C₂H₅OH max нм: 241, 350 (lg 4.37; 3,92), характерные для дигидропротоберберинов /6/. В его масс-спектре проявляются пики ионов cm/z 352,351, 337,337,336,321,320,303. 307,292,273. В ПМР-спектре снятом в D₂M₅-d₆ проявляются сигналы при (δ -шкала) м.д: 6,05 (2H.C. CH₂O), 4,05 (3H.C. OCH₃)4.17 (3H.C. OCH₃) 3,22 -4,98 (6H). 6,49 (1H.C.), 6.73 (1H.C.), 7,44(2H.C.). 7,65 (1H.C.). Восстановлением NaBH₄ получили ($\pm$) -N-метилтетрагидроберберин (III), который при термическом деметилировании, при 300° в вакууме дает ($\pm$) -тетрагидроберберина (IV) /7/, идентифицированное с подлинным образцом.

Таким образом основание II - является N-метилдигидроберберином, который ранее было синтезирован /3/.

Хлороформной экстракцией листьев выделили 0,21 % суммы алкалоидов. Хроматографированием на колонке с силикагелем выделили глауцин, оксиокантин, таликмидин, изокоридин, ретикулин /9/, основание V ст. пп. 251-252°, состав C₁₉H₁₅NO₅. В УФ-спектре имеет максимумы поглощения при C₂H₅OH max λ нм: 280, 364 (lg ϵ 3,97; 3,94), характерные



для 8-оксопротобербербинов /10/. В ИК-спектре имеются полосы поглощения при KBr max см-1; 3450(OH), 1650(C=O), 1490 (OCH₂O).

В масс-спектре V имеются пики ионов с m/z (%): 337(M⁺100), 323(22), 322(50), 303(13), 294(63), 279(27). Характерные для 8-оксопротобербербинов /II/. В ¹H-спектре, его снятом в CDCl₃, наблюдаются сигналы в виде двухпротонного синглета от метилондиокси группы при 5,92 м.д. в виде трех протонного синглета от метоксильной группы при 3,87 м.д. два двухпротонных триплетов при 2,80 и 4,13 м.д. от двух пар метиленовых протонов. В области ароматических протонов обнаруживаются три однопротонные синглеты при 6,60; 6,66; 7,11 м.д, два двух протонных дублета при 6,86; 7,13 м.д. и однопротонный синглет при 12,75 м.д. от гидроксильной группы находящейся в пери положении к карбонильной группе. По приведенным данным V относится к протобербербиновым алкалоидам, имеющим амидный карбонил и фенольный гидроксил. Ацетилирование V уксусным ангидридом в ацетоне в присутствии уксуснокислого натрия получили О-ацетилпроизводное VI. При метилировании V диметилсульфатом получили 8-оксоберберин (VII), идентичный с подлинным образцом. Таким образом V имеет метилондиоксигруппу в положениях 2,3, а в положениях 9,10 имеются гирокосильный, метоксильный заместители. Для подтверждения взаимного расположения заместителей в кольце D нами получено V из VII условиях. По приведенным данным основание V является 8-оксоберберрубином. Однако необходимо отметить, что Перкин и Говиндачачари получили последний из 8-оксоберберина (VII) и назвали изоксибереборином. По данным, пзооксиберберин не растворим в CDCl₃ и даже в DMSO. По этой причине авторы снимали ПМР-спектр изоксибереборина в трифторуксусной кислоте, в то же время выделенный нами алкалоид V легко растворим в хлороформе. Поэтому мы подтвердили положение гидроксильной группы следующими химическими превращениями. При обработке XIII хлорокисью фосфора (Схема 2), с дальнейшим восстановлением полученного продукта, натрий боргидридом, получили О-ацетилтетрагидроберберрубин (XV). При омылении последнего, соляной кислотой, получили (±-тетрагидроберберрубин) /2/, идентичный с подлинным образцом по ИК-спектру и по отсутствию депрессии т. пл. смешанной пробы. Таким образом, V является 8-оксоберберрубом.

В результате исследования молодых побегов и листьев *B. heteropoda* мы делили всего 15 алкалоидов. Из них N-метилдигидроберберин и 8-оксоберберрубин являются новыми природными основаниями, бербемунин, аромолин, глауцин, таликмидин, изокоридин и ретикулин впервые выделили из данного растения, а псевдопальматин и лауданозин впервые из растений рода *Berberis*.

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АУДИТ КАК СРЕДСТВО ОБЕСПЕЧЕНИЯ ЭКОНОМИЧЕСКОЙ БЕЗОПАСНОСТИ ПРЕДПРИЯТИЯ

Аннотация: Аудит экономической безопасности предприятия позволяет получить целостную и объективную картину всей информационной системы предприятия и ее отдельных бизнес-процессов, локализовать свойственные проблемы с целью создания эффективной и оптимальной программы развития организации.

Ключевые слова: экономическая безопасность предприятия, аудит, методы аудиторской проверки.

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AUDIT AS A MEANS OF ENSURING ECONOMIC SECURITY OF THE ENTERPRISE

Abstract: Audit of economic security of the enterprise allows to obtain a holistic and objective picture of the entire information system of the enterprise and its individual business processes, to localize the inherent problems in order to create an effective and optimal program for the development of the organization.

Keywords: economic security of the enterprise, audit, audit methods.

Стратегия аудита экономической безопасности предприятия включает непрерывную работу всех подразделений субъекта предпринимательской деятельности по проверке деловых партнеров,

анализа будущих сделок, экспертизе документов, выполнению правил работы с конфиденциальной информацией и т.д.

Аудит безопасности в этом случае выступает в роли контролера. Меры безопасности применяются в случае возникновения или реального осуществления любых угроз экономической безопасности предприятия.

Экономическая безопасность предприятия, по нашему мнению, должна иметь такие составляющие, как [1, С.112]:

- юридическое обеспечение безопасности деятельности предприятия;
- сохранение коммерческой тайны перспективных разработок и аудит организационной и финансово-хозяйственной деятельности;
- анализ экономической деятельности деловых партнеров.

Аудитор должен знать, что выявленные случаи мошенничества имеют негативные последствия в виде незаконного присвоения активов клиента-заказчика, а это, в свою очередь, ведет к ложному отображению данных в формах финансовой отчетности. Обязательства предотвращения и выявления фактов мошенничества и ошибок возлагается на руководство предприятия-заказчика, поэтому аудитор не может отвечать за совершение таких действий [2, С.56]. В процессе аудита у клиента-заказчика аудитор не может быть убежденным в том, что обнаружит существенные искажения финансовых отчетов. Решающим является:

1) риск необнаружения существенных искажений, вызванных мошенничеством, а не ошибкой;

2) риск необнаружения аудитором существенных искажений вследствие мошенничества управленческого персонала, а не работников.

Аудитор не может гарантировать, что аудит выявит существенные искажения от мошенничества или ошибки. Поэтому, если в будущем обнаружат существенные искажения финансовых отчетов в результате мошенничества или ошибки, то это само по себе не свидетельствует о:

- неполучение аудитором обоснованной уверенности;
- ненадлежащее планирование, выполнение или суждение;
- отсутствие профессиональной компетенции и должного внимания;
- несоответствие Международным стандартам аудита.

Предлагаемая форма записей наблюдений аудитора, включающая оценку вероятности своевременного выявления проверяемым персоналом потенциальных несоответствий, приведена в таблице 1.

Таблица 1 – Отчетность аудитора

№ п/п	Возможное событие	Вероятность выявления	Причины несоответствия	Возможны последствия	Тяжесть последствий	Рекомендации аудитора	
						По предупреждающим действиям	По повышению вероятности выявления несоответствий

Большая часть теневых оборотов возникает в результате фальсификации финансовой отчетности. В настоящее время все еще нет точной статистики о мошенничествах в финансовой отчетности и способах их обнаружения. Поэтому необходимо накапливать опыт и методику предотвращения злоупотреблений в бухгалтерской отчетности с помощью риск-ориентированного аудита.

Любое отступление субъектом от требований нормативных правовых актов к организации и порядку ведения бухгалтерского учета, а также к условиям хозяйственной деятельности в целом может стать причиной возникновения существенных искажений в финансовой отчетности. Такие отступления могут быть вызваны различными обстоятельствами: неэффективной системой внутреннего контроля, низким уровнем профессиональной компетентности, игнорированием принципов честности и объективности и т. д.

Аудит имеет огромное значение для обеспечения экономической безопасности организации, при этом необходимо отметить, что аудит может являться как действенным средством обеспечения экономической безопасности, так и угрозой безопасности организации.

Ситуации, в которых аудит становится угрозой безопасности могут быть абсолютно различные:

- проведение аудиторской проверки халатно и нечестной аудиторской организацией;
- значительное влияние на аудиторскую проверку и аудиторское заключение пожеланий и рекомендаций заказчика, даже если аудиторская компания добросовестна и в целом действует в соответствии с законодательством;
- несовпадение интересов представителей организации, обращающихся в аудиторскую организацию, и собственников (успешная аудиторская проверка закрепляет позиции исполнителей и бухгалтеров).

Отсюда следует, что внутренний аудит в системе экономической безопасности один из важнейших инструментов, особенно в кризисных ситуациях. Данный тезис подтверждается множественными показательными разорениями крупнейших мировых фирм, которые предоставляли прекрасную отчетность с аудиторскими заключениями о её достоверности от лучших аудиторских организаций. Аудит может быть использован для обеспечения экономической безопасности организации для выявления и нивелирования различных рисков.

Следовательно, аудит в сфере экономической безопасности является необходимым и эффективным в случаях существования экономических и финансовых проблем внутри организации [3, С.132]. В кризисных условиях экономической нестабильности, когда организации крайне сложно сохранять устойчивость и проблемы имеются у большинства, данная деятельность приобретает особую актуальность и распространение. Для осуществления проверок организациям необходимо обращаться к помощи аудиторских организаций и производить совершенствование внутреннего аудита, что в комплексе позволит повысить защищенность организации от внутренних и внешних угроз, а также нивелировать риски, возникающие в процессе экономической деятельности.

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ПОНЯТИЕ И СУЩНОСТЬ ПРЕСТУПЛЕНИЙ ПРОТИВ ПОЛОВОЙ НЕПРИКОСНОВЕННОСТИ И ПОЛОВОЙ СВОБОДЫ ЛИЧНОСТИ

Аннотация: в статье излагается общая характеристика преступлений против половой неприкосновенности и половой свободы личности по уголовному законодательству России.

Ключевые слова: половая неприкосновенность, половая свобода, половые отношения.

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THE CONCEPT AND ESSENCE OF CRIMES AGAINST SEXUAL INTEGRITY AND SEXUAL FREEDOM OF THE PERSON

Resume: The article describes the general characteristics of crimes against sexual inviolability and sexual freedom of the individual under the criminal law of Russia.

Key words: sexual integrity, sexual freedom, sexual relations.

В настоящее время проблема половых преступлений, изучение их сущности отражается во многих научных отраслях, прежде всего, в социологии, психологии, сексологии. Сексуальные отношения, как правило, регулируется нормами морали, нравственными нормами, лишь косвенно такие отношения регулируются нормами семейного законодательства посредством регулирования брачных отношений супругов. Что касается уголовного законодательства, то в нем лишь установлен запрет деяний, противоречащих правам человека и гражданина, а именно его свободе и неприкосновенности.

В уголовно-правовой науке такие понятия, как половая свобода и половая неприкосновенность взаимосвязанные, но не равнозначные понятия. Если под половой свободой понимается свобода сексуального поведения каждого человека, то половая неприкосновенность

подразумевает запрет на сексуальные отношения с несовершеннолетними и малолетними.

В настоящее время известно множество исследований, диссертаций, монографий относительно сущности и понятия половых преступлений в целом. Начиная с советского периода, когда только начинает формироваться законодательство об уголовной ответственности за преступления, начинают появляться споры о том, какие именно деяния называются половыми преступлениями. Огромное количество дискуссий по этому вопросу было среди дореволюционных исследователей, таких как Л.С. Белогриц-Котляревский, В.Д. Набоков, Н.А. Неклюдов, Н.Н. Розин и многих других. Дискуссия заключалась в том, что половые преступления рассматривались с двух подходов: широкого и ультраширокого.

Так, например, с точки зрения ультра широкого подхода, основоположником которого был Л.С. Белогриц-Котляревский, половые преступления включали не только те преступные деяния, которые затрагивали интересы и права конкретной личности в обществе, но и также такие преступления включали в себя общественную нравственность в половой сфере жизни, а также эти преступления включали в себя нарушения общепризнанных устоев брачных отношений, например, многоженство, прелюбодеяние, брак малолетних и других лиц, которым по тем или иным обстоятельствам было запрещено вступать в брак, посягательства на целомудрие женского пола, занятие проституцией, заражение различными венерическими заболеваниями, длительное сожительство мужчины и женщины без вступления в брак, изнасилование, половые отношения между близкими родственниками и ряд других.

Что касается широкого понимания сущности половых преступлений дореволюционными исследователями, то, как отмечали Н.Н. Розин, В.Д. Набоков и Н.А. Неклюдов, в группу таких преступных деяний, в отличие от ультраширокого понимания, не включаются посягательства на брачные отношения и их условия. Но вместе с тем, как отмечают исследователи, половые преступления затрагивают и брачно-семейные отношения, например, половые отношения родственников, вступление в брак с несколькими лицами, другими словами, это те деяния, которые нарушают форму брака. В остальном широкой и ультраширокий подход сходны в понимании сущности половых преступлений, что говорит о том, что в дореволюционный период сущность половых преступлений сводилась к тому, что данные деяния посягали не только на личные, но и на семейные интересы, а также на общественные интересы, поскольку в этот период существовала тесная связь между личным и общественным [1, с.84].

В период с 1917-1961 гг. продолжилось развитие широкого и ультраширокого подхода понимания сущности половых преступлений. В этот период объектом половых преступлений становится не только

личные, общественные или семейные интересы, но и также нормальное развитие половой жизни, права и блага личности. Как отмечают исследователи данного периода, важным на данном этапе стало выделение признака половых преступлений - их объективно сексуальный характер.

К половым же преступлениям в соответствии с УК РСФСР от 1960 года были отнесены: изнасилование, понуждение женщины к вступлению в половую связь, половое сношение с лицом, не достигшим половой зрелости, развратные действия и мужеложство.

Вместе с тем формируется мысль о том, что половые преступления являются посягательствами против личности, а не против уклада половых отношений. Период с 1960 года характеризуется узким пониманием сущности половых преступлений, обусловленных лишь теми преступными посягательствами, которые были внесены в уголовное законодательство данного периода. Существенно разграничились брачные отношения, регулируемые в основном семейным законодательством и половые отношения.

В этот же период в уголовно-правовой науке было сформулировано понятие половых преступлений А.П. Дьяченко, признаками которых были: прямой умысел, сексуальный характер, посягательство на социокультурный уклад ценностей в половой сфере.

Широко известно понятие, сформулированное А.В. Грошевым. Половые преступления, по мнению автора, - это посягательства на сложившийся в обществе уклад половых отношений, целью которых является удовлетворение сексуальных потребностей субъекта, совершение сексуальных действий, нарушающих половые интересы потерпевшего или нормальные для этого уклада половые отношения между лицами разного пола [2, с.43].

Аналогичное определение приводит и М.В. Гусарова добавляя ко всему прочему такой признак половых преступлений, как их сексуальный характер. Он также добавляет, в том числе и нарушение принципов половой нравственности [3, с.35].

Наиболее полное определение приводит В.Н. Китаева. Правовед указывает на то, что это такие общественно опасные деяния, запрещенные уголовным законодательством, которые посягают, прежде всего, на половую неприкосновенность несовершеннолетних лиц, в частности на их нормальное физическое развитие, психическое, но и также это те преступления, которые посягают на половую свободу взрослых лиц [5, с.522].

Н.В. Кадников отмечает, что половые преступления — это общественно опасные деяния, совершаемые субъектом умышленно, направленные против охраняемых уголовным законом благ человека в области половой сферы [4].

М.Н. Паршин определяет половые преступления как «деяния, совершенные с прямым умыслом, направленные на нарушение половой неприкосновенности и половой свободы личности, в том числе и направленные против физического, нравственного, полового развития малолетних лиц, создающие угрозу причинения вреда таковым» [6, с.21].

Говоря о сущности половых преступлений, П.И. Люблинский отмечает, что сущность таких преступлений не сводится исключительно к удовлетворению тех или иных сексуальных потребностей и желаний, но и также включают в себя элементы и других преступлений, например, оскорбления потерпевшего, шантаж, причинение различной степени тяжести здоровья, истязания, побои и многое другое, что в основном является составной частью половых преступлений, тем самым являющихся средством их совершения, способом, облегчающим совершение этих преступлений [7, с.43].

Проанализировав изложенные определения половых преступлений, можно выделить некоторые признаки, отличающие эти преступления от иных, в том числе и от преступлений, имеющих также сексуальный характер:

- сексуальная направленность. Сексуальная направленность может означать, прежде всего, нарушения психосексуальных ориентаций человека, проявляющиеся в необычной направленности полового влечения. Как правило, для таких преступлений характерно патологии сексуального поведения;

- физическая направленность. Преступления совершаются путем определенных телодвижений, например, половое сношение;

- элементами половых преступлений является половая свобода и половая неприкосновенность. Так, например, такое преступление, как вовлечение несовершеннолетнего в занятие проституции также имеет сексуальный характер, что обусловлено тем, что субъект вовлекает малолетнее лицо в сферу половых отношений или же такое преступление, как получение сексуальных услуг несовершеннолетнего. Различие указанных преступлений от половых заключается, прежде всего, в объекте посягательства, если для первых, как уже было сказано, это половая свобода и половая неприкосновенность, то для вторых объектом будет здоровье населения и общественная нравственность.

Также отличие в том, что во втором случае потерпевшее лицо вправе самостоятельно распоряжаться своими благами касательно половой свободы. Объект различен и в том, что материальное вознаграждение стимулирует лицо продолжать оказывать сексуальные услуги, а других лиц получать их, что повышает общественную опасность.

Однако, если действия происходят против воли потерпевшего, то независимо от того, компенсировал ли субъект преступления материально потерпевшему лицу вознаграждение или иные материальные блага, то

такое деяние будет считаться половым преступлением, предусмотренным главой 18 УК РФ.

Для некоторых из подобных преступлений половая неприкосновенность несовершеннолетних будет являться факультативом объектом, например, в таких статьях как 242.1, 242.2 УК РФ:

- направленность на удовлетворение сексуальных потребностей виновного или других лиц;

- умышленный характер. То есть совершаются лицом осознанно, лицо понимает значение и последствия своих действий;

- совершаются вопреки воли лица, в том числе и в тех случаях, когда лицо в силу своего малолетнего возраста, иных физических или психических особенностей не может понимать значение своих действий, оказывать сопротивление;

- нарушение нормального уклада сексуальных отношений, сложившегося в обществе. Понятие нормального уклада сексуальных отношений довольно неоднозначное. Никаким законодательным актом не регулируется сфера половых отношений между людьми, в основном такие отношения регулируются нормами нравственности, но не правовыми. Лишь косвенно такие отношения могут регулироваться нормами семейного права, регулируя между субъектами брачные и внебрачные отношения, при этом, не касаясь сексуальной сферы людей. Между тем и уголовное законодательство не может в полной мере регулировать половые отношения людей, оно содержит лишь признаки тех деяний, которые посягают и нарушают права личности в половой сфере.

Что же подразумевают исследователи под нормальным укладом сексуальных отношений? Так, Ю.А. Чугуева пишет о том, что признаками нормального уклада сексуальных отношений относятся те, что косвенно отражены в уголовном законодательстве, а именно [8, с.56]:

- достижение лицами определенного, установленного законодательством возраста, с которого лицо приобретает право на половую свободу и одновременно утрачивает половую неприкосновенность, которая относится к лицам, не достигшим 16 лет;

- осознание и понимание лицами социальной сущности половых отношений, сексуальных действий, возможных последствий от таких отношений и действий, например, различные половые заболевания, беременность женского пола и т.д.;

- половые отношения подразумевают то, что возникают они исключительно на добровольной основе, принуждение и понуждение для нормального уклада сексуальных отношений исключается.

Охрана нравственной чистоты семьи издавна была одним из важнейших приобретений культурного наследия. Под инцестом в сексологии и психологии понимается половое влечение к близкому родственнику. Такое влечение способствует, прежде всего, нарушению

нравственности и семейных ценностей, нарушение понятия и предназначения семьи как категории в обществе, а с медицинской точки зрения - способствует появлению различных половых заболеваний, психических, расстройств личности.

Таким образом, нормальный половой уклад — это результат культурного и нравственного развития всего общества в целом, это форма нравственности в половых отношениях.

Итак, можно сформулировать следующее определение половых преступление: половые преступления — это общественно опасные деяния, совершаемые субъектом умышленно, посягающие на охраняемые уголовным законом блага человека - половую свободу и половую неприкосновенность личности, а также действия, направленные против физического, нравственного, полового развития малолетних лиц, создающие угрозу причинения вреда таковым, а также причинившие вред такими действиями.

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ВАЖНОСТЬ ВНЕДРЕНИЯ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ПЕРЕВОЗКИ ГРУЗОВ

Аннотация. В статье анализируется Важность внедрения инновационная технология при перевозке грузов в Наманганской области и их эффективное использование на практике. Анализируются вопросы перевозным грузов транспортом региона.

Ключевые слова: перевозка грузов, транспорт, поток грузов, транспортный поток.

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IMPORTANCE OF INTRODUCING INNOVATIVE TECHNOLOGY AND TRANSPORTATION OF GOODS

Abstracts. The article analyzes the Importance of introducing innovative technology in the transportation of goods in the Namangan region and their effective use in practice. The issues of transportation of goods by the transport of the region are analyzed.

Keywords: transportation of goods, transport, flow of goods, traffic flow.

Перевозка пассажиров и грузов играет огромную роль в росте и развитии экономики государства. С целью максимального удовлетворения транспортных потребностей при минимальных затратах всех видов транспорта для применение инновационных технологий сегодня люди и товары могут перемещаться быстрее и зачастую дешевле, чем когда-либо раньше. Год за год увеличивает застреват в дорожных пробках городские автомобили, автобусы и грузовики [1,2,3].

Развитие современной перевозочного инфраструктура важна для укрепления экономики государства. Анализ перевозимых грузов автотранспортом в Наманганской области показывают, что во всех видах транспорта преобладал автомобильный транспорт (867,7 млн тонн). Трубопроводным транспортом перелито 52,4 млн тонн нефти и газа, железнодорожным транспортом перевезено 52,3 млн тонн грузов. Наименьший показатель по грузоперевозкам зафиксирован на воздушном транспорте 8,0 тонн. 89,2 % всего объема грузоперевозок приходится на автомобильный транспорт, доля других видов транспорта соответствует 10,8 % [4,5,6,7].

В январе-марте 2020 года по сравнению с аналогичным периодом прошлого года произошло увеличение объема грузооборота на 94,4 млн т-км всеми видами транспорта. В основном это произошло за счет автомобильного транспорта, объем грузооборота которого увеличился на 134,6 млн т-км [8,9]. Доля воздушного транспорта в общем грузообороте была относительно незначительной (0,1%), объем грузооборота составил 20,3 млн (тонн-км), наблюдалось снижение на 5,4% по сравнению с соответствующим периодом 2019 года [10]. Кроме того, объем грузооборота железнодорожного транспорта составил 5500,5 млн т-км, наблюдается увеличение на 114,4 млн т-км или 2,1 % по сравнению с соответствующим периодом предыдущего года [10,11].

Автомобильный транспорт лидирует по видам транспорта.

Таблица 1

Услуги грузоперевозок в Наманганской области в январе-декабре 2021-2022 года [10,11]

Автотранспорт				
Годы	Перевозимые грузы, тыс. тонн	Темп роста, в %	Перевозимые грузы, тыс. тонн	Темп роста, в %
2021	28976,2	110,3	64432,9	106,9
2022	14044,6	108,2	64432,9	103,5

В январе-декабре 2021 года общий объем грузоперевозок железнодорожным, воздушным, автомобильным транспортом составил 1,45 млрд тонн (110,3 процента к предыдущему году), грузооборот – 42,7 млрд тонн/км (106,5 процента).

Таблица 2

Информация о планируемом экспорте в 2023-2024 гг.

Прогноз на 2023 год		Перевезено грузов на экспорт, тонн	Прогноз на 2024 год		Перевезено грузов на экспорт, тонн
Груз, тыс.т	Темп роста, в %		План, тыс. долл.	Темп роста, в %	
8850	1,1	64704	9160	1,35	66970

Следует отметить, что за 2017 год международные грузоперевозки составили 32,2 млн тонн международных грузов, а к 2020 году этот показатель составил 47,1 млн тонн, в том числе объем международных грузоперевозок в 2020 году увеличился на 167% по сравнению с 2017 годом [10].

Экспорт товаров увеличился на 183%, импорт товаров на 197% и транзитных товаров на 108% за 4 года. При этом международные импортные грузоперевозки в Наманганской области в 2021 году составляют 325,8 млн тонн, а экспортные грузоперевозки – 325,8 млн тонн. Видно, что экспортно-импортные международные грузоперевозки в будущем вырастут на 135%.

Известно, что транспорт является третьей по значимости отраслью мировых сетей материального производства. В отличие от промышленного и сельскохозяйственного секторов, он не производит никакой продукции, но играет очень важную роль в развитии производства. В настоящее время Узбекистан обладает огромным транспортным потенциалом и уникальными возможностями для удовлетворения потребностей страны по всем направлениям и всеми видами транспорта. В транспортной сфере было задействовано около 15,2 тыс. предприятий и организаций, их количество увеличилось на 2,2 тыс. единиц по сравнению с аналогичным периодом прошлого года, прирост составил 16,6% [11,12].

Усовершенствовании перевозочного процесса при применении методов компьютерного моделирования и математические методы имеет огромную значимость. Закрепление потребителей за перевозчиками, распределение автомобилей за маршрутами и другие задачи решаются успешно при помощи данных методов на грузовых перевозках [13]. Комплексный подход к организации и планированию перевозок требует достижения минимальных затрат во всей системе и отдельных элементах транспортного обслуживания. Решение этой проблемы невозможно без

замены существующих технологий и методов организации перевозок современными.

В период пандемии 2019-2021 годов объем внешнеторгового оборота республики снизился. Общее снижение экономической активности из-за пандемии коронавируса частично было связано со снижением товарооборота со странами Центральной Азии в 2020 г. на 5,4% по сравнению с 2019 г., однако доля стран Центральной Азии в общем товарообороте Узбекистана увеличилась с 12,4% до 13,6%. В 2020 году общий объем грузов достигнет 1,3 млрд. тонн (104,6 процента к прошлому году), грузооборот составил 40,1 миллиарда долларов. т/км (101,8%) [10].

Таким образом, системное внедрение и использование разрабатываемых инновационных технологий и устройств, позволяет достичь поставленных целей производственной компании тоже. Необходимо учитывать разновидность транспорта используемым технологическим процессом перевозки при движении в городе.

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ВЛИЯНИЕ ВЕРТИКАЛЬНОЙ НАГРУЗКИ И ДАВЛЕНИЯ В ШИНАХ НА УПЛОТНЕНИЕ ПОЧВЫ

Аннотация. В статье приведены результаты экспериментальных исследований шин, оказывающих влияние на снижение уплотнения почвы. Исследованы влияние вертикальной нагрузки и давления в шинах на уплотнение почвы, в зависимости от ее параметров.

Ключевые слова: давление, нагрузка, уплотнение, трактор, шина, почва, хлопководство.

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INFLUENCE OF VERTICAL LOAD AND TIRE PRESSURE ON SOIL COMPACTION

Abstract. The article presents the results of experimental studies of tires affecting the reduction of soil compaction. The effect of vertical load and tire pressure on soil compaction was studied, depending on its parameters.

Key words: pressure, load, compaction, tractor, tire, soil, cotton growing.

В сельскохозяйственном производстве республики проводятся широкомасштабные мероприятия по уменьшению затрат труда и энергии [1,2], сбережению ресурсов при возделывании сельскохозяйственных культур на основе передовых технологий и разработке путей снижения уплотнения почв [3,4,5], где будут возделываться сельскохозяйственные культуры, под воздействием колес при использовании

высокопроизводительных агрегатов [6,7,8]. Для дальнейшего развития Республики Узбекистан предусматриваются задачи, в частности, «... дальнейшее улучшение мелиоративного состояния орошаемых земель, развитие сети мелиоративных и ирригационных объектов, широкое внедрение в сельскохозяйственное производство интенсивных методов, прежде всего современных водо- и ресурсосберегающих агротехнологий, использование высокопроизводительной сельскохозяйственной техники». При выполнении этих задач, одним из важных вопросов является выбор типа шин колес перспективного четырехколесного пропашного трактора для хлопководства страны, соответствующего экологическим и агротехническим требованиям, снижение влияния на уплотнение почвы колес пропашных тракторов, определение норм давлений на почву ходовых частей МТА, не оказывающих отрицательное влияние на урожайность сельскохозяйственных культур [9,10,11,12].

Целью исследования является выбор оптимальных шин к хлопководческому трактору и снижение уплотнение почвы на основе исследования воздействия их на нее.

В лабораторно-полевых опытах установлено, что максимальное давление, оказываемое шинами на передние и задние колеса тракторов, используемых между рядами сельскохозяйственных культур, зависит от их внутренних давлений воздуха и соответствующих им нагрузок, по результатам которых построены графические связи. (рис. 1).

При этом направляющие колеса трактора ТТЗ 1030 9,00-16; 12-16, а ведущие колеса комплектуются шинами 15,5-38, 16,9R38 (Ф-52 Белшина), 18,4R38 и агрегируются с различными сельскохозяйственными машинами. По результатам испытаний, проведенных на ОКТИЦДМ, характеристики агрегатов при нагружении представлены в табл. 1 [4,10]. Вертикальные линии А, Б, В, Г, Д, И на рис. 4.18 (а и б) трактор ТТЗ 1030 и навесной плуг ПН-4-30, роторный культиватор Циркон 7/250, ГН-2,8 соответственно представляет вертикальная нагрузка, приходящаяся на одно ведущее колесо в агрегатах, состоящих из грейдерного отвала, канального копателя-планировщика КБН-0,35, хлопковой сеялки СМХ-4-04-01, мотыгу МВХ-5,4, опрыскивателей штанговых ВМ-600 (табл. 1).

1-таблица

**Массы агрегатов, составленных на базе трактора ТТЗ 1030
(в транспортном состоянии)**

Условное обозначение	Агрегат	Эксплуатационная масса, кг		Нагрузка, приходящаяся на колеса, Н	
		Агрегат	с.х. машина	Передняя мост	Ведущий мост
А	ТТЗ1030 + навесной плуг ПН-4-30	4988	345	15637,1	33295

Б	ТТЗ1030 + ротационный культиватор Циркон 7/250Ф. «ЛЕМКЕН»	5740	1130	10928,3	45381
В	ТТЗ1030 + грейдерный нож ГН-2,8	5070	436	14793,5	34942
Г	ТТЗ1030 + канавокопатель-выравниватель КБН-0,35 1 канавокопатель 2 выравниватель	4820 4856	300 400	17050 16628	30234 31001
Д	ТТЗ1030 + пневматическая модульная хлопковая сеялка СМХ-4-04-01	5345	610	13675,6	38759
Е	ТТЗ1030 + хлопковая мотига МВХ-5,4	5102	432	15205,5	34845
Ж	ТТЗ1030 + КХО-3,6	5861	1180	9810,0	47686
И	ТТЗ1030 + штанговый опрыскиватель ВМ-600	5592	315	11958,4	42899

Примечание: нагрузка на оси трактора равна сумме нагрузки на правое и левое колеса.

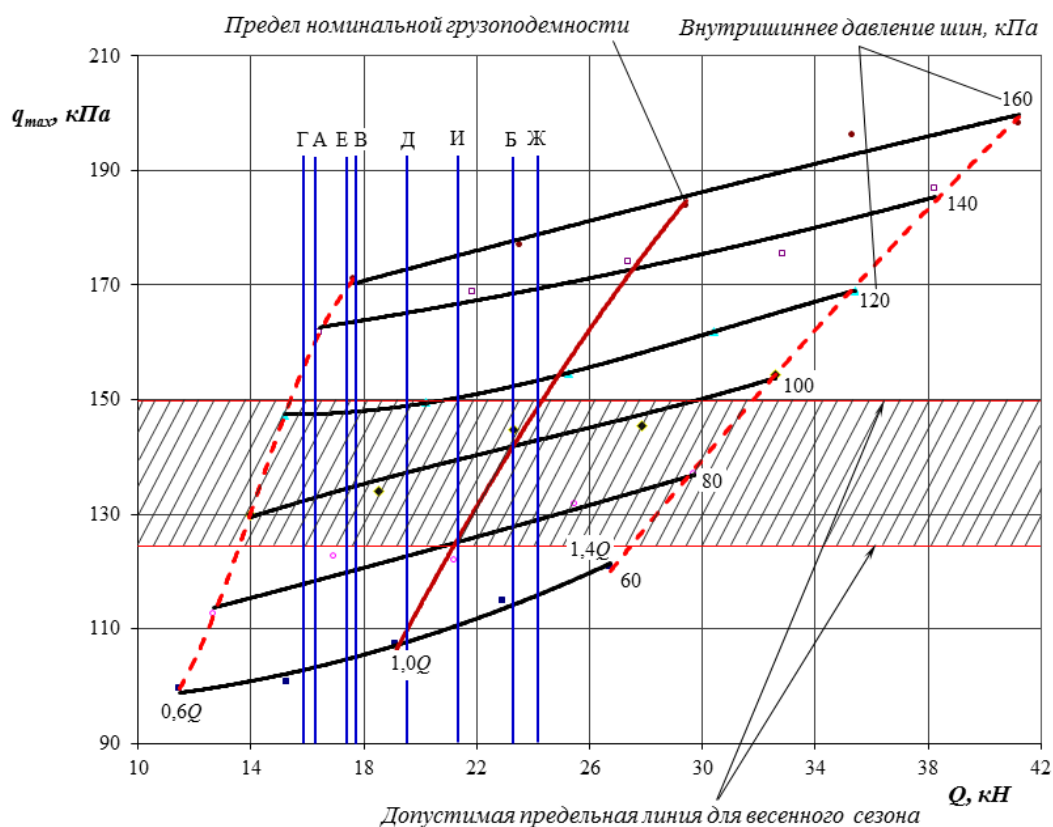


Рис.3. Изменение максимальных давлений q_{max} на почву шины 18,4R38 в зависимости от вертикальной нагрузки (Q) при различных внутренних давлениях

Графики построены для давления в шинах на 0,6 и 1,4 выше номинальной нагрузки $1,0Q$ и для внутреннего давления от минимального

60 кПа до максимального 160 кПа. Здесь график, построенный для внутреннего давления воздуха 100 кПа ПН-4-30, MBX-5,4, СМХ-4-04-01, ВМ-600, Циркон 7/250 и КХО-3,6 (А, Г, В, Д, Б, Г, И, К – вертикальные линии) агрегаты, образованные штриховым графиком кривой 1,0Q, пересекаемой при номинальных значениях нагрузки 16,6; 15,2; 19,4; 21,4; Точки 22.6 и 23.8 находятся в предельной зоне (125–150 кПа) и ниже допустимого давления на грунт, что обеспечивает требования по давлению грунта и норме нагрузки (табл. 1). При значении внутреннего давления воздуха более 120 кПа данная шина не соответствует требованиям нормы допустимой нагрузки по ГОСТ 7463-2003 в агрегатах, входящих в состав вышеуказанных сельскохозяйственных машин.

На графиках рис. 1 максимальное давление на почву шины 18,4R38 при допустимом минимальном внутреннем давлении воздуха (60 кПа) составило 107,3 кПа, а при максимальном значении (160 кПа) - 183,8 кПа. При внутреннем давлении воздуха в шине 18,4R38 120 кПа и более максимально допустимое давление на почву в 1,23 раза, а номинальная нагрузка больше в 1,17 раза. При сравнении с шиной 16,9R38 установлено [4,10], что соответствующая грузоподъемность шины 18,4R38 при максимально допустимом внутреннем давлении воздуха ниже в 1,16 раза, а давления грунта выше в 1,01 раза.

Внутреннее давление воздуха шины 18,4R38 меньше 150 кПа, выбранной для ведущих колес четырехколесного хлопкоуборочного трактора, позволяет уменьшить плотность почвы на 0,06 г/см³ и глубину колеи на 28%.

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ИНФОРМАЦИОННЫЕ И КОММУНИКАТИВНЫЕ ТЕХНОЛОГИИ

УДК 681.518.5

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МАТЕМАТИЧЕСКОЕ, АЛГОРИТМИЧЕСКОЕ И ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ СОЗДАНИЯ СИСТЕМЫ РОБОТА-АНАЛИЗАТОРА В ВИДЕОТЕХНОЛОГИЯХ

Аннотация: В данной статье представлена полная информация о проблемах создания системы робота-анализатора глаза, предложенной автором, создания практического программного комплекса для методов идентификации (распознавания) на основе информации, полученной с помощью видео технологий.

Ключевые слова: анализатор, идентификация, программное обеспечение, компонент, пиксель, видео технология.

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MATHEMATICAL, ALGORITHMIC AND SOFTWARE FOR CREATING A ROBOT-ANALYZER SYSTEM IN VIDEO TECHNOLOGIES

Abstract: This article provides complete information about the problems of creating a robotic eye analyzer system proposed by the author, creating a practical software package for identification (recognition) methods based on information obtained using video technologies.

Keywords: analyzer, identification, software, component, pixel, video technology.

Целью системы анализатора глаза робота (биометрической системы) является создание набора критериев, алгоритма и программного обеспечения для идентификации (распознавания) сходных изображений

путем сравнения изображения разыскиваемого человека с изображениями в базе данных.

В настоящее время существуют программы обработки данных видеоизображения, формирования набора информативных символов, идентификации неизвестного разыскиваемого изображения, и они эффективно используются для решения задач человечества во многих областях. Несмотря на то, что существует множество программных средств, формирующих набор информативных признаков при распознавании изображений и находящих «свой» класс неизвестных (искомых) изображений, из-за низкого уровня точности проблема комплексного программирования системы не стоит. еще полностью решена.

Известно, что развитие информационных и коммуникационных технологий и теоретической части науки, в результате которого создание различных новых моделей явлений или процессов снимает часть существовавших ранее проблем, а экономические или иные ограничения создают новые проблемы их собственный.

На основании выше изложенной информации можно без колебаний сказать, что проблема создания программного обеспечения для точного анализа данных, полученных от новых видеотехнологий, с учетом всех возможностей и ограничений, не утратила своей актуальности.

В настоящее время существует множество различных систем видеонаблюдения, одним из таких методов является цифровая обработка видеоизображений, создаваемых роботизированной системой-анализатором глаза.

Различия между этими системами можно объяснить разными условиями контроля, уровнем надежности, степенью автоматизации и т.д. Другими словами, задача видеонаблюдения является проблемно-ориентированной, поэтому архитектура и методы, реализованные в системе, зависят от особенностей задачи наблюдения. С учетом этого рассмотрены подходы, используемые для обработки визуальных данных, полученных при построении автоматизированной системы видеонаблюдения.

Основные методы, используемые в системах видеонаблюдения, называются методами предварительной обработки или методами улучшения.

Это можно объяснить тем, что регистрируемые системой изображения не всегда характеризуются высоким качеством зрительного восприятия. Системы видеонаблюдения работают в различных погодных условиях, а также не только днем, но и в темное время суток.

Ниже приведены несколько различных методов, используемых в системах видеонаблюдения.

Контрастное усиление. Низкая контрастность- один из самых распространенных дефектов фотографического и телевизионного изображения. Причины могут быть самыми разными – некачественное оборудование, внешние условия и т.д. Что касается систем видеонаблюдения, то в этом случае достаточно высокое качество регистрируемых изображений объясняется условиями съемки (погодные условия, темное время суток).

Программное обеспечение метода локального усиления контраста приведено ниже:

Сначала извлекается исходное изображение.

```
L=imread('1.bmp');
```

```
figure, imshow(L); title('исходное изображение');
```

Поскольку исходное изображение имеет три компонента цвета, при реализации метода каждый компонент цвета обрабатывается отдельно.

Обработка R-цветовой составляющей исходного изображения:

```
L_R =L(:,:,1); figure, imshow(L_R); title('Компонент R-цвета  
исходного изображения'); L_R=im2double(L_R);
```

Обработка G -цветовой составляющей исходного изображения:

```
L_G =L(:,:,2); figure, imshow(L_G); title('Компонент G -цвета  
исходного изображения')) L_G=im2double(L_G);
```

```
ontr=conv2(L_G,h);
```

```
L_G_contr=im2uint8(L_G_contr);
```

```
figure, imshow(L_G_contr); title
```

```
(компонента G-цвета исходного изображения после контраста');
```

Обработка B -цветовой составляющей исходного изображения:

```
L_B=L(:,:,3); figure, imshow(L_B); title('Компонент B -цвета  
исходного изображения'); L_B=im2double(L_B);
```

Восстанавливаем полученное цветное изображение из трех цветовых составляющих.

```
L(:,:,1)=L_R_contr;
```

```
L(:,:,2)=L_G_contr;
```

```
L(:,:,3)=L_B_contr;
```

```
figure, imshow(L); title('Исходное изображение после контраста')
```

```
L=imread('3.bmp');
```

```
figure, imshow(L); title('Исходное изображение');
```

```
k=.25;
```

```
L_R=L(:,:,1);
```

```
figure, imshow(L_R);
```

Компонент R-цвета исходного изображения

```
L_R=im2double(L_R);
```

```
Lmin=min(min(L_R));
```

```
Lmax=max(max(L_R));
```

```
L_R_stretch=((L_R-Lmin)./(Lmax-Lmin)).^k;
```



```
L_R_stretch1=medfilt2(L_R_stretch);
L_R_stretch1=im2uint8(L_R_stretch1)
figure,imshow(L_R_stretch);    title('R-цвет    после    коррекции
динамического диапазона')
```

Изображение, полученное после коррекции динамического диапазона, показывает наличие импульсной шумовой составляющей. Желательно удалить его с помощью медианной фильтрации. То же самое проделывается со всеми цветовыми компонентами изображения.

```
L=imread('3_1.jpg');
figure,imshow(L);title('исходного изображения ');
k=.25;
L_B=L(:,:,3);
figure,imshow(L_B);    title('Компонент    В-цвета    исходного
изображения');
L_B=im2double(L_B);
Lmin=min(min(L_B));
Lmax=max(max(L_B));
L_B_stretch=((L_B-Lmin)./(Lmax-Lmin)).^k;
L_B_stretch1=medfilt2(L_B_stretch);
L_B_stretch1=im2uint8(L_B_stretch1);
figure,imshow(L_B_stretch);    title('В-цвет    после    коррекции
динамического диапазона');
```

Коррекция динамического диапазона. Еще один способ улучшить изображение - скорректировать динамический диапазон интенсивности элемента изображения. Как известно, изображения с ограниченным динамическим диапазоном получаются при слабом освещении. Поэтому очень важно использовать метод коррекции динамического диапазона в системах видеонаблюдения, ведь система должна работать как днем, так и в темное время суток.

Чтение исходного изображения

Изображение, полученное после коррекции динамического диапазона, показывает наличие импульсной шумовой составляющей. Желательно удалить его с помощью медианной фильтрации. То же самое проделывается со всеми цветовыми компонентами изображения.

Изображения с искусственно отраженными границами часто воспринимаются визуально лучше, чем фотометрически совершенные продукты.

Выровняйте гистограмму. Изображения, создаваемые системой видеонаблюдения, часто бывают слишком темными или слишком яркими. Это можно объяснить тем, что изображения могут формироваться в разное время суток и при разных погодных условиях. Выравнивание гистограммы можно использовать для улучшения визуального качества таких изображений. Представлен один из вариантов его реализации

Таким образом, был рассмотрен набор методов улучшения изображения, которые можно использовать при построении автоматизированной системы видеонаблюдения. В основном методы улучшения были направлены на исправление динамического диапазона изображений, а также устранение шумов. Как было сказано выше, эти недостатки изображения можно объяснить ночным освещением и погодными условиями.

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МАТЕМАТИЧЕСКАЯ МОДЕЛЬ УПРАВЛЕНИЯ ЯРКОСТЬЮ ИЗОБРАЖЕНИЯ ЛИЦА ЧЕЛОВЕКА НА ВИДЕОИЗОБРАЖЕНИИ

Аннотация. В данной статье представлена полная информация о проблемах создания системы робота-анализатора глаза, предложенной автором, создания практического программного комплекса для методов идентификации (распознавания) на основе информации, полученной с помощью видео технологий.

Ключевые слова: анализатор, идентификация, программное обеспечение, компонент, пиксель, видео технология.

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MATHEMATICAL, ALGORITHMIC AND SOFTWARE FOR CREATING A ROBOT-ANALYZER SYSTEM IN VIDEO TECHNOLOGIES

Abstract. This article provides complete information about the problems of creating a robotic eye analyzer system proposed by the author, creating a practical software package for identification (recognition) methods based on information obtained using video technologies.

Keywords: analyzer, identification, software, component, pixel, video technology.

Часто возникает необходимость получить изображения с определенным значением средней интенсивности пикселей.

Среднее арифметическое значение интенсивности пикселей изображения рассчитывается следующим образом:

$$A_v = \text{mean}(L) = \sum_{i,j} L_{ij} .(1.1)$$

Если значение A_v равно K , значения интенсивности пикселей также должны каким-то образом измениться:

$$K = \sum_{i,j} F(L_{ij}) .(1.2)$$

$$F(L_{ij}) = \left(\frac{L_{ij} - L_{\min}}{L_{\max} - L_{\min}} \right)^{\alpha} \quad (1.3)$$

Если выбрана функция преобразования, она рассчитывается следующим образом:

$$K = \sum_{i,j} F(L_{ij}) = \left(\frac{L_{ij} - L_{\min}}{L_{\max} - L_{\min}} \right)^{\alpha} \quad (1.4)$$

Как видно из последнего выражения, при выборе искомого значения α среднее арифметическое интенсивностей пикселей изображения

Можно гарантировать, что L принимает фиксированное значение K .

На практике этот метод может быть реализован следующим образом. Во-первых, необходимо установить соотношение $K = f(a)$. Кроме того, необходимо выполнить преобразование исходного изображения, зная, какое значение a соответствует заданному уровню K . Пример реализации программы метода приведен ниже.

Сначала просматриваются некоторые исходные изображения.

```
I = imread('3.bmp');
```

Например, требуется полуцветное изображение, поэтому, если исходное изображение цветное, то следует выбрать один компонент цвета.

```
I=imread('3_1.jpg');
```

```
I=double(I(:,:,1));
```

```
%figure, imshow(I/255);
```

```
R = 0.5
```

```
a=[0:.01:3];
```

```
for i=1:length(a)
```

```
    K(i)=sum(sum(((I-10)./(300)).^a(i)))/(30000);
```

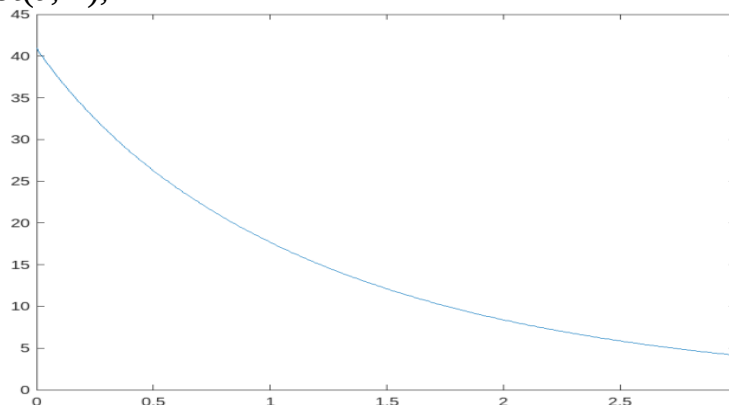
```
    if abs(K(i)-R)<.01;
```

```
        st=a(i);
```

```
    end;
```

```
end;
```

```
figure,plot(a,K);
```



Картина-1. График значения параметра a для среднего арифметического значения яркостей изображения, равного K

По графику можно определить, какое значение должен принимать параметр a , чтобы среднее арифметическое значение интенсивностей изображения было равно K . После этого выполняются преобразования изображения с выбранным значением.



Картина-2. Среднее арифметическое значение интенсивности пикселей равно $K = 0,3$.

Картина-3. Среднее арифметическое значение интенсивности пикселей равно $K = 0,5$.



Картина-4. Среднее арифметическое значение интенсивности пикселей равно $K = 0,7$.

Важно определить значения яркости пикселей для разных ситуаций. При их уменьшении или увеличении значения матрицы пикселей, равные 0, будут увеличиваться в процессе идентификации изображения лица с использованием коэффициента корреляции. Это приводит к невозможности найти похожие изображения. То есть задача, которую предстоит решить в диссертационной работе, состоит в том, чтобы сделать снимок, сделанный ночью, похожим на снимок, сделанный при свете, и наоборот. Поэтому была разработана таблица определения яркости изображения для разных условий (днем и ночью).

Как видно из этой таблицы, яркость изображения должна быть равна $K=0,3$ на расстоянии съемки 2 метра днем. Количество элементов изображения, равное 1, равно 90, а количество элементов, равное 0, равно 10. Ночью яркость изображения должна быть равна $K = 0,4$. Количество

элементов изображения, равное 1, равно 85, а количество элементов, равное 0, равно 15.

В следующей таблице перечислены его значения:

Определение яркости изображения для различных условий (днем и ночью). таблица

№	Дальности изображения (метр)	днем	Распределение значений матрицы изображения (%)	ночь	Распределение значений матрицы изображения (%)
1	2	0.3	90/10	0.4	85/15
2	4	0.3	78/18	0.5	72/28
3	6	0.4	75/25	0.8	68/32
4	8	0.7	71/39	0.9	65/35

Тасвирга олиш масофаси ортган сари тасвир ёрқинлигини ошириб бориш керак экан. Хулоса қилдиган бўлса, қанчалик яқин масофадан расмга олинса, таниб олиш сифати ортар экан.

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