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MODERN PROBLEMS OF OBSTETRICS AND GYNECOLOGY

Annotation: Scientific and technological progress, which has affected all aspects of society, has had an impact on medicine. Under her control were the processes of human reproduction (the emergence, preservation and termination of pregnancy), the course of embryonic and fetal development.

Key words: bioethics, obstetrics and gynecology, medicine.

At the end of the XX - beginning of the XI century. there is a clear trend of absorption of the philosophy of biology and medicine by bioethics (biomedical ethics). This is quite an understandable process, since bioethics is a relatively new direction, and excessive hopes are always associated with every innovation, and only with time a more balanced attitude to the new direction is achieved, which is gradually assimilated by culture and finds its niche in it, delineating the boundaries of possibilities and limitations.

Ethics has always been ontological - in the sense that many purely ethical problems required addressing some form of ontological questions. For example, the assessment of the subject's sanity when committing a particular offense required criteria of sanity, which inevitably affected issues of biology, neurophysiology, psychology, etc., i.e. purely psychological aspects. In bioethics, especially the connection of axiological and ontological moments comes to the fore, a tradition of a kind of onto-axiology is being formed, i.e. the image of axiology, essentially rooted in various kinds of ontological - biological, medical, social - problems.

At the same time, a significant disadvantage of bioethics, as it is becoming increasingly obvious, is attempts to solve complex transdisciplinary problems without developing a new deeper ontology, but constantly limiting themselves to a conventional approach, i.e. the results of some agreement, compromise between representatives of different disciplines and strata of society. Such a line can be called the conventionalization of ontology.

As a result, an important and correct trend of movement towards ontological-axiological synthesis begins to connect more and more with the conventionalization of ontology and ultimately leads to atrophy in bioethical research of issues of ontology, epistemology and logic. A certain technology of

socio-cultural communication comes to the fore, by means of which they hope to solve all the metaphysical issues of the phenomenon of life. But it doesn't happen that way. If there is no Kant, no community of philosophy teachers and their communication will solve the problems of criticism of pure reason. In other words, it is necessary to develop the ontological and epistemological problems of philosophy, biology and medicine independently within the framework of full-fledged scientific research, and such research cannot be replaced by any communications of those subjects who are not directly engaged in these problems.

Biophilosophy can be understood not just as the philosophy of biology, but as a branch of philosophy that puts the phenomenon of life in the center of its attention, considering life as a universal ontological state that necessarily arises in being. There is a real opportunity in the treatment of male and female infertility, prenatal diagnosis of congenital malformations and hereditary diseases, saving the lives of previously doomed children.

Contrary to expectations, new technologies that have emerged on the basis of biology and genetics, biochemistry and physics are not always perceived unambiguously by society, they cause not only admiration, but also stubborn opposition, since they do not fit into traditional ideas. Nevertheless, the expediency of using new technologies can be determined by such concepts as need, efficiency, risk, cost, morality and law.

Factors of bioethics development:

1. Rapid development of fundamental sciences in the second half of the XX century. The biggest event of the late 1990s was the decoding of the structure of the human genome. There were subsidiary sciences: genomics and proteomics. Cytology has achieved great success. It is enough to mention the discovery of the receptor apparatus, the deciphering of the structure of the cytoplasmic membrane, the phenomenon, etc. In immunology, the mechanisms of cellular cooperation, the role of cytokines, the mechanism of apoptosis, etc. have been deciphered.

2. Rapid, sometimes aggressive introduction of new theoretical discoveries into medical practice. Methods of artificial fertilization, the use of so-called surrogate mothers have been created and widely spread. Particular attention was drawn to the success in cloning warm-blooded, by transferring the nucleus of a somatic cell into an egg cell devoid of a nucleus, followed by carrying a fetus by a surrogate mother.

3. Unpredictability, or uncertainty, of the consequences of the widespread use of medical achievements. Today it is difficult to foresee what social shifts tissue cloning will lead to, which in the future will probably be available only to rich people.

4. Tragedies of humanity that occurred as a result of ignoring or underestimating the principles of humanity, ethics, morality and law in medicine.

The main principles of the European Convention on Bioethics are the autonomy of the individual; the priority of the patient's interests over the interests of science and society. It is extremely important to provide all citizens with decent medical care, regardless of their property status. The problem of informed consent is considered in detail. The main ethical positions related to organ and tissue transplantation, genetics, and research on embryos are determined.

The convention omits such acute problems as abortion, human cloning, etc. due to the fact that some of them, in principle, do not have a satisfactory solution (in particular, abortions), while others, such as, for example, genetic identification of the entire population with the creation of a single data bank, require public discussion and decision-making.

Domestic and foreign practice has shown that any measures restricting the possibility of legal abortion lead to an increase in criminal abortions with all the ensuing consequences. At the same time, the practice of reasonable regulation of abortion in late terms always gives positive results.

Assisted reproductive technologies (ART) are developing so rapidly that in a little more than two decades, humanity has gone from the inevitability of the divine curse - infertility to almost completely taking over the sacrament of human conception. More than a million children conceived in vitro have already been born, in some countries three or four out of every hundred newborns were conceived as a result of the use of ART. But today ART is not only a way to overcome infertility, it is a basic technology for the prevention of hereditary and chromosomal diseases, cloning, etc. promising areas of biology and medicine.

Cloning is the transfer of embryonic and somatic cell nuclei into enucleated oocytes. The cell obtained by electrofusion was called the "reconstructed oocyte". It has been shown that the potency for the development of an oocyte formed from an embryonic donor cell is 20 times higher than that of a somatic one. It also turned out that the younger the cell, the better it is cloned, in other words, the potential for cloning decreases as the body ages: embryonic cells are best cloned, then fetal, newborn cells, and only then an adult.

Transgenesis involves transferring the DNA of one animal into the adult organism of another, resulting in animals with new properties. Already today, bioreactor pets have been obtained, the milk of which contains medical preparations. Obtaining these drugs from the milk of transgenic animals is much easier and cheaper than using synthetic, bacterial or cultural bioreactors. However, the efficiency of transgenesis is still very low today - less than 1% of animals can be made transgenic. For this reason, the subsequent cloning of such animals can be considered a way out.

Embryonic stem cells (ESCs) are another aspect of cloning. The pluripotency of embryonic cells, that is, their ability to develop into any cells of the body and replace any damaged differentiated cells, made the idea of their use

for therapeutic purposes invaluable. However, it is possible to obtain a sufficient number of ESCs only by cloning. Of practical interest is the cloning of a somatic, that is, a differentiated cell with known properties. Currently, clones have been obtained from somatic cells of sheep, calves, pigs, mice, etc.

Thus, ART has become not only a method of infertility treatment, but also a supplier of material for the implementation of truly fantastic biotechnologies, such as cloning, transgenesis or ESC therapy.

Information about artificial insemination and embryo implantation, as well as about the identity of the donor, is a medical secret. A woman has the right to information about the procedure of artificial insemination and embryo implantation, about the medical and legal aspects of its consequences, about the data of a medical and genetic examination, external data and the nationality of the donor provided by the doctor performing the medical intervention. In vitro fertilization is an expensive procedure. Most patients have to experience quite severe psychological trauma due to the lack of the desired result. Negative emotions associated with the collapse of hopes naturally generate dissatisfaction. In reproductive medicine, only the quality of the procedure itself can be discussed and guaranteed.

The considered aspects of the fruitful interaction of biophilosophy and bioethics in its various forms, indicate in our opinion that it is located in the frontier zone - the unfolding of the movement every time anew on the path of the beginning of philosophizing - every time a unique, but recognizable and desirable route for self-knowledge. "Philosophizing is the personal life basis of philosophy. It grows out of a fundamental philosophical mood." Every person feels the need for philosophizing to the extent that he is gripped by a philosophical mood of surprise, longing, horror, love, admiration, awe, doubt, despair.

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THE CONCEPTS OF LANDSCAPE URBANISM AND THEIR SIGNIFICANCE IN THE DESIGN OF THE URBAN ARCHITECTURAL ENVIRONMENT

Annotation: A new approach to the design of urban spaces is Landscape Urbanism, where landscape replaces architecture as the main building element. In the article the main principles of the territorial organization of urban planning on an urban-ecological basis are studied and characterized.

Keywords: principles, urboecology, urbanization, landscape design, urban architecture, hierarchical systems, buffer zones.

Cities at all times were considered the face of civilization and generally reflected its development. In the classical sense, a city is a compact settlement of people, whose inhabitants are mainly employed in industry, construction, services, management, science, culture, education, healthcare and other sectors of the economy that require a concentration of production assets. Cities occupy only 2% of the land area, but consume $\frac{3}{4}$ of the world's resources. Currently, half of the world's population lives in cities, and by 2025 the urban population will be $\frac{2}{3}$ of the world population.

Rapid growth of modern urban settlements makes you think and rethink how to create a sustainable urban Wednesday. Thus, a new approach to urban design was formed with the aim of improving the quality of the urban architectural environment. This approach is called new urbanism, which is based on humanistic traditions of the principles of urbanism of the past centuries in context of the modern era.

Green spaces are one of the main health-improving means of the urban environment. Vegetation ionizes and filters the air from pollution, performing the function of a kind of biological filter, cleans the air from gases harmful to health and impurities from industrial and automobile emissions; participates in the circulation of gases and, due to photochemical processes, enriches the air with oxygen, replenishing its loss as a result of the vital activity of organisms, combustion and decomposition of organic substances [4, 7, 8].

New urbanism is an urban concept that revives a small, compact "pedestrian" city (or district) as opposed to a "car" suburb. The movement

originated in the early eighties in the United States. The process of urbanization is considered by various sciences: history, geography, economics, sociology, psychology. This helps to more holistically assess the urban environment and propose complex solutions to problems of both social and environmental nature. With regard to the design of the urban environment, two types of ecosystems should be considered: an urbanized ecosystem - the material environment of an urbanized territory with natural elements; natural ecosystem (natural) - within the boundaries of the territorial entity and the impact zone of the urbanized system. The main task of anthropogenic and natural ecosystems is equilibrium coexistence and maintaining balance [5].

Landscape urbanism is a product of the Anglo-Saxon school of design, comes from two previously unrelated areas - biological and technological, and forms a hybrid of disciplines. This gives us a new product of organic dynamics merging with the urban landscape and offers an interesting, yet little explored field of possibilities. Such a complex fusion landscape urbanism is an image or the so-called "style" [5]. Thus, he comes to the forefront of urban planning theory and practice as an evolutionary direction in the development of cities in the context of globalization, considering the problems of the functioning of an urban settlement through the "prism" of the landscape approach [4, 3, 6].

Following the principles of landscape urbanism can lead to the creation of an environmentally sustainable, dynamic, fluid, non-linear space that forms a unique urban environment. Such space often acquires a social character due to the fact that recently public space has been viewed as one of the key components of human life in an urbanized environment. The most important aspect of modern urbanization is the stabilization of landscape-urban relations by creating hierarchical systems of cities, ensuring a balance of natural and artificial objects. The following hierarchical levels are distinguished in the urban landscape: – macrodegree: urban agglomeration, urbanized area, Garod industrial complex;

– mesodegree: residential landscape, industrial landscape, agricultural landscape;

– microdistrict: courtyard, sports ground, pedestrian zone.

This hierarchical level of the urban landscape in our republic is highly urbanized in Tashkent, Samarkand, Navoi, Fergana, Almalyk, Akhangaran and many other cities. In these cities, along with agglomerations, urbanized areas, industrial complexes, landscapes, agglomerations, settlements, sports grounds are part of the urban landscape.

Most of the cities located on the territory of the republic correspond to the mesodegree hierarchy. The main feature of this level is the average level of urbanization, the optimal placement of urban space, settlements, industrial facilities and agglomerations. Industrial enterprises are located at a distance of at least 4-5 km from residential areas. Sanitary protection zones form intermediate buffer zones. In these cities, anthropogenic pressure is low. When agro-industrial facilities are located 5-6 km from a settlement along the air flow route,

geochemical anomalies do not reach settlements [1, 3, 4]. The creation of cities on the basis of urban ecological principles is to ensure landscape-urban balance and sustainability in many respects to identify the natural-historical levels associated with the functional development of cities, the division of the urban landscape (natural and artificial), and the optimization of their relationships. zoning of zones, reducing the anthropogenic load on the central core of the city, creating buffer zones, expanding cities to buffer zones. Providing a balance between natural and artificial objects in the landscape of cities, their territorial location stabilizes the urban ecological conditions in cities [2, 5].

Green spaces play a significant role in the architecture of the city, contributing to the architectural, planning and spatial organization of urban areas, as well as enhancing the artistic qualities of urban developments. As a result of such restructuring, the horizontal and vertical structure of natural-territorial complexes is transformed, and they typologically move into another category of territorial formations - they become urban landscapes. Urban landscapes can be defined as a territorial unit with a structure artificially formed from the original natural and constantly reworked as a result of the construction and operation of urban facilities, utilities and roads, taking into account the existing urban planning standards [3, 4, 5].

Urban ecosystem management should be based on the landscape and resource potential of the selected site. This principle has always been applied throughout history. There was no reason to build a random state or technology city. Many cities are located in ecotopic geographic settings. It is well known that planning should take into account the proportion of natural and man-made objects. First, the natural landscape defines the territory, its plan and architecture. One of the main factors in the construction of cities is landscape design. For example, Moscow has a multifaceted architecture built on 7 main hills. Cities such as Tashkent, Samarkand, Namangan and Andijan are built on a multi-tiered architectural basis.

Environmental principles in urban planning are determined by the differentiation of objects on the territory of the city, the structure of infrastructure and natural properties of the area and its compatibility with its development. The stability of the ecological balance in urban areas is primarily associated with the density of the population in the city, the conditions for the use of the territory, the movement of traffic, the placement of green areas, production and the service sector. One of the most important factors of the urban ecological organization of the city territory is the study of the critical density of the urban population. Following the example of the "New Uzbekistan" park in Karakalpakstan and regional centers, it is planned to create "green parks" with an area of at least 50 hectares. In cities and regional centers, green parks will have to fall on every 50-100 thousand inhabitants.

For a successful solution of urban ecological problems within the city - landscape, the most necessary thing is the creation of the ecological frame of the city. According to V.V. Vladimirov, when forming the natural frame of a city, it is important to take into account the following most important principles: - the continuity of building the frame of the city in an exogenous plan (the main axes of the natural frame of the city should be a logical continuation of certain elements of the natural frame of the region); - the interconnection of the frame elements (the frame should not be a random mosaic of different city green spaces, but rather a grid of ecological axes, at the intersection of which it is advisable to form relatively large tracts of greenery (green zones) - centers of ecological activity); - the relative autonomy of individual parts of the frame (the frame elements must penetrate into all the most significant structural links of the city - residential and industrial areas, microdistricts, etc.); - functional compliance of the frame with specific natural and economic features of the city, which should be expressed both in the construction of the frame structure and in its biological characteristics; - simultaneous formation of a framework (at least in new cities) with urban development as part of the architectural and planning structure of the city [1, 2, 6].

Approaches to building a natural framework in cities that are different in size, natural conditions, and production structure should be very individual, which will undoubtedly affect the functional and planning structure of this urban ecological formation, as well as its purely biological characteristics. The total area of greenery in a city is an important indicator, especially in comparison with other functional areas, but from an environmental point of view, this indicator is not very informative. In addition to the area of green spaces, it is necessary to know their biological productivity and the duration of the growing season, as well as the features of the planning structure of the natural frame [2, 6].

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RECOMMENDATIONS FOR THE RECOVERY OF CONSTRUCTION WASTE FOR CONSTRUCTION PURPOSES

Annotation: Prospects for the reuse of concrete waste generated during the reconstruction process, the cost and quality of secondary crushed stone processing depends on the method of demolition of the building or structure, the type of crushing equipment, the organization of material sorting before crushing and some other factors. It is necessary to conduct certain scientific research for the use of construction waste as a secondary raw material, to classify waste on a scientific basis on the basis of strength properties, to determine the directions and scope of their use.

Keywords: reinforced concrete structures, physically demolished buildings, manufactured product.

All over the world, especially in developed European countries, the problem of recycling of construction waste is being taken seriously. Originally founded in 1976, the European Recovery Association (EDA) includes more than 50 companies from 17 countries. In a number of countries, including Denmark, the Netherlands, and Sweden, the dumping of urban reconstruction waste into landfills is prohibited, and the recycling rate of construction waste exceeds 90 percent.

In the former Soviet Union, the issue of recycling concrete fragments appeared on the agenda in the late 1970s. Estimates from those years showed that the recycling of existing construction waste would allow the country to recycle more than 40 million tonnes of concrete waste and more than 1.2 million tonnes of ferrous metals in the economy, but a closer look at the issue would not solve the problem. Due to the failure to create a system of industrial production in a timely manner, the intended goals were not achieved.

On the surface, the processing of concrete and reinforced concrete waste generated by the demolition of spiritually and physically demolished buildings is more expensive than the preparation of gravel from rocks. This is due to factors

such as the separate preparation of the extracted waste for reuse, the separation of reinforcement, the use of high-capacity and high-cost equipment for crushing concrete at the fractional level. However, taking into account all the costs associated with the disposal of construction waste (transportation costs, the cost of their disposal, economic damage from land pollution, economic losses from harmful waste during transportation), secondary gravel is 15-20% cheaper than natural.

The cost and quality of secondary crushed stone processing depends on the method of demolition of the building or structure, the type of crushing equipment, the organization of material sorting before crushing, and some other factors that are difficult to account for.

It should be noted that insufficient recycling of construction waste is explained not only by gaps in the legislation, low environmental culture of owners of construction companies, but also by the lack of scientific basis for quality control of secondary crushed stone, the development of appropriate technical regulations.

World practice shows that in the process of rapid urbanization, every 30-35 years, cities need to be reconstructed, some areas need to be completely rebuilt. In such a situation, it is difficult to imagine huge amounts of construction waste in cities, given that 45-50% of them are concrete and reinforced concrete structures, we can imagine how relevant and highly cost-effective it is to solve the problem. For the use of construction waste on the basis of concrete and reinforced concrete structures as a secondary raw material, it is necessary to conduct specific research, scientifically classify waste on the basis of strength properties, determine the direction and scope of their use. The program studies the flexibility and compressive strength of concrete and reinforced concrete structures made on the basis of waste of concrete and reinforced concrete structures, the compressive and tensile strength, deformation characteristics of granular components and materials. The granular dimensions of the aggregates derived from the developed concrete are optimized based on the functional function of the manufactured product and structure.

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PREVENT HEAT LOSS FROM FLOORS, WALLS AND WALLS

Annotation: this article is devoted to the issues of improving the energy efficiency of buildings and structures, energy resources, thermal insulation, energy efficiency in the design of buildings, increasing the thermal insulation of wall structures.

Keywords: wall thickness, energy saving, fuel and energy resources.

Energy saving is now a pressing issue in all countries. The country is implementing a long-term strategy for the development of the oil and gas, electricity, coal, chemical and construction industries, aimed at ensuring sustainable economic growth and increasing the welfare of the population, continuous satisfaction of demand for fuel and energy resources.

At the same time, the existing capacity of the fuel and energy sector does not fully meet the growing demand for energy resources, and the energy consumption of the economy is much higher than the average of developed countries¹.

On August 23, 2019, the Resolution of the President of the Republic of Uzbekistan "On operational measures to increase energy efficiency in the economy and social sphere, the introduction of energy-saving technologies and the development of renewable energy sources" was announced. Revise the norms and rules of urban planning in order to radically increase the requirements for energy efficiency of newly built and reconstructed buildings and structures, as defined in the resolution; Development and approval of normative documents to determine the level of energy efficiency of buildings and structures (A, B, C and other levels), according to the proposal in the application list transparency and objectivity in the assessment of consumption efficiency, reduction of energy consumption of enterprises, as well as reduction of emissions into the atmosphere; achieving energy management efficiency with minimal use of resources, primarily financial resources, increasing the level of capitalization of

enterprise assets; tasks such as increasing the competitiveness of products and services.

In the late twentieth and early twenty-first centuries, improving the energy efficiency of buildings and structures has become one of the main directions of scientific and technical policy of the construction industry in many countries around the world. This is due to the fact that 40% of fuel and energy resources are spent on maintaining the normative parameters of the microclimate in different buildings. At the same time, world energy production has increased significantly in recent decades, and the overall trend of energy consumption growth continues. Therefore, increasing energy efficiency and reducing greenhouse gas emissions around the world remain a priority.

Energy saving and environmental protection are the most popular issues in developed countries: in Europe, the United States, Japan and others. In European countries, as early as the seventies of the last century, the regulatory framework was very demanding in the design in order to reduce heat loss through the exterior cladding of the building. In order to address the issues of energy saving and increasing the thermal protection of buildings in the European Union, special Directives have been developed to standardize building standards for increasing the energy efficiency of buildings. In order to implement these pan-European directives, EU countries have had to create their own national laws and standards. It should be noted that these directives have been constantly updated and developed.

The energy efficiency of a building depends mainly on its exterior cladding, i.e., walls, roof, lighting fixtures. Currently, only by increasing the thermal insulation of barrier structures, it is possible to save 50% of energy consumption for heating buildings.

It should be noted that the experience of the Scandinavian countries in improving the energy efficiency of buildings is noteworthy. In Finland, for example, after the energy crisis in 1974, it set high regulatory requirements for thermal protection for all types of buildings. According to Finnish standards, buildings have a thermal resistance of $2.86 \text{ (m}^2 \cdot \text{0S)} / \text{W}$ for external thermal protection structures, $4.35 \text{ (m}^2 \text{ 0S)} / \text{W}$ for roof structures, $2.5 \text{ (m}^2 \text{ 0S)} / \text{W}$ for grounded structures, windows and doors - $0.48 \text{ (m}^2 \text{ 0S)} / \text{W}$. Since 2006, their minimum allowable value has been set at 5 for walls and 6 $\text{(m}^2 \text{ 0S)} / \text{W}$ for roof structures.

When it comes to minimum energy consumption for heating and hot water, it is necessary to pay attention to energy efficiency in the design of buildings. The very low energy consumption of these buildings is mainly explained by its thermal protection design. In this case, the rational thermal protection design of the floor structure is crucial. If we take the foam concrete material as thermal insulation, it provides a comfortable microclimate in the rooms and significantly reduces energy consumption. New modern building materials such as foam, mineral wool, expanded clay are used in the

construction of floor structures. The advantages of such blocks over other building materials are their porous structure, high thermal insulation ability, as well as a high level of strength. In addition, stacking lightly large-sized blocks onto a thin-layer mixture is significantly more efficient.

With the sharp increase in the amount of resistance of external walls to normal heat transfer, the problem of creating an effective thermal insulation material for single-layer walls has become very relevant. Because it takes time to create new materials that meet the requirements of the norm, scientists have once again turned to a well-known material - aerated concrete.

It is known that porous concrete is divided into 2 groups: porous aerated concrete and porous foam concrete. Depending on the function and average density, porous concrete is divided into 3 subgroups:

- thermal insulation - $\rho \leq 500 \text{ kg / m}^3$;
- construction-thermal insulation - $\rho = 500 \div 900 \text{ kg / m}^3$;
- construction - $\rho = 900 \div 1200 \text{ kg / m}^3$.

Since the strength of aerated concrete is not high, it is advisable to use them in low-rise buildings, on top of which the heat loss in one- and two-story houses is 4-5 times higher than in multi-storey houses.

For this reason, only 8-10% of the wall materials produced in the CIS countries are wall materials made of aerated concrete.

It should be noted that most products made of aerated concrete have a density of 600-700 kg / m³. According to the new requirements, their effectiveness in single-layer barrier structures will be less compared to that in multi-layer walls. In such cases it is necessary to increase the thickness of the outer walls. To ensure the required thermal protection properties of the walls without increasing the thickness of the walls, it is necessary to reduce the average density to 400-500 kg / m³ while maintaining the strength of porous concrete. Such blocks are also convenient for the construction of self-supporting walls for the construction of the frame, which is now popular.

In most developed foreign countries, the production of autoclaved aerated concrete with an average density of 500 kg / m³ and a strength of 2.5-4 MPa for load-bearing and barrier structures is well established. They achieved this through the use of highly mechanized and automated conveyor lines equipped with quality technological equipment. CIS countries lag far behind foreign countries in terms of modernization of production equipment and quality of products, and therefore many enterprises have adopted the technology of non-autoclaved aerated concrete. This technology is simpler, requires less energy, and therefore provides a more cost-effective product. The average density of structural and heat-insulating aerated concrete obtained by this technology can be up to 400-500 kg / m³, and the strength can be increased to 2.5-3.5 MPa in the design period. In addition, such concretes have the potential to lose capillary porosity, reduce thermal conductivity, avoid heat treatment, apply new methods of shearing.

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LESSON PLANNING IN TEACHING FOREIGN LANGUAGES

Annotation: This article is about lesson planning. When we talk about lesson planning, it can be about several aspects: planning a single lesson, a week, or even planning an entire period of education. The latter is often the task of a college, a school or an institution on the basis of existing curricula and is often referred to as a work plan or material distribution plan.

Key words: curricula, curricula, lesson planning, framework plans, the didactic analysis model, teaching goals, learning goals, declarative knowledge, linguistic ability to act, learner activation, action orientation, support, learner autonomy.

When we talk about lesson planning, it can be about several aspects: planning a single lesson, a week, or even planning an entire period of education. The latter is often the task of a college, a school or an institution on the basis of existing curricula and is often referred to as a work plan or material distribution plan. But what can we do with planning? Framework guidelines, curricula and syllabuses, material distribution plans or textbooks? Let's try again to distinguish the terms:

Curricula or curricula are specifications of an institution / authority (usually a ministry of education) that prescribe which learning content is to be taught in which order in a certain time in a certain class / level.[1]

Classically, these syllabuses / curricula describe learning objectives or competence expectations and learning content. Often they also provide a list of the linguistic resources to be taught (vocabulary / structures). Framework plans or educational standards, on the other hand, describe competencies that learners should have at the end of a certain section (e.g. a class level). So they usually contain.

- Statements about the basics and goals of German as a foreign language in an institutional context (e.g. educational mandate),
- Statements about the target group and their needs,
- Statements about the framework conditions for learning (e.g. key data such as learning times, levels to be achieved, qualifications),
- a list of the learning objectives / competency expectations for the respective levels / courses / educational stages and
- General didactic-methodical ideas (principles) which should enable the achievement of the competencies.

We learned that framework plans and curricula are important to course planners, e. B. in institutions or schools, serve to apply the competency expectations formulated to their situation and to determine how the

competencies can be achieved in their institution with their target group and under their framework conditions.[2] In this case, e.g. B. a school based on a curriculum a more precise formulation of learning objectives with information on topics, situations and levels, sometimes even on methods, tasks and forms of exercise. Learning objective formulations provide textbook authors and exam developers with the data they need for their work. So-called inventories are often available from the development of exams, which in turn form the basis for the development of textbooks. But we as teachers? How can and should we use curricula for our individual course / lesson planning? How do we know what to teach when, in what way, with what material and with what method? A well-known model with which you can justify your decision for your lesson planning and which helps you to bring the individual elements of the lesson together is the didactic analysis model (model DA). This model helps you to go through planning steps one after the other. [3]

DIMENSIONS OF LEARNING OBJECTIVES

We remember that competencies or learning goals are described in the three dimensions of human action and thought. Competencies can therefore be described in the following dimensions:

These three dimensions of human action can also be recognized in the learning objectives of foreign language teaching. They can be assigned to the three already known areas of competence:

DECLARATIVE KNOWLEDGE

Acting successfully in language requires that the learner has linguistic knowledge (vocabulary, grammar, spelling, intonation / pronunciation) or knowledge of the country. The former is often referred to as the availability of linguistic resources, for example in the framework plan "German as a foreign language" for schools abroad.

Here are some examples:

The learner

- knows the rules of upper and lower case,
- knows how participles are formed from regular verbs,
- knows the word field "eating and drinking",
- knows the federal states of Germany,
- knows where to research the contact points for applying for a degree in Germany,
- knows the intonation of questions.

LANGUAGE CAPABILITY

The most important goal of foreign language teaching is that learners can deal with / in the German language. This competence area includes the communicative sub-competencies such as participating in conversations, reading comprehension or writing texts. In order to be able to act in German, learners need to develop procedural knowledge. This means the learner

- be able to introduce themselves or someone they trust,

- can comment on their leisure activities,
- short texts, e.g. B. be able to write simple messages or notes for others,
- etc.

The ability to deal with texts and various media with the aim of finding new information, compiling it and presenting it to others also belongs to this area of competence.[4]

PERSONALITY-RELATED SKILLS

In order to be able to act in the foreign language in a comprehensible, appropriate and linguistically correct manner, skills are also necessary that are closely related to the personality of a learner, but can nonetheless be developed in language lessons:

- This includes attitudes, values, beliefs and personality factors.
- The learner • is open to new experiences, ideas and people from other cultures,
- can motivate himself to learn and tackle difficult learning tasks in a controlled manner,
- can use and evaluate language learning strategies for one's own language learning.

CONCLUSION

These goals can be formulated from two perspectives: Teaching goals are the goals that a teacher has set for an hour, a unit of several teaching units or a school year. Learning objectives, on the other hand, are the goals or competencies that we hope students will achieve. In Chapter 1.1 we also talked about ability, willingness and should. For the desired change in the learner, the term competence expectation or performance expectation has recently been found in the literature (see Chapter 1.3). In this chapter we will talk about learning objectives in terms of lesson planning.

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THE USE OF INFORMATION TECHNOLOGY IN LANGUAGE LEARNING IS A FACTOR OF SAMARA

Annotation: information and communication technology is a combination of information and Communication Technology. ICT is the provision of information in electronic form, its processing and storage, but it is not necessary to transmit it. Today, every teacher of any school subject should prepare and conduct a lesson using ICT, because now the teacher has the opportunity to make the lesson brighter and more interesting.

Keywords: ICT, lesson, modern man, storage, process.

Any child who demonstrates a normal level of development is able to learn any language that he or she encounters in an environment where he or she lives, where he or she has the potential to communicate with others. Reducing the number of languages that a child can learn from a neurological point of view is not the subject of our conversation. On the contrary, every child without a pathological defect can learn two, three or more tilni. Nevertheless, each tilni level of assimilation (compensation) of the child differs from the others in that tilni the need for application and depending on the environment. Today, according to the results of many studies, if the teaching of a foreign language in childhood is carried out with appropriate techniques and approaches, the results of their success will be achieved. However, such achievement can only be achieved when using language teaching techniques and instructional materials in accordance with the level of student's learning. Bunda has two main conditions: in the foreign language environment of the student m

The quality of education is a set of consumer characteristics of educational services that provide the opportunity to meet the needs of the social system of education, the process and, as a result, in accordance with the interests and interests of the individual, society and the state.

With the emergence of such a component as informatization in the educational process, it was worthwhile to reconsider its functions. The main of them:

- to improve the quality of training of specialists in the educational process by using modern information technologies;
- the use of active methods of teaching and, as a result, the increase in the creative and social components of educational activities;

- different types of educational activities (teaching, research, etc.)k.) integration;
- adaptation of teaching information technology to the individual characteristics of the student;
- ensuring continuity and consistency in education;
- development of information technologies for distance learning;
- improvement of programming and methodological provision of the educational process.[1]

The functions of the computer as a weapon of teacher activity are based on its ability to accurately record, store and transmit large amounts of Data, Group data and process statistics. This will allow it to be used to optimize the management of the learning process, increase the effectiveness and objectivity of the educational process, thereby significantly saving the teacher's time in the following areas:

1. Obtaining information supply;
2. Diagnostics, registration and systematization of educational parameters;
3. Work with instructional materials (search, analysis, selection, design, creation);
4. Organization of collective work; implementation of distance education.[2]

Tilni each material presented in the study should be meaningful and the topics should be connected with one another and, if necessary, connected with other things that the child has learned in other tutorials. In this case, it is forbidden for Foreign Language teachers to work together with other teachers who teach in a given class and make plans together. Also, bunda dictates that the experience and life of each student should be implied and tied to it in the process of learning. In this regard, in the process of teaching, one can use models and fairy tales, songs based on the content-task, which correspond to the levels and activities of cognitive, linguistic and social development in which the students directly participate. In conclusion, given the fact that more than half the world's population speaks two or more languages in their daily lives, we are sure that learning a foreign language is not a miracle. On top of this, we can teach a foreign language to the student not only as an opportunity for success that few people have achieved, but also as an opportunity for them to co-exist with the Times.

If pedagogical activity is carried out by the teacher as a vital function of education, as well as a personal professional function, the technology of teaching ensures that pedagogical activity is the criterion. The technology of teaching is a pedagogical process, in the interaction of the subjects (teacher, pupil, group) involved in the process, the goal, Content, method will be interrelated. Its result will largely depend on the technology of the pedagogical process. Setting a goal, changing the content, mastering the method constitute the essence of technology.

The use of new information technology in teaching allows the student to be considered as a central figurehead of the educational process and leads to a change in the style of the relationship between its subjects. At the same time, the teacher ceases to be the main source of information and occupies the position of the person who organizes and controls the independent and cognitive activities of the students.

The age of computer technology is developing rapidly and, perhaps, any sphere of human activity has disappeared, it does not find its application. Pedagogical technologies were not excluded from the general computerization process. Therefore, the use of information and Communication Technology (ICT) in the educational process is a topical problem of modern education.[3]

As we all know, today the demand for reforming the education system on a global scale, as well as for personnel with excellent experience in each field, is increasing day by day. Many countries exchange experience not only in a specific field, but also in training specialists with sufficient experience in all directions. Living in a society with all the amenities is one of the main tasks of our youth, not only to reside, but also to be able to adopt reasonable use of the conditions created, as well as to constantly improve our knowledge skills. With the introduction of information technologies into our lives, attention to this area is growing, and day by day is developing. Whichever sector you take, in the field of education, military or sports, the development and future growth of these areas is directly related to Information Technology. It is worth noting that the role of information technology is important in all the work carried out at the level of our country today, including in the educational system is of great importance. It is no secret that today Information Technology is considered one of the most important factors for life. If we take this idea as an example, today we are offering a new technology from a different location or from a previously presented location without having to deeply study a new technology and apply it to real life as a generation of the same technology.

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**RAQAMLI TEXNOLOGIYALAR ORQALI YANGI
O‘ZBEKISTONNING IQTISODIYOTINI RIVOJLANTIRISH,
RAQAMLI IQTISODIYOTNING ISTIQBOLLARI**

Annotatsiya: Ushbu havola etilayotgan maqolada raqamli iqtisodiyot va uning asosida qurilgan raqamlashuv jarayonining texnologiyalarga joriy etishdagi yutuqlari hamda kamchiliklariga bag‘ishlanadi. Ushbu maqola hozirgi raqamli texnologiyalarga bo‘lgan talabning ortib borishi, tashkiliy-huquqiy malsalalar bilan bog‘liq raqamli texnologiyalarini jadal rivoj toptirish mexanizmi hamda bir qancha samarali modellar haqida ko‘plab qimmatli ma‘lumotlar keltirilgan.

Kalit so‘zlar: Raqamli iqtisodiyot, raqamli texnologiyalar, raqamli O‘zbekiston, AKT, “Bir million dasturchi”, axborot xavfsizligi, elektron tijorat.

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**DEVELOPMENT OF THE ECONOMY OF NEW UZBEKISTAN
THROUGH DIGITAL TECHNOLOGIES, PROSPECTS FOR A
DIGITAL ECONOMY**

Annotation: This article focuses on the successes and failures of the digital economy and the digitalization process based on it. This article provides a wealth of valuable information on the growing demand for current digital technologies, the mechanism for the rapid development of digital technologies related to organizational and legal issues, and a number of effective models.

Keywords: Digital economy, digital technologies, digital Uzbekistan, ICT, "One million programmers", information security, e-commerce.

Prezidentimizning Oliy Majlisga Murojaatnomasida raqamli iqtisodiyotga faol o‘tish kelgusi 5 yildagi eng ustuvor vazifalardan biri sifatida belgilandi. Shuningdek, joriy yilning Ilm, ma‘rifat va raqamli iqtisodiyotni rivojlantirish yili deb e‘lon qilingani bejiz emas. Rivojlangan davlatlarda raqamli iqtisodiyotni joriy etishga allaqachon kirishilgan. Jahon iqtisodiyotining globallashuvi va texnologiyalarning rivojlanishi sharoitida O‘zbekistonning iqtisodiy taraqqiyotiga raqamli iqtisodiyotni rivojlantirmasdan erishib bo‘lmaydi.

Bugun kunimizda raqamli texnologiyalarning ahamiyati tobora ortib borishi hamda ularni keng joriy qilinishi va raqamli iqtisodiyotni rivojlantirish masalalari hozirgi zamonda har bir davlat uchun jiddiy hayotiy masalaga aylangan. Tadqiqotchilarning fikriga ko‘ra, kelgusi 3 yil mobaynida

iqtisodiyotni raqamlashtirish orqali dunyodagi 22 foiz ish o'zni axborot texnologiyalari yordamida yaratilishi aytilmoqda. Birinchidan, raqamli iqtisodiyot – bu rivojlanishning zamonaviy bosqichi hisoblanib, u ijodiy mehnat va axborot ne'matlarining ustuvor o'zni bilan tavsiflanadi. Ikkinchidan, raqamli iqtisodiyot – bu o'ziga hos nazariya bo'lib, uning o'rganish ob'ekti, axborotlashgan jamiyatjarayonlari hisoblanadi. Raqamli iqtisodiyot nazariyasi o'z rivojlanishining boshlang'ich davridadir, chunki tsivilizatsiyaning raqamli axborot bosqichiga o'tishi bir necha o'n yil avvalgina boshlangan. “Raqamli iqtisodiyot” atamasi ilmiy amaliyotga ispaniyalik va amerikalik sotsiolog, axborotlashgan jamiyatning yetakchi tadqiqotchisi Manuel Kastels tomonidan kiritilgan. Bu borada u o'zining “Axborot davri: iqtisod, jamiyat va madaniyat” nomli uch jildli monografiyasini chop etgan.

“RAQAMLI O‘ZBEKISTON–2030” konsepsiyasini amaliyotga tatbiq etish bo'lib, u o'z ichiga barcha soha va tarmoqlarni qamrab olgan hamda eng avvalo, puxta va mukammal tashkiliy-huquqiy mexanizmlarni shakllantirish, qolaversa, innovatsion g'oyalar, texnologiyalar va ishlanmalarni joriy etish bo'yicha davlat organlari va tadbirkorlik subyektlarining uzviy hamkorligini ta'minlash, barcha soha va tarmoqlarda ishlab chiqarish va xizmat ko'rsatishni raqamli texnologiyalar bilan qamrab olish, bu borada zamonaviy bilimlarni chuqur egallagan, intellektual salohiyatli kadrlarni yetishtirish, shu orqali, mamlakatda “axborotlashgan jamiyat” muhitini yaratishga xizmat qiladi.

Ayni damda jadallik bilan kechayotgan raqamlashuv jarayoni “yangi iqtisodiyot”ni vujudga keltirdi. Kam o'rganilgan va kun sayin chuqur tomir otib borayotgan bu bozor segmenti ishlab chiqaruvchilarga biznesda samarali marketing kampaniyalari uyushtirish, minimal xarajat qilib, maksimal foyda olish, tovar va xizmatlarni muvaffaqiyatli sotishning optimal usullarini taqdim etadi. Iste'molchi, xaridor va mijozlarga sifatli xizmat hamda qulaylik yaratiladi. Bu vaqtingiz tig'iz paytida Internet orqali tushlikka buyurtma berish, mobil ilova orqali taksi chaqirish, uzoqdagi yaqiningizga pul jo'natishdan ko'ra kengroq imkoniyatlar bo'lib, transchegaraviy biznes hamkorlik, elektron tijoriy maydon, masofaviy ofis kabilarni ham qamrab oladi.

Mamlakatimiz uchun dolzarb sohalardan biri bo'lgan qishloq xo'jaligini raqamlashtirish jarayoni yurtimiz rivojlanish uchun katta ahamiyatga ega bo'lgan ro'yxatda agrar soha muhim o'rin tutadi. Shu bois, tarmoqlarni yangi bosqichga chiqarishga xizmat qiluvchi **24 ta loyihani** ro'yobga chiqarish mo'ljallanyapti. Aytish kerakki, qishloq va suv xo'jaligi tarmoqlariga raqamli texnologiyalarni joriy etish bo'yicha muammolar, tezkor hal etish zarur bo'lgan masalalar oz emas. Axborot texnologiyalari qishloq xo'jaligida yerni hisobga olish va monitoring qilishda juda qo'l keladi. Masalan, yerni kosmik zondlash orqali ekin maydonlari, vegetatsiya jarayoni, yerning meliorativ holati va minerallashuv miqdorini o'rganish mumkin. Bu agrotexnik tadbirlarni aniq belgilab, hosildorlikni **25–30 foizgacha** oshirish imkonini beradi.

O'zbekiston Respublikasi Axborot texnologiyalari va kommunikatsiyalarini rivojlantirish vazirining birinchi o'rinbosari Olimjon Umarov ta'kidlashicha, raqamli iqtisodiyot alohida faoliyat turini emas, balki ishbilarmonlik, sanoat obyektlari, xizmatlarda axborot texnologiyalaridan faol foydalanishni anglatadi. Agar oddiy iqtisodiyotda moddiy buyumlar asosiy resurs hisoblansa, raqamli iqtisodiyotda bu qayta ishlanadigan hamda uzatiladigan axborot, ma'lumotlar bo'ladi.

“Taraqqiyot strategiyasi” markazi ijrochi direktori, Eldor Tulyakovning fikriga ko'ra nufuzli xalqaro tashkilotlar olib borgan tahlillar natijalariga ko'ra, raqamli iqtisodiyot yalpi ichki mahsulotni kamida 30 foizga oshiradi, shuning barobarida, xufyona iqtisodiyotga barham beradi. Xalqaro amaliyotga yuzlanadigan bo'lsak, hozirgi kunda raqamli iqtisodiyot elektron tijorat va xizmatlar sohasi bilan cheklanib qolmay, balki hayotning har bir jabhasiga, xususan, sog'liqni saqlash, fan-ta'lim, qurilish, energetika, qishloq va suv xo'jaligi, transport, geologiya, kadastr, arxiv, internet-banking va boshqa sohalarga jadal kirib bormoqda va ularning har birida o'zining yuqori samaralarini bermoqda. Davlat o'z fuqarolari uchun elektron xizmatlar ko'rsatishi va elektron mahsulotlarni taklif etishi — bu raqamli iqtisodiyotning asosiy qismi hisoblanadi. Mamlakatimizda ushbu sohani keng rivojlantirish korrupsiya illatiga barham beradi.

Raqamli texnologiyalar aholi uchun va tadbirkorlik sub'ektlarining davlat organlari bilan kontaktsiz aloqa shakllarini yanada rivojlantirish maqsadida **Yagona interaktiv davlat xizmatlari portali** ishlab chiqildi (<https://my.gov.uz>). Bugungi kunda Yagona portal orqali 176 tadan ortiq elektron davlat xizmati taqdim etilmoqda.¹

Tadbirkorlarning, shu jumladan, chet el investorlari murojaatlari bilan ishlashni tashkil etish sifati va tezkorligini oshirish, ular bilan ochiq va to'g'ridan-to'g'ri muloqotni ta'minlash, ularning qonuniy talablarini amaliy va samarali ro'yobga chiqarish va muammoli masalalarini hal etish maqsadida **Bosh vazirning tadbirkorlar murojaatlarini ko'rib chiqish virtual qabulxonasi** “business.gov.uz” portali ishga tushirildi. O'zbekiston aholisining 60 foizi yoshlar bo'lib, ularni zamonaviy axborot texnologiyalariga keng jalb qilish, dasturiy mahsulot yaratish va outsoring xizmatlarini ko'rsatishga ko'maklashish orqali ish bilan ta'minlash muhim vazifalardan hisoblanadi. Bu borada AKT sohasi uchun kadrlar tayyorlashda 2019 yil dekabr oyida Muhammad al-Xorazmiy nomidagi AKT yo'nalishiga oid fanlarni chuqurlashtirib o'qitishga ixtisoslashgan maktabning zamonaviy binosi foydalanishga topshirildi. Ayni paytda matematika va xorijiy tillar bo'yicha imtihonlarni muvaffaqiyatli topshirgan 680 nafar bola ushbu maktabning 5-11 sinfida ta'lim olmoqda.

Fag'ona viloyatining xususiy universitetlari qatorida Qo'qon universiteti ta'lim sohasida ham katta ijobiy o'zgarishlar ro'y berdi. 2019/2020 o'quv

¹ “Elektromagnit moslashuv markazi” davlat unitary korxonasi. Risolat MADIYeVA, “Yangi O'zbekiston” muxbiri

yilidan boshlab universitet zamonaviy ta'limning kredit tizimiga o'tkazildi, va hozirgi kunda bu tizimda 2200 nafardan ortiq talaba ta'lim olmoqda. Universitet tuzilmasida O'zbek-Belarus qo'shma fakulteti ham tashkil etildi.

O'zbekiston fanlar akademiyasining akademigi, iqtisod fanlari doktori Qalandar Abdurahmonovning ilmiy izlanishlariga ko'ra, hozirgi davrda mamlakatning rivojlanishi faqat mavjud tabiiy boyliklar yoki aholi soniga bog'liq bo'lmay qoldi, — deydi — Jahon bankining ma'lumotlariga ko'ra, kurrai zaminimiz umumiy boyligining 66 foizi — 365 trillion AQSH dollari inson kapitaliga, ya'ni asosan shaxsning ilm darajasiga to'g'ri kelmoqda. AQSHda ushbu ko'rsatkich milliy boylikning 77 foizi — 95 trillion dollarga yetgan. Shuning uchun davlatimiz rahbari joriy yil Murojaatnomada “Eng katta boylik – bu aql-zakovat va ilm, eng katta meros — bu yaxshi tarbiya, eng katta qashshoqlik — bu bilimsizlikdir!” degan fikrni alohida keltirib o'tdi.

Jumladan, uzbekcoders.uz portali orqali 2020/2021 o'quv yilida **2,1 mingdan ortiq** maktabning **47 mingdan ziyod** o'quvchisini, **44 ta oliy ta'lim muassasasining 54 mingdan ortiq** talabasini o'qitish rejalashtirilgan².

Shuningdek, 2020/2021 o'quv yilidan boshlab oliy va o'rta maxsus ta'lim muassasalarida tegishli yo'nalishlarning mutaxassislik fanlari hamda umumta'lim maktablarining informatika fani dasturlariga “*Bir million dasturchi*” loyihasi doirasidagi dasturlash yo'nalishlari mavzularini kiritish bo'yicha ishlar olib borilmoqda. Shu maqsadda yurtimiz bo'ylab aholi va yoshlar uchun raqamli texnologiya o'quv markazlari tashkil qilingan. Axborot texnologiyalari va kommunikatsiyalarini rivojlantirish vazirligi tomonidan barcha hududlarda raqamli texnologiyalar bo'yicha kamida **100 ta o'quv markazini** ochish rejalashtirilmoqda. Bu dargohlarda dasturlash asoslari, elektron savdo va grafikli dizayn kabi yo'nalishlar bo'yicha qisqa muddatli o'quv kurslari yo'lga qo'yiladi.

Kiberxavfsizlik – raqamli iqtisodiyotning muhim sharti

O'zbekistonda barcha tizimlar raqamlashmoqda. Ayniqsa, koronavirus tufayli joriy etilgan karantin rejimida onlayn tovar va xizmatlarga bo'lgan talab yana-da ortdi, barcha sohalarda raqamli funksiyalarning safi kengaydi. Bugun uydan chiqmasdan to'lovlarni amalga oshirish, hech bir muammosiz masofaviy ta'lim olish, dunyoning yirik kutubxonalaridan foydalanish va hatto ishlash mumkin. Raqamli xizmatlar an'anaviy turga qaraganda qog'ozbozlik, rasmiyatchilikning yo'qligi, vaqtni tejash kabi bir qator afzalliklarga ega. Masalan, davlat xizmatlarini raqamli ko'rinishda olsangiz, sizga belgilangan to'lovning 10 foizi miqdorida chegirma taqdim etiladi.

Bularning barchasi mamlakatimizda raqamli iqtisodiyotga faol o'tilayotganining belgisi. Raqamli iqtisodiyotni rivojlantirishning yana bir omili — kiberxavfsizlikni ta'minlashdir. Karantin sharoitida global tarmoqda koronavirusdan saqlanish bo'yicha ko'rsatmalar yorlig'i ostida dasturiy

² “Правда востока” Milliy tiklanishdan-milliy yuksalish sari jurnalidan. Sanobar Jumanova muxbiri.

tizimlarni ishdan chiqaruvchi viruslar tarqatish holatlari uchradi. Xorijda dori-darmonni onlayn sotish va yetkazib berishni va'da qilib, oldindan pullarni hisob raqamiga o'tkazishni so'rab, sodda odamlarni aldab ketayotgan moliyaviy firibgarlar soxta onlayn-do'konlar, veb-saytlar, ijtimoiy tarmoqlardagi akkauntlar va elektron pochta manzillaridan foydalanishdi. Bu ham axborot xavfsizligini ta'minlash zaruratini yana bir bor tasdiqlaydi. Mahsulot tanlashga keladigan bo'lsak, ko'pchilik respondentlar Internet orqali kiyim-bosh, shuningdek, maishiy texnika elektronika xarid qilishni afzal ko'rishgan. Avtomobil va ko'chmas mulk predmetlari internet orqali eng kam xarid qilinadigan tovarlar bo'lgan. Buni shu bilan izohlash mumkinki, ayni paytda foydalanuvchi «onlayn» rejimida yirik miqdordagi pullarni berishga hali tayyor emas. Bundan tashqari, foydalanuvchilar UzCard, VISA, MasterCard kabi to'lov tizimlaridan faol foydalaniladilar. Ommaviylik darajasi eng past tizimlar Union Pay, WebMoney va kriptovalyutalar hisoblanadi. Mahsulotlarni onlayn xarid qilishdagi muammolarga keladigan bo'lsak, deyarli barcha respondentlar to'lov vaqtidagi qiyinchiliklar, tovar/hizmat sifatining pastligi, yetkazib berish vaqti uzoqligi, shuningdek, narx qimmatligini aytib o'tishgan. Shunday qilib, ijtimoiy so'rov natijasida olingan ma'lumotlardan kelib chiqib, O'zbekistonda elektron tijoratning rivojlanishini to'xtatib turgan bir qator muammolar va kamchiliklarni aytib o'tishimiz mumkin:

1. Aholining elektron bitimlar tuzishga unchalik ishonmasligini;
2. Yetkazib berish qiymatining yuqoriligini;
3. Tovar/hizmatlar sifatining pastligini;
4. Firibgarliklardan qo'rqishni;
5. Kompyuter savodxonligi darajasining pastligini.

Yuqoridagilardan kelib chiqib, xulosa o'rnida shuni aytish mumkinki, bu kabi yirik loyihalarga start berilgani Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yilida raqamli texnologiyalarning hayotimizdagi o'rni va rolini, ularning yurtimiz bo'ylab qamrovini jadal sur'atda oshiradi. Tizim muntazam rivojlanyapti, keng ko'lamli va kompleks loyihalar amaliyotga joriy etilmoqda. Shu bilan birga, hali oldimizda bajaralishi zarur bo'lgan muhim vazifalar turibdi. Hozirda O'zbekistonning asosiy strategiyalaridan biri hisoblangan raqamli texnologiyalarning barcha soha va tarmoqlarga joriy etilishi va qo'llanilishi ustuvor vazifalardan biri hisoblanadi. Bularga misol qilib kiberxavfsizlik, axborot xavfsizligi va dasturiy tizimlarni ishdan chiqaruvchi viruslarni oldini olish chora-tadbirlarini olishimiz mumkin.

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O`QUVCHINING ODOB AXLOQ TARBIYASINI RIVOJLANTIRISHDA MUSIQANING AHAMIYATI

Annotatsiya: Maqolada o`quvchi ma`naviyatini shakllantirishda musiqaning o`rni va ahamiyati tadqiqotchining bosh mavzusi ekanligi va bu borada olib borilgan tajribalarning natijalari tahlil qilinadi. Shuningdek, musiqaning boladagi xotira, tasavvurni shakllantirish, fikrlash qobiliyatini rivojlantirishdagi o`rni xususida so`z boradi.

Kalit so`zlar: Musiqa, o`qituvchi, odob-axloq, tarbiya, uslub, tadqiqot

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THE IMPORTANCE OF MUSIC IN THE DEVELOPMENT OF CHILDREN'S ETHICAL EDUCATION

Annotation: The article analyzes the role and importance of music in the formation of children's spirituality, the main theme of the researcher and the results of experiments in this area. The role of music in the development of memory, imagination and thinking skills in children is also discussed.

Keywords: Music, teacher, ethics, education, style, research.

Kirish

Har qancha tebranmasin beshikdagi bolakay sira yig`idan tinmasdi. Yosh holiga ona bo`lgan Nigoraxon aqalli allaning ikki satrini ham bilmasdi. Harqalay Buston momosi beshikka qo`l uzatib alla aytishni boshlashidayoq bolaning yig`isi tindi, beshikning darpardasidan momo bolaning uyquga ketganini ko`rib, allani yanada ko`proq aytaverdi.

***“Alla aytay adiga,
Suv keltirsin kadiga,
Kadi ipi uzulsin,
Kuyov bo`lib suzilsin”.***

Buston momo erinmadi, ko`p alla aytdi. Buning sababini so`rashganlarida esa bola uyquga ketgan bilan, ma`nan uyg`oq. Alladan ozuqa oladi. Musiqa, alladan odob-axloqi o`zgaradi.

Darxaqiqat, musiqa ko`ngillarni birlashtirib qolmay, inson ruhiy olamiga ma`naviy ozuqa beradi. Musiqa bilan ulg`aygan bola jinoyatchi emas, ma`naviy komil inson bo`lib yetishadi.

Birgina allani ulug`lagan momolarimiz borki, musiqaning bola rivojida ijobiy ta`siri borligini isbotlaydi. Eng muhimi musiqaning yoshligidan o`quvchidagi fikrlash, xotira, tasavvurni shakllantirishi ham bor gap.

Musiqa kayfiyat holatini ifodalashda keng imkoniyatga ega. Inson kayfiyati murakkab hissiyot bo`lib, u hech narsa bilan bog`lanmagan. Kayfiyat umumlashgan xususiyatga ega bo`lib, undan ikkilamchi tomonlar chiqarib tashlanadi va insonning voqelikka bo`lgan tuyg`u munosabatini belgilaydigan eng muhim tomonlari ajratib olinadi. Musiqaning kuch-qudrati Shundaki, u shodlanish, qayg`urish, hayol surish, bardamlik, jasurlik, tushkunlik va Shunga o`xshash inson ruhiy holatlarini xususiy va umumiy tarzda o`zaro bog`liqlikda, bir-biriga singib ketishida namoyish qila oladi.

Adabiyotlar tahlili va metodologiyasi

Darhaqiqat, musiqa kayfiyat holatini ifodalaydi. Zotan, inson kayfiyati murakkab hissiyot bo`lib, u hech narsa bilan bog`lanmagan. Musiqaning kuch-qudrati shundaki, u shodlanish, qayg`urish, hayol surish, bardamlik, jasurlik, tushkunlik va shunga o`xshash inson ruhiy holatlarini xususiy va umumiy tarzda o`zaro bog`liqlikda, bir-biriga singib ketishida namoyon bo`ladi. Shundan, musiqaning bola hissiyoti va intilishiga, mazmuniga va his etishiga katta ta`sirini hisobga olganda, haqqoniy va voqeylikni to`g`ri aks ettirgan musiqali asardan o`rinli foydalanish ahamiyatlidir. Musiqiy san`at uchun odamning fikrlash va ifodalash hissiyoti asoslidir. Musiqa tovush bilan hamohanglik rivojida dastlab nutq va raqs bilan bog`liq. Musiqa mehnat harakati ritmi bilan moslashib, bir maqsadga intilayotgan kishilarni bir-birlariga birlashtiradi. Musiqiy tarbiya o`quvchida erta yoshdan boshlanishi kerak. Musiqa bola qalbida kuchli emotsional tuyg`u uyg`otadi. Musiqa yordamida uning badiiy idroki o`sib, hissiyotini yanada boyitib boradi. o`quvchida musiqiy idrokini rivojlantirmay ularning musiqaga mehr-muhabbatini yetarli darajada qiziqitirmay turib, har tomonlama jismoniy, ma`naviy boy va boshqa sifatlarni tarbiyalab bo`lmaydi.

Мулоҳаза ва таклифлар

Musiqaning bola hissiyoti va intilishiga, uning mazmunini tushunish va his etishga katta ta`sirini hisobga olganda haqqoniy va voqelikni to`g`ri aks ettirgan musiqiy asardan o`rinli foydalanish alohida muhim o`rin tutadi. Shunday ekan, o`quvchini musiqiy-estetik tarbiya uchun quyidagilarga rioya qilish kerak:

- Musiqiy-estetik faoliyatni atrof muhit hamda zamon bilan hamohangligi;
- Musiqaning san`at sifatida o`ziga xos xususiyatlarini inobatga olish;
- o`quvchining musiqiy rivojlanishlarida uzviylikni ta`minlash;
- o`quvchini quvnoq, g`amgin, yengil va vazmin musiqani tinglashga past va yuqori registrni eshita olishga, musiqa tilini tushunishga, past ovozli va

baland ovozli musiqaga mos chapak chalish orqali musiqa dinamikasini ajratishni o'rgatish;

- kattalar ketidan musiqani taqlid qilib, intonatsion mos ravishda qaytara olish;
- musiqiy rahbar boshchiligida raqs harakatlarini bajarish;
- kompozitorlar, musiqiy cholg'u asboblari haqida gapirib berish orqali o'quvchida musiqa san'atiga muhabbat uyg'otish;
- o'quvchini musiqani diqqat bilan tinglashga o'rgatish, yengil va oson xalq qo'shiq hamda kuylarini musiqasiga mos ritmik harakatlar bajarib ijro etishga o'rgatish. Musiqa sur'atiga mos chapak chalish yoki oyoq bilan jo'r bo'lish orqali qo'shiqni ijro eta olish.

Avvalo, musiqiy tarbiyaning quyidagi vazifalari bor:

1. Musiqaga muhabbat va qiziqishni o'stirish.
2. O'quvchining musiqiy tajribasini boyitish (musiqiy asarlar asosida).
3. O'quvchini oddiy musiqiy tushunchalar bilan tanishtirish, musiqa tinglash, kuylash, musiqiy ritmikasi borasida malakalarni rivojlantirish.
4. O'quvchida emotsional hisni shakllantirish. Ularda lad hissi, ritm tuyg'usini o'stirish va harakatni o'tirish.
5. Musiqiy didni o'stirish (musiqiy taassurotlar asosida).
6. O'quvchida ijodkorlikni o'stirish (barcha faoliyatlar asosida).

Xulosa o'rnida, musiqa o'quvchining salomatligiga va ularning jismoniy rivojlanishiga ijobiy ta'sir ko'rsatadi. Shunday qilib, perinatal davrda tengdoshlariga qaraganda klassik musiqaga biriktirilgan o'quvchi o'tirishga, suhbatlashish va gapirishga kirishadilar. Musiqa tovushi eshitilganda, inson miyasi musiqiy yozuvlarga mos keladigan tovushlarni qabul qiladi. Shu bilan birga, ba'zi bir nerv hujayralari tovush to'lqinlariga reaksiyaga kirishadi, buning natijasida asab kuchlanishini yo'qotish, tinchlantirish. Musiqani bolaning ruhiga ijobiy ta'siri ham, bu dunyoga nisbatan sezgirlik va hissiy oshkoralikni keltirib chiqaradi. Keyinchalik chaqaloq atrofdagi odamlarning kayfiyatini baholab, ular bilan o'zaro munosabatlarni sezilarli darajada engillashtiradigan vakolatga ega bo'ladi.

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INTERAKTIV METODLAR ORQALI TANQIDIY FIKRLASHNI RIVOJLANTIRISH

Annotatsiya: ushbu maqolada ta'lim jarayoni uchun eng muhim metodlardan biri sifatida namoyon bo'luvchi metodning tanqidiy fikrlash jarayonidagi ahamiyati hamda uni rivojlantirish borasidagi ilmiy qarashlari atroflicha talqin qilingan. Asosan, til o`qitish jarayonidagi uslublar va metodlardan unumli foydalangan holda talabalarning tanqidiy fikrlash qobiliyatlarini o`stirish bo'yicha bir qancha fikrlar hamda takliflar bayon qilingan.

Kalit so`zlar: tanqidiy fikrlash, til birliklari, interaktiv suhbat, aqliy hujum, muammoli vaziyatlar.

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IMPROVING CRITICAL THINKING ABILITIES THROUGH THE INTERACTIVE METHODS

Abstract: In accordance with this article, the significance of method which is one of the most essential one for the process of teaching, particularly, for developing critical thing skills based on scientific perspectives are widely portrayed. Basically, in the article, a myriad of ideas and suggestions related to the enhancement of students` critical thinking skills which are used productively as special techniques and strategies during language learning process

Keywords: critical thinking, language units, interactive conversation, mind attack, problematic situations.

“Sayyoramizning ertangi kuni, farovonligi farzandlarimiz qanday inson bo`lib, kamolga yetishi bilan bog`liqdir. Odamlar, eng avvalo, yoshlarning ong – u tafakkurini ma`rifat asosida shakllantirish va tarbiyalash eng muhim vazifadir” [1]

Shavkat Mirziyoyev

Ma`lumki, keskin rivojlanib borayotgan shiddatkor zamin nafaqat bir insondan, nafaqat bir jonzotdan, boringki butun bir koinotdan dunyoning qanchalar cheksiz hamda chegara bilmas imkoniyatlarga boy ekanligining

yaqqol timsoli desak aslo mubolag'a bo'lmas. Zero, inson aql–u zakovati, teran salohiyati va uning chegara bilmas kuchli kamoloti ana shu shiddatkor yurtning farzandlariga yaxshilik hamda o'tkir zehn urug'larini ekib kelayotgani ham asl haqiqatdir. Shuni alohida ta'kidlab o'tmoq darkorki, bugungi kunda, ayniqsa, davlatning deyarli barcha sohalarida xorijiy tillarga bo'lgan e'tibor, munosabat hamda talabning qanchalar yuqori darajada ekanligi hech birimizga sir emas.

Axborot madaniyati har bir pedagogning ilmiy-bilish, o'quv jarayoni, mustaqil ravishda ta'lim olish, dam olish va boshqa faoliyat jarayonida yuzaga keladigan axborotga nisbatan bo'lgan ehtiyojni qondirishga yo'naltirilgan shaxsiy axborot faoliyatini muvaffaqiyatli tashkil etishni ta'minlaydigan malaka, bilimlar va ko'nikmalarning tizimlashtirilgan majmuasi sanaladi.

Fikrimiz tasdig'i sifatida shuni alohida ta'kidlamog'imiz joizki, san'atkor turfa xil jilvalar orqali o'z qobilyatlarini namoyon qiladi va ushbu rang – baranglik orqali butun insoniyat ongi-yu shuurini, qalbini o'ziga rom qilib oladi. Xususan, pedagoglarning talabalarning tanqidiy fikrlash qobilyatlarini yanada rivojlantirishi hamda unga hamohang tarzda amaliy ko'nikmalarni shakllantirgan holda dars jarayonini amalga oshirishi nur ustiga a'lo nur bo'ladi. [2]

Yana shuni alohida e'tirof etmoq joizki, ta'lim jarayonining yanada samaradorligini oshirish maqsadida amaliyotga tatbiq qilinayotgan ertangi kun pedagog –kadrlari, jahonning eng ilg'or yetakchilari qatorida namoyon bo'lishi uchun o'z sohalarining buyuk namoyandalari bo'lib ko'kka intilishlari lozimdir, albatta. Shu jumladan, kelajak avlod vakillariga ta'lim –tarbiya berish asosan o'qituvchilarning, ya'ni har jihatdan buyuklikka erishgan san'at egalarining mahoratiga bog'liq bo'lgan jarayon sifatida qaraladi.

Tilning o'ziga xosligi, ya'nikim xorijiy tillarga bo'lgan talab va taklifning yuqoriligini hisobga olganda dars jarayonida til o'qituvchilari va bundan tashqari psixologlar, metodistlar quyidagi strategik tuzilgan rejalariga e'tibor qaratmoqliklari lozim:

Talabalarining dunyoqarashi;
Dars jarayonida talabalar qanchalar ilg'or;
Talabalarining tezkorligi;
Talabalarining topqirligi;
Talabalarining har xil turdagi boshqotirmali mashqlarga munosabati;
Talabalarining har xil turdagi muammoli vaziyatlardagi roli va o'rni;
Talabalar va o'qituvchilar teng ravishda tanqidiy fikrlash qobilyatlarini amalga oshirishi. [3]

Texnologik o'yinlarni tanlash jarayonida, avvalambor, o'rganuvchilar, ya'ni o'quvchilarning psixologik holati, nutqi, bilish imkoniyatlari, tengdoshlari hamda kattalar bilan murosaga kela olish tajribasining har jihatdan o'sishiga ko'mak berishi, o'quv faoliyati bilim hamda ko'nikmalarni shakllantirishi, o'quv mashg'ulotlari hamda xorijiy tillarni o'rganishga bo'lgan qiziqishini uyg'otishi, natijalarni tahlil qilish, bir–biri bilan taqqoslash, mavhumlashtirish, jamlashni

o`rganishda o`quvchiga ko`mak berishiga e`tibor qaratishi darkor. O`yinlarni amalga oshirish jarayonida o`quvchining aqliy faoliyati, uning fanlarga nisbatan xatti-harakatlari bilan bog`liq bo`lishi lozim.

Shuni alohida e`tirof etmoq lozimki, xorijiy tillarning o`qitilish jarayonida pedagoglar, tilshunoslar, metodistlar, filologlar, faylasuflar, professorlar, adabiyotshunoslarning o`ziga xos va bir-birini takrorlamaydigan o`qitish metodlari, eng yuqori samaraga ega bo`lgan tajribalari ham katta ahamiyat kasb etadi. Shuni ta`kidlamoq joizki, Oliy ta`lim muassasalarida xorijiy tillar, masalan, ingliz tili, fransuz tili, xitoy tili, nemis tili, ispan va boshqa shu kabi tillarning maxsus metodlar orqali talabalarga mukammal qilib yetkazilishi til o`rganuvchilarning ishtiyoqi hamda qiziqishini nihoyatda oshiradi. [4]



Zamonaviy til texnologiyalarining xususiyatlari quyidagicha:

- ✓ Tabiatga asoslangan;
- ✓ Amaliyotga asoslangan;
- ✓ Rang-barangligi;
- ✓ Mashqlar orqali muammoli masalalarni oson va aniqlik bilan bajarish uchun tizimlashtirilganligi;
- ✓ Uzoq natijaviylikka ega ekanligi;
- ✓ Psixologik hamda pedagogik rag`batlantiruvchi kuchga asoslanganligi;
- ✓ Dunyoqarash va ilmiylik tushunchalari bilan hamohangligi.

Xulosa qilib aytganda, har qanday yaratuvchanlik zahirida o'ziga xos kamolot va intellektual salohiyatning mahsuli yotadi. Ya'ni talabalarga tanqidiy fikrlash qobiliyatini rivojlantirish hamda ularni amaliy tarzda qo'llay olish imkoniyatining o'ziga xosligi nafaqat tilshunoslar, balki jamiki pedagog jamoasi tomonidan amaliyotga tatbiq etilayotgan zamonaviy metodlar hamda strategiyalarning keng ravishda qo'llanilishidan iboratdir. Zero, aql va tafakkur hamisha bir tan-u, bir jon bo'lib xizmat qilishini unutmasligimiz lozim.

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VACUUM METHOD FOR ASSESSING THE STATE OF THE CYLINDER-PISTON GROUP AND PREDICTING THE RESIDUAL LIFE BY THE CLAS DEVICE

Abstarct: In this article given vacuum method and diagnosing of cylinder-piston group by modern devices.

Key words: dignostics, vacuum, cylinder, piston, CLA.

Introduction

The cylinder is the space through which the piston travels, propelled to the energy generated from the combustion of the air/fuel mixture in the combustion chamber. In an air-cooled engine, the walls of the cylinders are exposed to the airflow, to provide the primary method of cooling to the engine. Using the Cylinder Leakage Analyzer (CLAs) (Fig. 1), it is possible to reliably accurately (without disassembling the engine) evaluate separately the technical condition of the entire valve train, cylinder liner, compression and oil scraper rings.



Figure 1 - Cylinder Leakage Analyzer (CLA)

Diagnostics with this device does not differ from the measurement of compression. All measurements are carried out in the process of "cranking" the engine with a starter or a starting device through the spark plug or nozzle holes. The advantages of the CLA are in the simplicity of the diagnostic process and, at the same time, in the high information content of the measurement results. The advantages of the device are that no matter what state the battery is in, its condition will not affect the quality of diagnostics. It is not necessary to know the nominal compression value for each engine in order to compare it with the

diagnostic results. You only need to know the brand of fuel on which the given car drives.

Research

The diagnosed parameters are checked against the diagnostic diagrams for the given type of fuel, and the state of the CPG is assessed. Diagnostic diagrams have been developed for AI-80, AI-92-95-98, and diesel fuel. And if the car alternates between running on gasoline and gas, then the diagram should be used for this brand of gasoline. Due to the timely detection of defects in the components of the CPG, the Cylinder Leakage Analyzer (AGTs) allows you to avoid unreasonable repair of the CPG, to make fuller use of the engine resource, and to carry out routine maintenance efficiently.

The principle of diagnostics by the CLA device

The presence of two original valves in the CLA makes it possible to measure two significant parameters using a vacuum gauge when the engine is "cranked" by the starter: P1 and P2. An explanation is required here. The total vacuum value (P1) is measured in the space above the piston (Fig. 2), during the intake stroke through the vacuum valve.

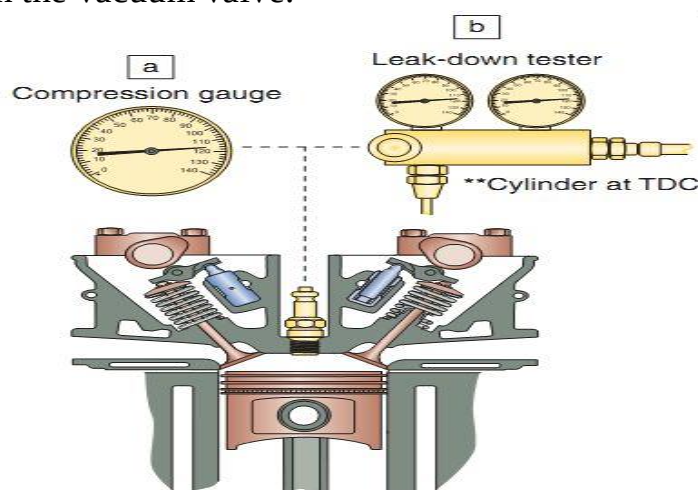


Figure 2 - Scheme for measuring total vacuum

Before the measurement, during the previous compression stroke, the cylinder is purged through the low pressure reducing valve (0.01 bar). The obtained value of the total vacuum makes it possible to estimate the wear of the cylinder wall (liner) and the density in the mating of the valve and the seat.

However, parameter P1 does not make it possible to assess the condition of the piston rings; the presence of an oil "wedge" allows maintaining a sufficiently high vacuum in the space above the piston. The degree of wear of the piston rings is assessed by measuring the second parameter (Fig. 3) - the residual vacuum (P2).

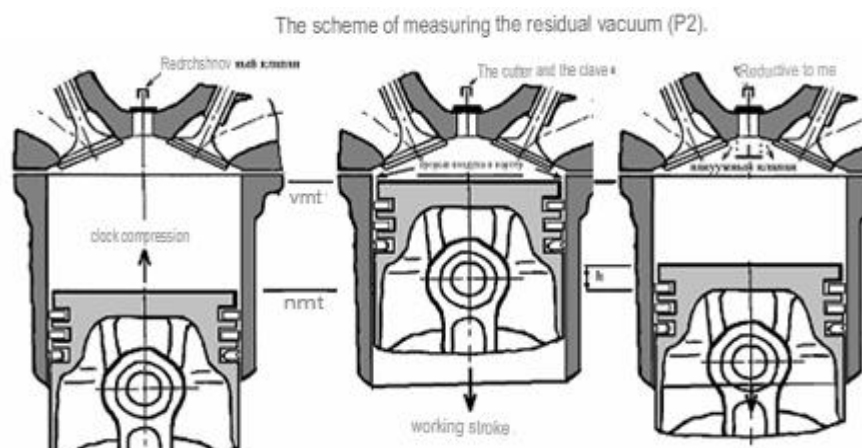


Figure 3 - Scheme for measuring residual vacuum

To measure its value, the over-piston volume is isolated by overlapping the pressure reducing valve. In this case, during the compression stroke, the pressure rises to a maximum value (compression value) and a part of the compressed air "breaks through" through the gaps in the mating of the piston rings into the crankcase.

Measuring the expansion vacuum value in this case (again through the vacuum valve) allows you to determine the residual vacuum (P2), the value of which is proportional to the compression loss due to air leakage. In the normal condition of the rings, the value of P2 is extremely small and significantly increases with wear, breakage or coking.

It is easy to check the gas distribution mechanism. If the valve is loose in the seat, it is difficult to pinpoint the exact cause of the difference between P1 and P2. But if there is a crack, chipping or burnout on it, P1 sharply decreases and excess oil or unburned fuel is no longer able to close the gap.

Reconciliation of the results of measurements of the total vacuum (P1) and residual vacuum (P2) with the state diagram of the CPG for a given type of fuel and gives an assessment of the state of the CPG.

The procedure for diagnostics by the CLA analyzer

1. The engine warms up to a temperature of 80°C - 85°C;
2. Unscrew candles (nozzles) from all cylinders;
3. The ignition coil (switch) is turned off. On diesel engines, squeeze the fuel pump rail (shut off the fuel supply);
4. The engine is cranked by the starting device for 3-5 seconds to blow out all the dirt from the combustion chamber.
5. The adapter (PU) is connected to the spark plug (nozzle) hole and the device is connected to it. When diagnosing diesel engines, the device must be connected to an injector simulator. Connecting an CLA instead of a glow plug will not give a reliable measurement of the total vacuum (P1).

6. Measurement of full vacuum (P1):

CLA is connected to the spark plug (nozzle) hole. The plug is completely unscrewed and removed. The starting device is turned on to rotate the crankshaft

for 3-4 s. The value (-P1) of the complete vacuum is fixed. Measurements in the remaining cylinders are carried out in the same way. The reading of the vacuum gauge is recorded and the P1 measurement is deleted by pressing the reset valve button.

7. Measurement of residual vacuum (P2):

The pressure reducing valve is closed off with a plug, screwing it in until it stops so that the sealing ring of the plug fits snugly against the cover of the pressure reducing valve. CLA is connected to the spark plug (nozzle) hole. The starting device is turned on to rotate the crankshaft for 5-8 seconds, while during scrolling it is necessary to press the reset button three times, after fixing the parameter P2 by the vacuum gauge. The first time the residual vacuum parameter will be incorrect (since it is not known in what position the piston was at the beginning of the rotation), the second and third times the vacuum gauge readings must match. This is the value of the residual vacuum (P2). The value of P2 of the residual vacuum is recorded. Measurements in the remaining cylinders are carried out in the same way.

Conclusions

One gauge on the tester measures the pressure of the air entering the cylinder and the other measures the percentage of the air escaping (or leaking) from the cylinder. The loss percentage will indicate the condition of the cylinder and overall condition of the engine.

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MORPHO-FUNCTIONAL FACTORS OF STOMACH CANCER PROGNOSIS

Resume: Gastric cancer (RV) is a heterogeneous group of carcinomas with a high malignant potential and an unfavorable prognosis. Obviously, there are a number of issues in the study of RS that require further in-depth research. There is no comprehensive data on the effect of the regularities of cell renewal of carcinoma and the functional immunophenotype of tumor cells on the malignant potential of RV. The prognostic significance of the expression of intercellular and cell-matrix adhesion molecules (E-cadherin (E-SUB), type 4 collagen (CO4)), extracellular matrix proteins and proteases (ECM) remains debatable; tenascin-C (TC-C), matrix metalloproteinases of type 2 and 3 (MMR2 and MMRZ)), as well as the regulatory protein galectin-3 (VAZ), including in various IFT variants of RV. A generally accepted algorithm for the individual prognosis of carcinomas of this localization has not been developed, taking into account the key molecular biological factors of the malignant potential of the tumor.

Key words: stomach cancer, morphofunctional and morphobiological characteristics.

Relevance. Worldwide, stomach cancer (RV) remains one of the leading causes of death from malignant neoplasms (ZNO), is characterized by diagnosis in the late stages of the disease due to the late appearance of clinical symptoms, which significantly limits the effectiveness of the treatment [2,3,5].

The pathogenesis of RV is characterized as a multi-stage and heterogeneous process with a wide range of genetic changes – gene (functional single-nucleotide polymorphisms that determine genetic predisposition to the disease), genomic (change in the number of chromosomes, or aneuploidy) and chromosomal mutations (change in the structure of chromosomes), as well as epigenomic remodeling of chromosomes (DNA methylation, histone modification, microRNA profile change), leading to a violation of the regulation of the most important signaling pathways of the cell, a change in the body's response to environmental factors, which determines cellular disorders cycle, cell differentiation, processes of DNA repair and apoptosis and leads to the development of RV [1,3,4].

The purpose of the study. The purpose of this study was to improve the morphological diagnosis of RV with a comprehensive assessment of the

malignant potential of the neoplasm and the development of additional prognosis criteria.

Materials and methods of research. The object of the study was the current surgical material of the removed stomachs of 55 patients operated for cancer. Carcinomas with glandular differentiation, histological stage T1-TK (according to the system "SHM, 2011), removed within healthy tissues, were selected. There were 30 men (55%), 25 women (45%), sex ratio - 1.2:1, age 27-71 years (average -57.3 ± 7.6 years), median - 58.0.

The results of the study. According to the immunohistochemical expression of mucins M11C1, MiS2, MiS5AS, MiSb, as well as SOY glycoprotein, which are produced by gastric epithelial cells in various combinations and serve as immunophenotypic markers of functional heterogeneity of the glandular epithelium of the gastric mucosa in normal and pathological conditions, gastric carcinomas can be divided into gastric, intestinal and mixed immunophenotypic variants, while the functional immunophenotype of cancer it does not depend on the localization in the stomach, as well as the histological type and histological stage of the tumor process.

The postoperative 4-year adjusted relapse-free survival of patients with gastric cancer of the histological stage T2-TK is statistically significantly associated with the functional immunophenotype of the tumor and is 26% in patients with gastric immunophenotype, 12% with mixed immunophenotype.

Quantitative indicators of immunohistochemical expression of galectin-3 and matrix metalloproteinases of type 2 and 3 in gastric carcinomas are statistically significantly associated with the histological variant and functional immunophenotype of the tumor.

Quantitative indicators of immunohistochemical expression of the adhesive molecule E-cadherin, galectin-3, and matrix metalloproteinases of types 2 and 3 are statistically significantly associated with postoperative survival of patients with gastric cancer. Signs of an unfavorable prognosis are: <50% of tumor cells immunopositive to E-cadherin and galectin-3, >40% - immunopositive to matrix metalloproteinase type 2 and >50% - to matrix metalloproteinase type 3.

Indicators of cell proliferation (mitotic index, K167 index), as well as cell death by type of apoptosis (apoptotic index) in gastric carcinomas are statistically significantly associated with the histological variant and functional immunophenotype of the tumor.

For diagnostic purposes, the proliferative potential of gastric cancer can be assessed by a conditional quantitative indicator - the "coefficient of cellular renewal" (KKO), equal to the ratio of mitotic and apoptotic indices. The value of KCO > 0.7 is a reliable sign of an unfavorable prognosis of stomach cancer. Mitotic and apoptotic indices have less prognostic significance, however, an unfavorable prognosis is likely with a mitotic index >30% and an apoptotic index <40%.

Thus, the functional immunophenotype of carcinoma according to a set of immunohistochemically expressed mucins and SOY, the "coefficient of cell renewal", mitotic and apoptotic indices, as well as quantitative indicators of immunohistochemical expression of E-cadherin, galectin-3 and matrix metalloproteinases of type 2 and 3 are independent factors for the prognosis of gastric cancer. Immunohistochemical expression of collagen 4 of the basement membranes, tenascin-C of the extracellular matrix, membrane expression of E-cadherin, as well as the K167 index in gastric carcinomas have no prognostic significance.

The extent of the tumor infiltrate obtained during the preoperative diagnosis of "proximal" gastric cancer of the histological stage T2-TK by magnetic resonance imaging significantly exceeds the true size of the tumor and needs correction with a correction factor equal to 0.4.

It has been shown that the malignant potential of RV is due not only to the histological variant and indicators of proliferative activity of tumor cells, but also to other important regulatory mechanisms: the intensity of cell death by type of apoptosis, morpho-functional differentiation of tumor cells and the level of expression of proteins and proteinases involved in intercellular and cell-matrix interactions. A comprehensive analysis of the results made it possible to develop additional objective quantitative criteria for individual prognosis in RV, available for use in everyday practice.

Conclusion. The study confirmed the assumption about the possibility of the influence of functional IFT of tumor cells on the malignant potential of RV. A certain contribution has been made to the study of the parameters of cell renewal, as well as the IHC expression by tumor cells of a number of molecular biological markers associated with tumor growth in carcinomas of this localization.

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HEALING TOURMALINE

Annotation: This article provides information on the occurrence, use and medicinal properties of tourmaline stone in nature.

Keywords: medicinal, tourmaline, plant, jewelry stone, nerve, endocrine system, immune tissue.

A person constantly strives to achieve something throughout his life, in some cases, depending on the level of the result, he rejoices, his love for life and for life increases, and sometimes he gets tired, experiences stress and loses pleasure.

Just as an action without a cause is not a cause without an action, some reason moves a person, and an action leads to some reality. Reason, movement, perception, peace of mind - all this is the basis of human health. The preservation of health is in our hands. When people get sick, they use two different ways of treatment: one with chemicals, and the other with natural herbs, which is one of the greatest blessings bestowed on people by Mother Nature.

In addition to natural herbs, Mother Nature has given us minerals that add beauty to a person, and also serve as a painless means to restore health, without any bitterness. One of these hard minerals is tourmaline. Of the minerals present on Earth, only tourmaline has the property of carrying a constant electric charge. Therefore, it is also called a magnetic crystal. Given the variety of stones, tourmaline always takes the first place in luster.

The brilliance, transparency and durability bestowed by nature have given this rare mineral the honorary title of "jeweler's stone". Tourmaline contains 26 elements of the periodic table. It contains lithium, potassium, calcium, magnesium, manganese, iron, silicon, iodine, fluorine and other elements. Tourmaline is found in nature in about 50 species. Historians have determined that the name of the stone comes from the Sinhalese (Sri Lankan) word "tura mali", which means "stone of multicolored flowers" or "stone attracting ashes".

Since ancient times, this strange stone has been a symbol of wisdom, faith and additional strength in achieving spiritual maturity. Tourmalines, like doctors, have a positive effect on nervous, endocrine and immune tissues, sleep. Treats the circulatory system, digestive functions of the body. Tourmaline

eliminates the power of drugs that negatively affect the body. Of all the green stones, tourmaline also has the strongest rejuvenating properties. A healthy person should have a charge of 5-6 volts. If a person is sick, the charge in him decreases, and the tourmaline is recharged.

It has the following effects: improves metabolism and metabolism in the cell, accelerates blood circulation, restores the activity of the lymphatic system, improves nutrition of tissues and cells in the body, restores the endocrine and hormonal system, improves nutrition of internal organs and skin, strengthens the immune system, gives energy, improves blood circulation and fluidity, improves sleep, cleanses the complexion, improves vision and memory.

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GOVERNMENT SUPPORT OF SERVICES IN UZBEKISTAN

Annotation. In this article, the state's attention to the services sector for the rapid development of the economy of the Republic of Uzbekistan, the essence of the decisions and decrees adopted by the government to develop the sector are studied in detail. Also, the existing problems in the field were addressed and relevant solutions were given.

Keywords. Services, economy, population, unemployment, development, credit, decisions, decrees, entrepreneurship, central bank, support.

It is important to ensure the rapid development of the Uzbek economy, improve the living standards of the population and the development of services in the employment of the unemployed. The service sector affects all segments of the population and influences socio-economic processes, which reflects the importance of developing the service sector. Today, the government is implementing a number of reforms to develop the services sector.

In particular, the Presidential Decree of the President of the Republic of Uzbekistan dated June 16, 2020 No. №-4752 "On measures to support the services sector" was adopted. According to the resolution, the equivalent of \$ 100 million from the Fund for Reconstruction and Development will be provided to commercial banks to develop the services sector. Loans to entrepreneurs in the service sector, especially for the establishment and equipping of enterprises (except for businesses in the financial and trade sectors) operating in the domestic, educational, medical, information and communication and other high-demand sectors Up to 1 billion soums will be allocated at the central bank's base rate.

Also, the Resolution of the President of the Republic of Uzbekistan "On measures to accelerate the development of the services sector" №-5113 dated May 11, 2021 to further increase the share of the services sector in the economy, full use of existing opportunities in the field of services, to address the problematic issues of expanding the range and improving the quality of services, to further support businesses in this area, to encourage their ideas and initiatives.

The government is carrying out significant reforms in the development of the service sector in our country. Accelerated development of the service sector, gross domestic product in the "Action Strategy for the five priority areas of

development of the Republic of Uzbekistan in 2017-2021"³, approved by the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 №-4947 Increasing the role and share of services in the formation of the country, deepening the structural changes in the structure of services, primarily at the expense of their modern high-tech types, modernization and diversification of leading sectors of the national economy was identified as one.

Resolution of the President of the Republic of Uzbekistan dated May 11, 2021 No. №-5113 on measures to accelerate the development of the services sector. The resolution calls for increasing the share of the service sector in the country's economy, fully utilizing the existing opportunities in the field of services on the ground, expanding the range and improving the quality of services, addressing pressing issues, further strengthening business entities in this area. llab support is intended to encourage their ideas and initiatives. According to the resolution, the main directions of development of the service sector in the Republic of Uzbekistan in 2021-2023 are:

- Transform the services sector into an important driver of economic growth and double the volume of services by 2023;
- providing ready-made business plans and projects to the population, providing them with "comprehensive services" covering the stages from vocational training to starting a business;
- Improving the efficiency of government agencies and organizations in this area and strengthening the accountability of officials through the introduction of a system for evaluating the development of the service sector in the country;
- elimination of excessive bureaucratic barriers in the field of services, expanding the range of services based on the specifics of each region, expanding the coverage of transport, financial, as well as banking, tourism and trade services in the regions, especially in rural areas;
- Capacity building of education and health services in all regions of the country, improving their quality, creating favorable economic and infrastructural conditions for the involvement of the private sector, etc.

In order to ensure the balanced development and diversification of the activities of enterprises in the service sector, to increase the competitiveness and quality of services they provide, the Cabinet of Ministers of the Republic of Uzbekistan on February 26, 2016 decision No.

The introduction of a system for evaluating the development of the service sector in the country is increasing the efficiency of government agencies and organizations in this area and strengthening the responsibility of officials. Eliminating excessive bureaucratic barriers in the service sector, expanding the range of services based on the specifics of each region, expanding the coverage

³ Approved by the Decree of the President of the Republic of Uzbekistan No. №-4947 dated February 7, 2017 "Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021" Tashkent-2017.

of transport, financial, as well as banking, tourism and trade services in the regions, especially in rural areas, have been identified as effective priorities. represents that is being carried out. This, in turn, plays an important role in ensuring the stability of the country's economy.

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REGARDLESS OF THE HISTORY AND DEVELOPMENT OF ECONOMIC KNOWLEDGE

Abstract: This article provides a brief overview of the history and development of economic knowledge. The objective factors of the formation of economic knowledge are considered.

Key words: economic knowledge, economics, science, natural factor, economic growth.

The knowledge economy is the highest stage in the development of a post-industrial economy and an innovative economy, which is characterized by an information society or a knowledge society; also - the next stage in the great development of the economy and society of the advanced countries of the world.

The term knowledge economy is often used synonymously with an innovative economy. However, the knowledge economy is the highest stage in the development of an innovative economy and is the base, the foundation of the knowledge society or information society.

The knowledge economy is an economy where the main factors of development are knowledge and human capital. The development process of such an economy consists in improving the quality of human capital, in improving the quality of life, in the production of high-tech knowledge, innovation and high-quality services.

The knowledge economy is the highest stage in the development of a post-industrial economy and an innovative economy, and therefore is most characteristic of the most developed countries such as the USA, Germany, Great Britain, the Republic of Korea and Japan.

There are other definitions of developed and future societies and economies in the literature. It should be emphasized that the main difference between the knowledge economy and the innovation economy is that in the case of the first knowledge, it becomes an intrinsic commodity that can be put on the market. In the case of the latter, knowledge is a prerequisite for creating innovations, however, the main driving force of this type of economy is precisely new technologies, the constant introduction of innovative methods of production into the economy, the sale and purchase of innovations and technologies.

In addition, there is also the use of the term "new economy" as a synonym for the knowledge economy. However, this assumption cannot be called correct, because the latter term is broader and more abstract, rather it describes the state of the modern economy in which material goods are depreciated, and services

and the use of digital technologies come to the fore. This definition brings this concept closer to the post-industrial economy, but does not reflect the essence of the knowledge economy.

Today, the production of knowledge and high technologies is the main source of economic growth in developed countries. The main factor in the formation and development of the knowledge economy is human capital. At the same time, a sufficiently high level of development of social capital is required.

This stage of economic development has its own unique features and characteristics that distinguish it not only from all previous forms of the economy, but also from the post-industrial economy, with which the knowledge economy is often identified.

Codified knowledge is becoming the most important component of economic interaction. Modern scientists understand codified knowledge as clearly structured, applied knowledge that has a precise purpose and can be applied in a specific area of production. Codified knowledge is much more expensive as a commodity, since it acts not as a simple set of information about a particular phenomenon, but as a certain set of facts that can be applied in practice to optimize various kinds of processes.

The basis for knowledge is the development of information and communication technologies, the development of the knowledge economy occurs as a result of the progress of the information society.

Based on the signs of the formation of the knowledge economy, its following features are distinguished:

- no shortage (limited) resources. If any of the previous forms of the economy was based on their limitations, then knowledge (the main commodity of the knowledge economy) not only tends not to end (it simply spreads among economic actors), but is also a factor for the further production of new knowledge.

- territorial limitations, localization of production and other factors related to geographic location are losing their relevance, since the main market activity is carried out in the virtual space, supranational and supranational platforms play an important role, which becomes difficult to tax and effectively regulate.

Among other things, the knowledge economy is resistant to financial crises in the aspect that even despite the fall in the value of securities, the collapse of market systems did not prove the theory of the knowledge economy, on the contrary, as the economy recovers after the fall, the value of knowledge increases again, that is, we can say about a real transition to a qualitatively new level of social development.

Basic science is one of the most important components of economics. The development of this area can also be called a separate feature of the emerging knowledge economy and its integral feature at the same time. Based on some studies, it can be concluded that in recent decades the number of fundamental

research has increased dramatically, since many industries feel the need for new knowledge to create new production technologies.

By the type of economies and level of development, countries are distinguished:

- with a pre-industrial economy (as a rule, countries with a resource-based economy or its main share);

- with an industrial economy;

- with a post-industrial economy;

- countries with mixed economic structures;

- countries with an innovative economy or a knowledge economy (the terms are also used: intellectual economy, new economy, information economy, innovation and information economy, etc.).

The main factor in the change in the types of economies and societies has been and remains human capital (accumulated knowledge, intelligence, innovation, professionals).

Researchers identify a number of factors that influence the formation of the knowledge economy. All of them together illustrate a qualitatively new type of economic growth based on reasons different from classical ones.

Country positions on the global platform. In the modern world, it is the global interethnic competition, the rivalry between large TNCs, that is gaining more and more relevance, therefore the country's economic influence largely depends on the international level of its economy. This is generally characteristic of the postindustrial economic system.

Active introduction of innovative technologies into production. Accelerating technological progress and personalization of production make the former industrial models of firms' behavior ineffective. Therefore, the most important prerequisite for the formation of the knowledge economy is precisely the introduction of innovations, which not only prepares a country for the transition to the stage of an innovative economy, but also creates the basis for its further qualitative changes.

The developed countries of the world possess the bulk of the world's human capital. Moreover, the developed countries make most of their investments in human capital. This gives them a decisive advantage in technological and intellectual development, as well as outstripping growth in the quality of life of the population.

Human capital in developed countries has become the main productive factor in the creation of the latest technologies, the development of industries, an increase in their efficiency, the outstripping development of science, culture, health care, security, and the social sphere. From the UN Human Development Reports, it follows that the proportion of human capital in such highly developed countries as the USA, Finland, Germany, Japan, Switzerland, etc., account for up to 80% of their national wealth.

The leading countries of the world have created conditions close to optimal for the rapid and effective implementation of scientists' ideas into specific goods and products. It is fundamental research, increased investment in human capital and the new breakthrough technologies that they generate that provide the leading countries of the world with their leadership.

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CREATING A LANDSCAPE SOLUTION TO THE TOURIST ROUTE ARCHITECTURAL ENVIRONMENT

Annotation: This article is about "Uzbekistan tourist route" purposing to develop aesthetically pleasing landscape design projects along the Tashkent-Samarkand highway, providing services to the population and tourists visiting our country using innovative landscape and design solutions centers, as well as recreation areas, ornamental plant species used in extreme conditions in landscaping.

Keywords: Tashkent, Samarkand, architecture, Great Silk Road, population, tourist route, architecture, monuments, pilgrimage tourism, introduction, "design code".

In the Uzbekistan President of the Republic of Uzbekistan 2019 APPENDIX 5 to the Decree No. PF-5781 of August 13, "Investment proposals for the construction and reconstruction of roads along the tourist routes of the Republic of Uzbekistan have been submitted and a road map has been developed.

Decree of the President of the Republic of Uzbekistan dated November 27, 2020 No PF-6119 "On approval of the Strategy of modernization, accelerated and innovative development of the construction industry of the Republic of Uzbekistan for 2021-2025" to ensure the implementation of the "development and implementation of a regional" design code "by July 1, 2022, taking into account the purpose of the elements of the urban environment, traditional architecture and culture, as well as the natural and climatic conditions of the place" The decision was made. Much attention was paid to the development of a "design code" and the creation of a unique architectural and artistic look, taking into account the national architecture of the elements of the urban environment and the weather conditions in the area.

The tasks of the Tashkent-Samarkand tourist routes in the seasonal change of the city, the reconstruction of the roadside and the solution of key and priority issues in the solution of the landscape are:

- Taking into account the harsh continental climate of the country in the reconstruction of the Tashkent-Samarkand tourist routes, analysis of quality and environmentally friendly raw materials that are resistant to snow, rain and hot summer days;

- The use of ornamental trees and shrubs in accordance with the climatic conditions of the region, as well as medicinal plants that attract foreign tourists, taking into account the seasonal changes in the urban space;

- To study the economic efficiency of the use of local and introduced ornamental plants from an economic point of view as a result of seasonal changes in urban space;

-Selection of ornamental plants depending on the climatic conditions of the region, their advantages and peculiarities;

-Study of the terrain of tourist routes with different relief routes.

Samarkand is located in the central part of Uzbekistan. Samarkand region is one of the leaders in the country in terms of population and gross industrial output. Due to its natural geographical location, it is located in the middle part of the Zarafshan valley, surrounded on three sides by the Nurata, Turkestan and Zarafshan ridges. The mountain ranges block the flow of cold air from the north. Precipitation is heavier (250–800 mm). There are almost no sandy areas. Gray and meadow-alluvial soils cover a large area.

Seasonal changes in the city play an important role in creating the architectural environment of the Tashkent-Samarkand highway. The city's climate is continental, with cold winters and hot and dry summers. Descriptions of climatic elements can be obtained from the analysis of meteorological data. Tashkent is one of the sunny cities. The average solar exposure time is 2,870 hours per year. During the year, it varies from 110 hours (December) to 390 hours (July). Sunless days average 36 days a year. The average annual temperature is 13.8 degrees. The weather in Tashkent is hot and stable in summer. The hottest month of the year is July, with an average temperature of 27 degrees. The highest summer temperature was 44.6 degrees Celsius in 1997. Winter weather is relatively unstable and changeable. The coldest month is January, when the average temperature is -0.6 degrees Celsius and the lowest temperature is -29.5 degrees Celsius (1930–1931) [1,].

Theoretical foundations of research in the field of architectural and constructive principles of design of objects of architectural environment in urban planning, hot and dry climates J.E. Aronina, N.M. Bachinskiy, L. Korbyuze, G. Lipsmayer, E.R. Kryukova, V.A. Lavrov, B.D. Mamedsahatova, M. Mexta, V.A. Nielsen, N.V. Obolenskiy, B.S. Saini, B.S. Singa, A.N. Rimshi, V.M. Firsanova, E. Xarkness, Sh. Shen, A. Esenova.

As mentioned above, due to the climate, there are seasonal changes in each city and populations at the change of seasons. Along with the creation of a guide for tourists traveling on tourist routes to create an architectural environment of tourist routes, including architectural monuments, road maps and flora of Uzbekistan, with extensive use of ornamental plants of the country in landscape solutions. [2]. the creation of small architectural facilities on the roads, including ergonomically world-class parking lots, architectural facilities of roadside prayer rooms for pilgrims.

The obsolescence of old buildings does not allow to keep the urban environment in its original state. These issues need to be addressed, as well as

the problem of traditional eastern cities where dialectical communication has been lost.

Unfortunately, the existence of negative experience on this issue and its popularity should also be taken into account. There are different views on the solution of this problem in the country, which requires the reduction of research boundaries and delimitation of urban areas. [3]. The changing color of the unique and irreversible urban environment is a cause for concern for many professionals.

If we look at the principles of urban planning, which have been formed over the centuries, taking into account the climate of our country, we can see that the hot sun has affected not only the structure of the streets, but the whole city. Therefore, the peculiarities of cities located in hot and dry areas are narrow and shady streets, high-density buildings, indoor composite and courtyard residential and public buildings.

Markets on narrow and crooked streets, created by hot sunstroke, hot and dry weather, are covered with a variety of shading coverings. Due to the density of the building and the boundary walls, as well as water bodies, a unique microclimate is created in the urban environment. [1,4].

Today, new types of design, urban planning and landscaping methods allow to give a unique look by the architect to the densely packed, indoor courtyard composite buildings. In doing so, the architect must make effective use of small architectural forms. Because the roads of modern cities disrupt harmony with narrow and shady streets. Similarly, the presence of large and vast areas in modern cities is not in harmony with the general structure of eastern cities.

Experts emphasize the importance of landscaping, which is one of the small architectural forms, in solving the above problem. This is because landscaping, planting large and small trees prevents large scale disturbances by large areas and restores balance. Also, taking into account the local climate, landscaping creates convenience for the population. [5].

The demand for elements of small architectural forms of modern cities is very high. This in turn raises the question of what elements of small architectural forms should look like in Central Asian cities [6]. At the stage of transition to practical work by finding a theoretical solution to the problem, it is important to achieve a harmonious combination of elements of small architectural forms and landscaping. First of all, it is necessary to typologically classify the urban area, which in turn allows to clearly define the work of architects, designers and painters-sculptors and to achieve mutual harmony [5,7].

Extensive use of endangered local vegetation in the development of landscaping around the Tashkent-Samarkand tourist route, enrichment of transport areas with ornamental trees, perennials, as a novelty in urban landscape design - Extensive use of art objects with an approach to historical aspects, garden parks, including tourist routes, design the area around the

highways based on the city design codes, taking into account the winter season, developing a sewage solution in our rainy days, landscaping the main roadside landscaping solutions with architectural objects; it is advisable to create decorative ponds for stormwater runoff to prevent roads from sinking after rain.

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PROSPECTS FOR USING ACT IN PRIMARY SCHOOL TEACHERS

Annotation: Teachers who use ICT in their work came to the conclusion that information technologies are intended only for researchers, teachers who like to learn new things. Because they care about the level of their professional abilities, they are concerned that the children of the next century will respond to their scientific potential.

Key words: computer technology, electronic culture, intelligence, interactive whiteboard, ideal factors, individual, universal.

The 21st century is the age of high computer technology. The modern child lives in the world of electronic culture. The role of the teacher in information culture is also changing - it needs to become a coordinator of information flow. This means that the teacher must master modern methods and new educational technologies in order to communicate with the child in one language.

Human speech is an indicator of one's intellect and culture. The clearer the speech, the more figuratively expressed, the more important a person is as a person and the more valuable he is to society. Modern life sets new goals for the student: fluency in language, ability to interact with different people in different situations, and at the same time, to feel free and confident. That is why the communication technology of education is innovative in our time.

The processes of education and upbringing do not develop a person on their own, but they can develop when they take an active form. It is necessary to organize the activities of the student for his development. There is no development in passive comprehension of learning material. For example, no matter how many pages a child reads, if he does not remember the letters, he will not be able to learn to form words from them - he will not develop any reading skills. It is the child's own actions that can be the basis for his or her future development.

Younger students are less focused and less likely to focus on one type of activity after another. However, the student's attention is enhanced when he or she is given the opportunity to change any object, geometric shapes, inscriptions, color, size, or shape on the board. For example, in mathematics, the use of computer tools, interactive whiteboards, children's interest increases, and

at the same time, the intensity of the lesson increases. All students are involved in the learning process. The large amount of material does not bother children, but allows them to actively study the activities in the form of games. This is a very important factor, because the most active activity for a six to nine year old is play. An interactive whiteboard is a very handy tool that makes the process of teaching mathematics visual, bright, and agile. Accelerating the learning process is important for elementary school students.

The difference between the information society and its predecessors is that the main factor in it is not material, but ideal factors - knowledge and information. The distinctive features of such a society are:

- increasing the role of information in society;
- increasing the share of information communications, products and services in people's lives;
- Creating a global information space. [1]

It is fun for both students and teachers to work in the classroom. Informational processes taking place in modern society require rapid improvement of the education system, the definition of educational goals that take into account the needs and interests of the state, society and the individual. Therefore, the development of new educational standards remains a priority. New social demands set educational goals for students, such as cultural, personal, and cognitive development. An important task of the modern education system is to form a set of "universal learning actions" that provide students not only with the acquisition of specific knowledge and skills in the sciences, but also the skills of "teaching reading".

The rapid development of primary school students requires teachers to have a firm commitment to all teaching and learning activities. The social role of the teacher is to provide children with important, equal and mandatory requirements, to assess the quality of educational work.

The teacher must take into account their individual characteristics in order to choose this or that method of influencing students.

School children need to be taught to listen purposefully and watch, to develop observation.

The education system cannot lag behind the requirements set by modern society and the society is experiencing an era of rapid informatization. At the present stage, the computerization of the school is the most pressing problem of education. Now all teachers understand that.

The introduction of information and communication technologies in the activities of primary school teachers is the main goal of modernization of education - to improve the quality of education, increase educational opportunities, ensure the harmonious development of a well-rounded personality.

The use of information technology in primary education leads to a qualitatively new state of technological training of young students. The

reorganization of teacher's activities under the influence of "electronic means" is accompanied by integration processes. Combining information technology tools with traditional teaching tools allows elementary students to combine their work lessons with information.

In simple forms of teaching (face to face), student's actions are always defined and directed by the teacher. He decides to the students what to do, at what moment, in what sequence, for what purpose. And, of course, he determines for himself what and how to do in class (even outside of class). He directly teaches and teaches students to study. [3]

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THE EXPEDIENCY OF PARTNER CHILDBIRTH IN THE PRACTICE OF MATERNITY CARE IN THE REPUBLIC OF UZBEKISTAN

Annotation: This paper reflects the results of the survey conducted among all members of labor, as well as of potential partners. The results confirm that the parents should have complete information about the psychological specifics of generic process to represent the force of impact of this process on the personal sphere, to be educated and trained before taking a decision on joint participation in labor.

Key words: affiliate birth, pregnant women, midwives.

Partner childbirth or family-oriented childbirth - that is, such childbirth, at which someone close is present. Childbirth is a process perfected by nature to perfection. Women highly appreciate the constant presence of a person providing support during the birth of a child. Today taking into account new technologies in maternity care - partnership in childbirth, it has become possible to provide not only prenatal psychoprophylaxis, but also to continue it directly in childbirth.

A partner in childbirth, in addition to psychological, can assist in the use of various non-drug methods of anesthesia. Currently, there is a lot of talk about childbirth focused on family participation - this is an approach aimed at maximizing the satisfaction of a woman's needs and using training and family involvement as important tools to ensure the participation of the woman herself in the delivery process. In foreign countries, such as the USA, there is a system for preparing partner births and it has been working for more than 40 years. This program is called Lamaze, which unites more than 120 centers in the country (2-3 centers in each state). It should be added that 90% of births in the USA are partner births. This system is named after the French doctor Ferdinand Lamaze, who developed and implemented it in Europe and the United States.

In some regions, for a number of years, a policy of childbirth focused on family participation has also been actively introduced into the activities of maternity institutions, the main efforts of which are aimed at ensuring physiological delivery, taking into account the active participation of the family,

its role in providing care for the woman in labor, mutual assistance in a stressful situation, mutual support of a married couple, during the most responsible and important stages of life. to study the opinion of women and midwives about the need for a partner (relatives and friends) to participate in childbirth on the basis of developed questionnaires. To study the opinion of women and midwives about the need for a partner (relatives and friends) to participate in childbirth, as well as to analyze the course and outcomes of childbirth from the medical (obstetric) point of view of "ordinary" childbirth and childbirth with the participation of a trained and unprepared partner, questionnaires were compiled and a questionnaire was conducted. All study participants were divided into six groups.

In the course of the questionnaire, answers were received to questions about age, nationality, marital status, professional experience, the medical category that midwives have, the name of the educational institution they graduated from. The questionnaire also included questions about the completion of advanced training courses for midwives, and questions that revealed the opinion of midwives about the conditions of childbirth. The opinions of midwives on the introduction of partner childbirth, positive and negative aspects of the presence of a partner in childbirth were received. 33 midwives were interviewed.

The second questionnaire was developed for obstetricians and gynecologists and included 22 questions. During the survey, answers were received to questions about age, nationality, marital status, professional experience, medical category that obstetricians and gynecologists have and the availability of a scientific degree. The questionnaire also included questions that revealed the opinion and assessment of obstetricians and gynecologists about the activities of midwives and the introduction of partner childbirth, positive and negative aspects of the presence of a partner in childbirth.

The third questionnaire was designed for pregnant women and consisted of 14 questions. In the questionnaire, pregnant women were asked to answer questions about their age, nationality, marital status, and education level. Which pregnancy counts. Pregnant women expressed their opinion about the conduct of partnership and childbirth and about who should be a partner - husband, mother, mother-in-law or another close person.

The fourth questionnaire was designed for maternity patients and consisted of 24 questions. In this questionnaire, the gender and age characteristics of the maternity women who participated in the study, their marital status, education level, nationality were also given. What were the births in the account, the first or the maternity hospital was the one who gave birth again. The midwife's professional activity was evaluated. The maternity patients answered the question whether the birth took place together with the partner and who her partner was (husband, mother, mother-in-law, girlfriend, etc.). Did the partner take special courses to prepare for partner childbirth or did it happen

spontaneously. Are the maternity patients satisfied with the chosen medical institution.

The fifth questionnaire was developed for partners who participated in partner childbirth or expressed a desire to participate in the delivery process. The questionnaire consisted of 25 questions, where there were also questions about gender, age, nationality and level of education. Questions were also asked that revealed the opinion of partners about partner childbirth in general. What were their feelings after participating in the delivery process. Whether the participation in childbirth was pre-planned or the presence was spontaneous. Who, according to the partner, is the best partner - husband, mother, mother-in-law, etc.

The sixth questionnaire was developed for potential partners, conducted among various age groups, various professions in order to identify the opinion of various social groups about the introduction of partner childbirth. The questionnaire consisted of 15 questions, which were about gender, age, nationality, marital status, education level. The questions also revealed the participants' opinion about the presence of a partner at birth, who should be this partner and whether the partner should undergo special training. The resulting material was processed statistically.

The results of the study: In the process of the study conducted by the questionnaire method, 1,450 respondents took part, of different categories, which were divided into 6 groups. The first group of survey participants consisted of secondary medical personnel - 33 midwives; the second group consisted of obstetricians and gynecologists of 27 participants; the third group consisted of 197 pregnant women; the fourth group consisted of 133 maternity women; the fifth group included 24 partners; the sixth group had 1040 potential partners.

Also, the study used statistical data on partner births of leading medical institutions in Tashkent on the basis of which a questionnaire was conducted, which showed that 89% of the births performed in these institutions were partner. Discussion of the results of the study. The data obtained in the course of this study show that both midwives and doctors, as well as women in labor, advocate more partnership in childbirth.

Women in labor want their wishes and needs to be taken into account by medical personnel, while doctors and midwives agree that it is necessary to take into account the needs of women in childbirth. However, the design of the study does not allow us to answer the question of which group of doctors and midwives are more focused on liberalizing relations with women in labor, because the wording of some questions set a rather rigid framework and excluded all the variety of answers that could confirm and/or refute the initial hypotheses of the study. In addition, comparison between the six sample populations is difficult, because different formulations of questions and answer options were used in the questionnaires, as well as different question structures.

The data of our study show that doctors are more "liberal" in relation to childbirth. The survey data show that doctors are more willing to grant powers to a woman, arguing that a woman in childbirth can make decisions and be responsible for them. They argued to a lesser extent that the presence of the husband at birth interferes with their successful course and resolution. In other words, they are more inclined to partnership in childbirth and are less inclined to adhere to certain medical "orthodoxies".

At the same time, there are contradictions between the ideas about the role of midwives and doctors in the delivery process, shared by representatives of these groups. Midwives would like to expand their powers. They argue that midwives should be given more powers in childbirth. However, doctors are not ready to provide them with such. At the same time, doctors are more in favor of a model of childbirth, when a woman obeys the doctor's instructions in everything. Midwives do not see this as a significant contradiction, arguing that doctors always act, or at least sometimes/often, in accordance with the interests of women.

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AXBOROT-KOMMUNIKATSION TEXNOLOGIYALAR VOSITALARI ASOSIYDA KIMYO MASHG‘ULOTLARINI TASHKIL ETISH

Annotatsiya: Maqolada kimyo mashg‘ulotlarida mualliflar tomonidan olib borilgan ilmiy-metodik tajribalar va axborot-kommunikatsion texnologiya (AKT) vositalari yordamida mashg‘ulotlarini tashkil etish bo‘yicha olib borilgan ishlar va tavsiyalar keltirilgan. Olib borilgan metodik ishlarga asoslangan texnologiyalar mashg‘ulotlarda samarali bo‘lishini kositib o‘tilgan, talabalarni keys va loyiha ishlarini tayyorlashda, turli tanlov, olimpiadalarda ishtirok etishiiga, intellectual qobiliyatini va imkoniyatini oshirish zamin yaratadi.

Kalit so‘zlar: mashg‘ulot, AKT, vosita, tanlov, olimpiada, intellektuallik, qobiliyat, imkoniyat.

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ORGANIZATION OF CHEMISTRY CLASSES ON THE BASIS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Annotation: The article presents the scientific and methodological experiments conducted by the authors in Chemical Engineering and the work and recommendations on the organization of their training using information and Communication Technology (ICT) tools. The technology based on the methodical work carried out will be effective in training, will provide the basis for students to participate in the preparation of keys and project work, various competitions, Olympiads, increase their intellectual abilities and opportunities.

Keywords: training, ICT, tool, choice, olympiad, intellectuality, ability opportunity.

O'quv-tarbiya jarayoniga yangi axborot va kommunikativ vositalar joriy etilishi munosabati bilan o'quvchilar uchun kompyuter ta'lim texnologiyalari atamasi paydo bo'ldi. Bu atama bugungi kunda, u vositalari, usullari va ta'lim usullari tizimini qo'llash yaxlit ilmiy ishlab chiqilgan metodologiyasi aks

ettiradi. Shu bilan birga, triedina vazifasini (o'quvchilarni o'qitish, rivojlantirish va o'qitish) samarali hal etish maqsadida o'quv-tarbiya jarayonida foydalanish uchun yuqoridagi tizimni yagona umumiy didaktik g'oya bilan birlashtiradigan ilmiy-uslubiy kontseptsiya asos bo'lib xizmat qiladi. Maktabda "kompyuter texnologiyalari" har bir alohida holatda qo'llaniladigan pedagogik texnologiyalarni amalga oshirish vositalaridan biri hisoblanadi[1,2]

Tabiiyki, o'quvchilarni o'qitish, rivojlantirish va tarbiyalashda eng samarali natijalarga erishish mumkin emas, bu har qanday texnologiyaning faqat bittasini qo'llash orqali amalga oshirilishi mumkin. Barcha mavjud pedagogik texnologiyalar, texnikalar va usullarni qo'llashda muayyan maktabga moslashtirilgan tizimli, murakkab, moslashtirilgan yondashuv muayyan o'qituvchiga o'quv jarayonida yaxshi natijalarga erishishga imkon beradi [3,4,5].

"Kimyo" fani murakkab, ammo qiziqarli fan: uning tajribalari unutilmas, muammolarni hal qilish, tenglamalar tuzish qiyin ko'rinadi. Kimyoni o'rganish ettinchi sinfda boshlanadi, ya'ni o'smirning shaxsiyati (itellektual qobiliyatini rivojlanishi) paydo bo'lganda. Talabalarga esa imkoniyat berish va ularni jalb qilish kerak; ularni qo'llab-quvvatlash, o'zini himoya qilish va o'zini o'zi bosqarishga imkon berish talab etiladi. Bunda AKT elementlari o'qituvchiga ajralmas yordamga keladi. Bu haqiqiy laboratoriya uskunolari va kimyoviy reagentlar bilan ishlashdan voz kechish degani emas, balki mavjud vositalar, texnikalar, texnologiyalarning mavjud arsenaliga qo'shimcha ravishda slaydlar va animatsiyalar nomoyishidir. Mashg'ulotni katta qiziqish, xilma-xillik, rang-baranglik, yodda qolarlik darajasida olib borilishini ta'minlanishi. Ma'lumki, bugungi kun o'quvchilari - bu "kompyuter texnologiyalari davri yoshlari", ular har qanday ma'lumotni o'qituvchidan oldin egallashga erishishi mumkin. Shuning uchun o'qituvchi – o'quchi yoki talabaga nisbatan AKT yo'nalishida bir qadam oldinda yurishi zamon talabiga mosdir[6,7,8].

Axborot-kommunikatsiya texnologiyalari bilan ishlash orqali amalga oshiriladi:

- tayyor raqamli ta'lim resurslaridan foydalangan holda multimediya darslarini o'tkazish (multimedia texnologiyalari axborotni taqdim etishning bir necha usullarini birlashtiradi: matn, harakatsiz tasvirlar, harakatlanuvchi tasvirlar va ovoz interaktiv mahsulotga. Media vositalari sezilarli idrok barcha yo'llarini faollashtirish orqali o'quv materiallar boyitish imkonini beradi);

- "virtual laboratoriya" dan foydalanish (olingan natijalarni batafsil tahlil qilish bilan bir nechta murakkab kimyoviy eksperimentlarni o'tkazish texnologiyasi);

- elektron ta'lim testlarini qo'llash (o'quv testlarining tuzilishi o'quvchiga amalga oshirilgan o'quv harakatlariga muqobil muqobil to'plamlarni izchil taqdim etishni nazarda tutadi, bu oxir-oqibatda hal qiluvchi ahamiyatga ega bo'lgan ketma-ketlikni yaratadi

vazifalar, talaba o'zi uchun o'quv materialining muayyan darajasini shakllantiradi va ayni paytda uni o'qituvchiga namoyish etadi;

-test tayyorlash dasturlari yordamida test nazorati, shuningdek kimyo fanidan talabalar uchun onlayn test sinovi;

- o'z prezentatsiyalaringizni, videofilmlarni yaratish[9,10,11].

Taqdimot materiallarini algoritmik tartibda joylashtirilgan yorqin va qo'llab-quvvatlovchi tasvirlar tizimi sifatida keng ishlataman. Ularni qo'llash qulay, chunki u o'qituvchining vaqtini tejaydi (kengashda kerakli ma'lumotlarni yozib olishning hojati yo'q); asosiy (ta'riflar, atamalar) ga e'tibor berishga imkon beradi; vizual xotirani rivojlantirgan talabalar uchun qulay (yorqin rasmlar, tasvirlar yanada esda qolarli), mekansal fikrlash rivojlanadi. Taqdimotdan foydalangan holda dars yanada tuzilgan bo'lib, taqdimot uning asosiy qismi bo'lib, unda fikrlashning mantiqi dars oxirida va eng muhimi, butun ishning natijasiga to'g'ri keladi[12,13,14].

Kimyo bo'yicha darsdan tashqari faoliyat axborot-kommunikatsiya texnologiyalarisiz ham amalga oshirilmaydi. Ulardan ba'zilari quyidagilardir: iqtidorli talabalarni masofaviy viktorinalar, tanlovlar, blits-turnirlarda ishtirok etish; talabalarning yakuniy attestatsiyasiga tayyorgarlik ko'rish; mavzu bo'yicha loyiha faoliyati va h. k.

Tajriba shuni ko'rsatadiki, agar siz ish stolida (kompyuterda) hech qanday buyurtma bo'lmasa, siz ishlayotgan ofisdagi texnikaning to'liq arsenaliga ega bo'lsangiz, unda ma'lum bir materialni qidirishda darsda vaqt yo'qotishingiz shubhasiz. Shuning uchun har bir o'qituvchi tizimga o'z materiallarini olib kelish uchun muhimdir. Papkalarni, mavzularni tizimlashtirish kerak. Buning uchun ko'priklardan foydalanishingiz mumkin[15,16,17,18].

Mening ishimda kamera hujjatidan foydalanaman. Bu sizga eksperimentlarni namoyish etish imkonini beradi. Masalan, natriyning suv bilan o'zaro ta'siri, chunki bu xavfsizlik tajribasi faqat o'qituvchi tomonidan amalga oshiriladi. Kamera kimyoviy reaksiyalar belgilarini katta hajmda ko'rishga yordam beradi.

AKT pedagogik tajribani umumlashtirish va tarqatish imkonini beradi. 2020-2021 o'quv yilida davlat kimyo fanlari darslarida joriy etiladi. Ularni amalga oshirishda asosiy texnologiya-tizimli va faol yondashuv. Talabalarning yordami bilan mashg'ulotlarni, auditoriyadan tashqari tadbirlarni, ularni o'rnatishni va keyin namoyishni tashkil qilish mumkin bo'ladi. Bu sizga foydalanilayotgan texnikaning haqiqiy ishini, o'quvchilarning faoliyatini faollashtirish usullarini ko'rish imkonini beradi. Muhokama qilish, tahlil qilish, ehtimol e'tiborga olish, o'zingiz uchun yangi narsalarni o'rganish.

Shunday qilib, dastur axborot-kommunikatsiya texnologiyalari elementlari o'qituvchiga yordam berishda, yangi materiallar bilan boyitishda davom etmoqda ta'lim jarayoni boshqa texnologiyalar bilan birgalikda samarali va samarali. Bu tez orada uning mevasini beradi.

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“QORAQALPOQ-AGRO” ERKIN IQTISODIY ZONASINING IQTISODIY-GEOGRAFIK XUSUSIYATLARI

Annotatsiya: Ushbu maqolada Qoraqalpoqiston Respublikasida tashkil qilingan “Qoraqalpoq-agro” erkin iqtisodiy zona(keyingi o‘rinlarda EIZ)si va uning iqtisodiy-geografik xususiyatlari haqida fikr yuritiladi. Keyingi yillarda Qoraqalpoqiston Respublikasi iqtisodiyotida muhim ahamiyat kasb qilayotgan “Nukus” EIZning shakllanishi va rivojlanishida, uning iqtisodiy geografik o‘rnidagi o‘ziga xosliklar, qulay tabiiy sharoit, mavjud infratuzilma, arzon ishchi kuchi, hamda muhim iste‘mol bozorlari yaqinligining ahamiyati haqida ko‘plab fikrlar yuritilgan. Mazkur maqola orqali O‘zbekiston Respublikasi Prezidentining 11.11.2020 yildagi «2020–2023 yillarda Qoraqalpog‘iston Respublikasini kompleks ijtimoiy-iqtisodiy rivojlantirish chora-tadbirlari to‘g‘risida»gi PQ-4889-son qaroriga muvofiq tashkil qilingan “Qoraqalpoq-agro” EIZ haqida fikr yuritiladi. Jumladan, ushbu EIZ haqidagi mavjud ma‘lumotlar tizimli tahlillashtirildi va kartografik tadqiqot usullari yordamida esa, uning geografik joylashuvini batafsil yoritib berishga harakat qilindi. Shuningdek, Qoraqalpoqiston Respublikasidagi tashkil qilingan va yangidan bunyod qilinishi lozim bo‘lgan EIZlar jozibadorligini yanada oshirish, hamda mintaqaning ulkan iqtisodiy salohiyatlaridan to‘la foydalanish o‘z natijalarini berishi ta‘kidlab o‘tilgan.

Kalit so‘zlar: erkin iqtisodiy zona, agro-iqtisodiy zona, investitsiya, soliq va bojxona imtiyozlari, moderinizatsiya, diversifikatsiya, import, eksport.

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ECONOMIC AND GEOGRAPHICAL FEATURES OF “KARAKALPAK-AGRO” FREE ECONOMIC ZONE

Annotation: This article discusses the Karakalpak-Agro Free Economic Zone (hereinafter referred to as FEZ) established in the Republic of Karakalpakstan and its economic and geographical features. In the formation and development of the Nukus Free Economic Zone, which in recent years has played an important role in the economy of the Republic of Karakalpakstan, the importance of its economic and geographical location, favorable natural conditions, existing infrastructure, cheap labor, and proximity to important consumer markets plab ideas are referred to. This article is based on the resolution of the President of the Republic of Uzbekistan dated 11.11.2020 "On measures for integrated socio-economic development of the Republic of Karakalpakstan in 2020-2023" No PP-4889 FEZ is discussed. In particular, the available data on this SEZ were systematically analyzed, and an attempt was made to elaborate on its geographical location using cartographic research methods. It was also noted that increasing the attractiveness of the newly established and newly created SEZs in the Republic of Karakalpakstan, as well as the full use of the huge economic potential of the region will yield results.

Keywords: free economic zone, agro-economic zone, investment, tax and customs benefits, modernization, diversification, import, export.

KIRISH. Maqolada O'zbekiston Respublikasi Prezidentining 11.11.2020 yildagi "2020–2023 yillarda Qoraqalpog'iston Respublikasini kompleks ijtimoiy-iqtisodiy rivojlantirish chora-tadbirlari to'g'risida»gi PQ-4889-son qaroriga muvofiq tashkil etilgan “Qoraqalpoq-agro” EIZsining iqtisodiy-geografik xususiyatlari, jumladan, iqtisodiy geografik o'rnidagi o'ziga xosliklar, qulay tabiiy sharoit, qishloq xo'jaligi sohasidagi mavjud infratuzilma, arzon ishchi kuchi, hamda muhim ichki va tashqi iste'mol bozorlari haqida fikr yuritiladi.

TADQIQOT USULLARI. “Qoraqalpoq-agro” EIZsining iqtisodiy-geografik xususiyatlari to'la ochib berishda tizimli tahlil va kartografik tadqiqot usullari foydalanildi, hamda mazkur agro-iqtisodiy zona filiallarining

Qoraqalpoqiston Respublikasi bo'yicha joylashuvi, iqtisodiy-geografik imkoniyatlari tasvirlab berildi.

NATIJALAR VA MUNOZARA. Qoraqalpog'iston Respublikasida turli ko'rinishdagi EIZ tashkil qilishdan asosiy maqsad mintaqa iqtisodiyotini rivojlantirish va aholi bandligini ta'minlash bilan birga, ularni turmish tarzini yuksaltirishdir. Buning uchun EIZ tashkil qilinayotgan hududning tabiiy va ijtimoiy-iqtisodiy imkoniyatlaridan unumli foydalanish maqsadga muvofiq.

Darhaqiqat keyingi 22 yil davomida, birgina O'zbekistonda 26 ta, jumladan oxirgi besh yillikda 23 ta EIZlar va texnoparklar tashkil qilindi. Ular mamlakatimizning barcha mintaqalarida, mazkur hududlarning keng qamrovli iqtisodiy rivojlanishini ta'minlash maqsadida bunyod qilindi [2].

EIZlar mamlakatimizning qaysi mintaqasida tashkil qilinishiga qaramasdan xorijiy va mahalliy investitsiyalar asosida shakllantiriladi va o'z navbatida soliq va bojxona imtiyozlariga ega bo'ladi. Ushbu iqtisodiy hududlardan:

- ishlab chiqarish jarayoni moderinizatsiyalash ya'ni zamonaviy xom-ashyodan to'la foydalanuvchi kam sarfli tejamkor texnologiyalarni joriy qilish;

- shu bilan birga korxonada tayyorlanayotgan mahsulotlarni turini ko'paytirish bir so'z bilan aytganda diversifikatsiyalash;

- shuningdek import o'rni bosuvchi, eksportbop mahsulotlar ishlab chiqarishni yo'lga qo'yish;

- xorijiy mamlakatlarga yetishtirilgan sanoat va qishloq xo'jaligi mahsulotlarni import qilish orqali mamlakat tashqi savdo aylanmasida ijobiy natijalar bilan ishtirok qilish talab qilinadi.

1-jadval

Qoraqalpog'iston Respublikasida tashkil qilingan EIZlar

T/r	EIZ nomi	Umumiy maydoni	EIZ filiallarining soni	EIZ tashkil qilingan sana
1.	“Nukus” EIZ	262.29 ga	3 ta	2019-yil 4-sentyabr
2.	“Qora qalpoq-agro” EIZ	875,4 ga	12 ta	2020-yil 11-noyabr

Jadval mualliflar tomonidan tuzildi.

Vazirlar Mahkamasining 22.02.2021 yildagi «Qoraqalpoq-agro» erkin iqtisodiy zonasi faoliyatini tashkil etish chora-tadbirlari to'g'risida»gi 89-son qarori qabul qilindi. “Qoraqalpoq-agro” EIZ faoliyatini boshqarish «Nukus» erkin iqtisodiy zonasi direksiyasi» davlat unitar korxonasiga yuklatildi [5].

Avvalambor, Qoraqalpog'iston Respublikasida EIZ tashkil qilinishi haqida fikr yuritib o'tamiz, bu boradagi ilk qadamlar mustaqilligimizning dastlabki yillarida amalga oshirilgan, ammo mamlakatimiz iqtisodiyotda bu yo'nalishdagi tajribaga ega emasliklar, yo'l qo'yilgan sustkashliklar sababli

Hozirda “Nukus” EIZ deb yuritilayotgan iqtisodiy hudud, dastlab rejalashtirilgan vazifalarni amalga oshirishni yanada qoʻllab-quvvatlash maqsadida Oʻzbekiston Respublikasi Prezidenti Sh.M.Mirziyoevning qarorlari bilan respublikaning Nukus tumanida «Nukus-farm» EIZ nomi bilan tashkil qilingan.

Keyinchalik 2019 yilga kelib mazkur iqtisodiy zona “Nukus” EIZsiga aylatirildi va Tortko’l, Kegeyli va Nukus tumanlarida yangi filiallari tashkil qilindi. 2021 yildan yuqorida ta’kidlaganimizdek “Qoraqalpoq-agro” EIZ faoliyatini boshqaruvi «Nukus» erkin iqtisodiy zonasi direksiyasi» davlat unitar korxonasi zimmasiga yuklatildi.



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tabiiy sharoit haqida to'xtalib o'tishimiz lozim. Ushbu EIZ joylashgan Qoraqalpog'iston Respublikasi O'zbekistonning shimoli-g'arbiy qismida, mo'tadil iqlimning keskin kontinental tipi shakllangan hududda joylashgan. Iqlimdagi keskinlikni yozgi (+45°C +47°C) va qishgi (-33°C -37°C) havo haroratidagi tafovutlar orqali ham bilish mumkin, shu bilan birga namlik miqdori bor-yog'i 80-120 mm atrofida, o'z navbatida vegetatsiya davri 190-210 kun. Bu esa hududda, garchand ba'zi issiqsevar (subtropik o'lkalardagi sitirus mevalar kabi) o'simliklarni yetishtirishni imkonini bermasada, ammo o'ziga yarasha iqtisodiyotning turli sohalari uchun xom-ashyo yetkazib beruvchi ko'pgina o'simliklar va ekin turlari o'sib rivojlanishi sharoit yaratib beradi.

“Qoraqalpog-agro” EIZsining ijtimoiy-iqtisodiy xususiyatlariga hududda mavjud infratuzilma, arzon ishchi kuchi, hamda muhim iste'mol bozorlari yaqinligining ko'rsatib o'tishimiz mumkin. Darhaqiqat Qoraqalpog'istonda qishloq xo'jaligini rivoji uchun zarur bo'lgan infratuzilma, shumlardan qishloq xo'jaligi mashinalari va traktorlari bilan ta'minganlik darajasi, irrigatsiya inshootlari mavjudligi va transport qulayligi alohida ahamiyatga ega.

Mintaqa mehnat resurslari bozoriga har yili 20-30 ming kishi atrofida ishchi kuchining qo'shilishini hisobga olsak, “Qoraqalpog-agro” EIZsi uchun zarur bo'lgan mehnat resurslarni ushbu arzon ishchi kuchi evaziga to'ldirib boorish imkonini yaratadi. Bu o'z navbatida aholining bandligini ta'minlaydi va ularning turmish darajasini yuksalishiga sabab bo'ladi.

Ayni paytda muhim tashqi va ichki iste'mol bozorlari yaqinligi “Qoraqalpog-agro” EIZsida yetishtirilgan mahsulotlarni (sabzavot va poliz ekinlari, qayta ishlanga va qadoqlangan tayyor holda) tez va sifatli yetkazib berish imkonini beradi. Yuqoridagi imkoniytalardan unimli foydalanish mazkur EIZ rivojlanishining asosi bo'lib sanaladi. Shuningdek “Qoraqalpog-agro” EIZsining shakllantirish va rivojlantirishda xorijiy va mahalliy investitsiyalardan o'z o'rnida foydalanish katta ahamiyat kasb qiladi.

Shu o'rinda Qoraqalpog'iston Respublikasida investitsiyalarni jalb etish uchun qo'yidagi ustuvor tarmoqlarni aytib o'tish lozim:

- **qishloq xo'jaligi mahsulotlarini qayta ishlash (dukkaklilar, kunjut).** Tashqi bozorlarda yildan yilga talab oshib borayotgan dukkakli va kunjut mahsulotlarini yetishtirish miqdori respublika bo'ylab ortib bormoqda;

- **mintaqaning mineral va xomashyo resurslaridan foydalangan holda qurilish materiallarini ishlab chiqarish.** Beruniy va Qorao'zak tumanlarida qurilish va qoplama zahiralari mavjud (tsement xomashyosi, vermikulit, marmar, rodonit);

- **to'qimachilik va trikotaj mahsulotlarini ishlab chiqarishni tashkil etish.** Bugungi kunda Qoraqalpog'iston Respublikasida 4 ta ip-kalava ishlab chiqarish korxonalari faoliyat yuritmoqda, shuningdek, Qoraqalpog'iston Respublikasining ijtimoiy-iqtisodiy rivojlanish dasturi doirasida shu kabi mahsulotlarni ishlab chiqarishni tashkil etish va trikotaj mahsulotlarini ishlab chiqarish bo'yicha qo'shimcha 9 ta loyiha amalga oshirilishi belgilangan;

- **tselyulloza-qog`oz mahsulotlarini ishlab chiqarish.** Respublika hududida tselyulloza-qog`oz mahsulotlarini ishlab chiqarishni tashkil etish uchun zarur bo`lgan xom ashyo bazasi, jumladan, qamish butalari, bug`doy, sholi va paxta g`oza poyalari mavjudligi;

- **qizilmiya ildizi ekstraktini ishlab chiqarish.** Xorijiy bozorlarda talab katta bo`lgan qizilmiya ildizi ekstrakti ishlab chiqarishni ko`paytirish uchun respublika hukumati tomonidan katta e`tibor qaratilmoqda. Kelgusi 5 yil ichida xomashyoni etkazib berish uchun, umumiy 25,0 ming gektar maydonlarda qizilmiya ildizini yetishtirish bo`yicha plantatsiyalarni yaratish rejalashtirilgan;

- **baliq mahsulotlarini yetishtirish va ishlab chiqarish.** Respublika hududida umumiy maydoni 89,9 gektarga teng bo`lgan 123 ta tabiiy va 209 ta sun`iy ko`l mavjud bo`lib, ularda har hil baliq turlarini yetishtirishni tashkil etish mumkin;

- **chorvachilikni rivojlantirish.** 2017 yilda chorvachilik sohasida respublika bo`yicha 101,5 ming tonna go`sht yetkazildi.[4]

Yuqoridagi sohalarni rivojini ta`minlash borasida xorijiy va mahalliy investitsiyalarni jalb qilishning yo`llarini izlab topish asosiy vazifa qilib belgilangan edi.

Xorijiy va mahalliy investitsiyalarni jalb qilishning yana bir muhim yo`li, qulay tabiiy sharoit va iqtisodiy imkoniyatlarga ega bo`lgan hududlarda, ancha jozibadorlikka ega EIZlarni tashkil qilishdir.[1]

Darhaqiqat Qoraqalpog`iston Respublikasida iqtisodiyot tarmoqlarini rivojlantirishga yo`naltirilgan investitsiya loyihalarini amalga oshirishga xorijiy va mahalliy investitsiyalarni faol jalb etish uchun qulay shart-sharoitlar yaratish, shuningdek, mazkur mintaqaning ishlab chiqarish va resurs salohiyatidan kompleks hamda samarali foydalanish asosida yangi ish o`rinlarini yaratish va mintaqa aholisi daromadlarini oshirish maqsadida "Qoraqalpoq-agro" EIZ tashkil qilindi.

Quyidagilar «Qoraqalpoq-agro» EIZ faoliyatining asosiy vazifalari va yo`nalishlari etib belgilandi:

- zamonaviy issiqxona xo`jaliklarini, jumladan gidroponika texnologiyalarini qo`llagan holda, klaster usuli asosida tashkil etish uchun to`g`ridan-to`g`ri xorijiy va mahalliy investitsiyalar jalb etish, shuningdek zamonaviy energiya tejovchi issiqxonalar qurish uchun konstruksiyalar, jihozlar va boshqa butlovchi buyumlar ishlab chiqarishni tashkil etish;

- hududning ishlab chiqarish salohiyatidan samarali foydalangan holda qishloq xo`jaligi mahsulotlari ishlab chiqarishni ko`paytirish, ularni chuqur qayta ishlashni kengaytirish va eksport hajmini oshirish;

- qishloq xo`jaligi mahsulotlari ishlab chiqarishning urug`dan to mahsulotni bozorga etkazib berishgacha bo`lgan to`liq jarayonini tashkil etishni rag`batlantirish;

- ko`chatzorlar, shuningdek birlamchi urug`chilikni tashkil etish uchun sharoitlar yaratish orqali issiqxona xo`jaliklarini bozor talabi katta, yuqori

hosildorlik xususiyatiga ega qishloq xo'jaligi ekinlari urug' va ko'chatlari bilan ta'minlashning samarali mexanizmlarini joriy etish;

- logistika xizmatlari ko'rsatishning zamonaviy infratuzilmasini shakllantirish, qishloq xo'jaligi ishlab chiqarish sub'ektlariga ular tomonidan etishtirilgan mahsulotlar eksportini tashkil etishda ko'maklashish;

issiqxona xo'jaliklarini tashkil etishda zamonaviy resurs tejovchi texnologiyalarni, muqobil issiqlik energiyasi manbalaridan foydalanishni keng joriy etish;

- ishlab chiqarilayotgan mahsulotlarning xalqaro standartlarga muvofiqligini baholash bo'yicha ilmiy-ishlab chiqarish markazlarini tashkil etish [5].

Mazkur EIZning tashkil qilinishi mintaqqa qishloq xo'jaligi rivojida o'ziga xos yo'nalish ochiq beradi va aholini bandlik darajasini ta'minlaydi hamda qishloq xo'jaligi mahsulotlarini chet ellarga ekportini ta'minlaydi, shuningdek, aholi turmush darajasini o'sishiga va iqtisodiyotni yuksalishiga mezon bo'ladi [1].

Darhaqiqat ushbu yuqoridagi vazifalar to'laligacha bajarilsa "Qoraqalpoq-agro" EIZsi mintaqaning ma'lum darajada iqtisodiy rivojlanishiga, aholining bandligini ta'minlashga va ularning turmush tarzining yuksalishiga olib keladi

XULOSA. Xulosa o'rnida Qoraqalpog'iston Respublikasini kompleks ijtimoiy-iqtisodiy rivojlantirish maqsadida tashkil qilingan "Qoraqalpoq-agro" EIZsi jozibadorligini yanada oshirish bilan xorijiy va mahalliy investitsiyalarni yanada ko'proq miqdorda jalb qilish erishish, hamda mintaqaning ulkan iqtisodiy salohiyatlaridan to'la foydalanish maqsadga muvofiq.

Bu o'rinda:

- mintaqaning agroiklimiy sharoitidan kelib chiqqan holda jahon iqtisodiyoti uchun zarur bo'lgan ko'p miqdorda foyda keltiruvchi ekin turlarni yetishtirishi joriy qilish;

- tashqi va ichki bozor uchun yil davomida zarur bo'ladigan sabzavot poliz ekinlarini doymiy ravshda yetishtirishni tashkil qilish;

- Qoraqalpog'iston Respublikasining tabiiy sharoitidan kelib chiqqan holda bog'dorchilik va uzumchilikni rivojlantirish va tayyor xom-ashyoni jahon andozalari darajasida qadoqlash va chuqur qayta ishlash;

- bunyod qilingan bog'zorlar, uzumzorlar va issiqxonalarga yaqin joylarda agroturistik markazlarni yuqori darajadagi infratuzilma bilan tashkil qilish ahamiyatli hisoblanadi.

Bu borada Qoraqalpog'iston Respublikasida yangi EIZlarni tashkil qilish takliflarni berish ham o'rinlidir, xususan, "Aqchako'l-Ayozqal'a-Amudaryo" turistik EIZ va "Qoraqalpoq-servis" EIZlarni, mos ravishda Ellikqal'a va Qong'iro't tumanlarida bunyod qilish bu yerdagi mavjud imkoniyatlardan foydalanish imkonini beradi.

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LINGUOCULTURAL FEATURES OF TEACHING ENGLISH PHRASEOLOGY IN THE EXAMPLES OF UZBEK AND ENGLISH LANGUAGES

Abstract. The following article aims at demonstrating specific features of teaching phraseological units as linguocultureme. The article first defines linguocultureme. It classifies phraseological units in English. Furthermore, it analyzes the ways and aspects of teaching these units, urges to utilize dictionaries of phraseological units.

Key words. Cultural linguistics, phraseological units, teaching, set expressions, set phrase, fixed word group, word equivalent, phraseological unit and idiom

Introduction. The paradigm shift from structuralism to anthropocentrism gave birth to different new spheres. They are sociolinguistics, cognitive Linguistics, linguoculturology, gender linguistics. Cultural linguistics is one of these modern trends in linguistics. Yu.S. Stepanov claims that linguistics is a science about “language in the human and the human in language” [Stepanov, 2004]. This sphere has seen great strides in the scientific works of authors like Ashurova, Galieva in Uzbekistan as well. They have investigated language and language teaching within the framework of the anthropocentric paradigm. focusing on the study of relationships between language and society, language and mind, language and culture. Phraseological units are one of the linguocultureme that should be taken into deep consideration when teaching contents or languages.

Research findings and discussion.

A phraseological unit is basically a multiword lexical unit that is characterized by presenting a certain degree of fixation or from isolated words of the language, either simple or compound words. Phraseological units are words that have a specific valence. Phraseological units are to some extent semantically indivisible, but structurally they can be divisible. Phraseological units are partially altered combinations of words. Phraseology as an independent science came to existence in the 1940's and 1950's. The theoretical foundations for semantic and functional analysis of phraseological units within the framework of lexicology were laid down by Ch. Bally, A.A. Potebnya, B. de Courtenay, A.A. Shakhmatov, N.M. Shanskiy, O. Jespersen. The linguists analyzed Phraseological units. They also gave their own opinions in terms teaching them.

✓ Set expression- The term set expression is on the contrary more definite and self-explanatory, because the first element points out the most important characteristic of these units, namely, their stability, their fixed and ready-made nature. The word "expression" suits our purpose, because it is a general term including words, groups of words and sentences, so that both ups and downs and that's a horse of another color are expressions.

✓ Set phrase- an unvarying phrase having a specific meaning, such as 'raining cats and dogs', or being the only context in which a word appears, for example 'amends' in 'make amends'.

✓ Idioms- An idiom is a phrase or expression that typically presents a figurative, non-literal meaning attached to the phrase; but some phrases become figurative idioms while retaining the literal meaning of the phrase. Categorized as formulaic language, an idiom's figurative meaning is different from the literal meaning.

Despite the differences of terms and approaches, all scholars agree that phraseological units are word-groups that "are not created in speech but introduced into the act of communication ready-made" (Arnold, 1973, p. 142). M.I. Michelson, Sh. Bally, S.I. Abakumov, V.V. Vinogradov, B.A. Larin and A.I. Smirnitsky, A.A. Amosova, A.V. Kunin are scholars that came to the same conclusion. Here some examples: to kick the bucket", "Greek gift", "drink till all's blue", "drunk as a fiddler (drunk as a lord, as a boiled owl)", "as mad as a hatter (as a march hare)". Now we will analyze the parallel phraseological units in English and uzbek.

English	Uzbek
• to keep one's word • to be as good as one's word • to break one's word • to be worse than one's word • to go back on one's word • to give one's word • to be true to one's word • to be better than one's words • a man of word and deed • to give a word of honour	• сўз бермоқ • сўз олмоқ • сўзида турмоқ • сўзида қаттиқ турмоқ • йигит сўзи • сўзи сўз • сўзида турмаслик • сўз бермаслик • сўздан қайтмоқ • сўзини бузмоқ

Phraseological units are considered to be specific linguistic units, conveying cultural information "woven" into their semantics or connotations and expressing cultural stereotypes, etalons and archetypes. When a teaching is trying to teach phraseological units they have to take several aspects into consideration. They should investigate etymology of these units, evolution of their meanings, linguocultural, pragmatic, gender aspects, cultural stereotypes and symbols, etalons and archetypes, cultural codes and cultural values. Because background knowledge about these data, teacher can improve cross-cultural

complete. Teachers should ensure interpretation of associative and imagery basis of phraseological units in its relation to national-cultural stereotypes as well. Teachers should plan how to teach phraseological units by separating components such as anthroponyms, toponyms, colour terms, floronyms or they can arrange phraseological units within one thematic group such as promise, love. Motherland, family, friendship, relationships, nature, human beings. There are special types of phraseological dictionaries with cultural comments. The most popular ones are the dictionaries of idioms:

- ✓ Collins Cobuild Dictionary of Idioms (1998, 2002, 2006, 2011)
- ✓ Oxford Dictionary of English Idioms (1998, 2004, 2009)
- ✓ Cambridge Idioms Dictionary (2006)
- ✓ Longman Idioms Dictionary (1998, 2006)

According to V.N. Telia phraseological units are defined as linguistic representations of cultural phenomena due to their ability to reflect the national mentality and the system of cultural values of the people who speak this language. Thus they can serve as a good tool to improve the competence of pupils to cross-cultural communication. So, in most cases phraseological units express the evaluative attitude of the human to the world. In other words, phraseology is regarded as a set of valuable data about culture and the mentality of the people, their customs and traditions, myths, rituals, habits, behavior. So, phraseological units constitute an important culture relevant and evaluative layer of the conceptual world picture. Another way to teach phraseological units is mass media. Thereby authentic materials have been referred. TV commercials prove to be time-saving and inspiring, and therefore an extremely efficient means of organizing various activities that contribute to the effective perception of English idioms and consequently to develop foreign language competence (Khalitova, L., Gimaletdinova, G. 2014). **Conclusion.** Teaching phraseology in foreign teaching languages plays a crucial role in forming vocabulary and lingua-cultural competence of students. That is basically because of the fact that phraseological units encapsulate a national, country's cultural outlook. There have been discussed and analyzed various ways of teaching fixed word groups, fixed expressions, phrasal verbs and idioms.

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FUTURE LEADERS

Annotation: This article provides detailed information about the Club of Future Leaders, which was established in our country to provide comprehensive support to young people and increase their social activism.

Keywords: Future leaders, youth, charter, social life, potential, staff.

Decree of the President of the Republic of Uzbekistan No. PF-6260 of July 13, 2021 "On additional measures for the full support of youth and further increase their social activity", active and enterprising in Tashkent In order to attract young people to the civil service, to implement organizational measures to educate them in the spirit of patriotism, the program of the Club of Future Leaders was implemented to form a layer of highly qualified civil servants and a new generation of personnel through the selection of promising personnel.

Within the framework of this decree, the Club of Leaders of the Future was established, the main purpose of which is to prepare talented young people for the civil service, to develop leadership skills in them, to select young people. The club operates in accordance with the Constitution of the Republic of Uzbekistan, the Law "On State Youth Policy of the Republic of Uzbekistan", resolutions of the Oliy Majlis of the Republic of Uzbekistan, Decrees, resolutions and orders of the President of the Republic of Uzbekistan, Ministers Decisions of the Court, decisions of the mayor of Tashkent and in accordance with this Regulation.

- ❖ The club can have its own logo and badge during its activities.
- ❖ The club is not a legal entity and does not have its own account.

The purpose, tasks and functions of the club

The main purpose of the club is to attract graduates of higher education institutions in Tashkent, active, enterprising and talented youth aged 20-35 to the civil service, to educate and support them in the spirit of patriotism, to select a new generation of promising personnel for civil service training of young specialists in leadership (leadership) skills in government agencies and organizations, the formation of a layer of highly qualified civil servants and a new generation of human resources.

The main tasks of the club are:

To identify the most active and enterprising group of young people in Tashkent, to carry out systematic work to select the most promising and talented among them;

- ✓ Shapllantirish formation of high professional ethics, anti-corruption culture and intolerance in young civil servants;
- ✓ Comprehensive training, education and professional development of young people admitted to the club in the civil service;
- ✓ formation of a reserve of leadership and management positions of local authorities from high-achieving Club members;
- ✓ To study the problems of young civil servants, to analyze them and to carry out analytical and organizational measures to eliminate these problems;
- ✓ Promoting gender equality in the civil service.

The functions of the club are as follows:

- Implement measures to increase the prestige and attractiveness of the civil service at all levels among young people, the formation of a positive image of the civil service among promising professionals, including youth and women;
- search and selection of promising and talented people from among the youth, implementation of selection of promising personnel, preparation of the selected youth for the civil service;
- Work with government agencies and organizations, local executive authorities in the field of civil service and personnel administration among young people, including the fight against corruption in government agencies and organizations, instilling high moral and ethical qualities in civil servants to carry out propaganda work on
- Organize training seminars, meetings and master classes and trainings to educate young people who are members of the club as loyal to the Fatherland, to develop their independent thinking, management and leadership skills, and to broaden their horizons in public administration;
- To study the problems of young civil servants, analyze them and organize practical work to solve these problems;
- Expanding the ranks of young civil servants, increasing their professional competencies;
- To increase the socio-political activity of young people, to protect their interests, to help create the conditions for them to fully express their intellectual potential, to take a worthy place in society.

Organization of club production

Eligible members elect the President of the Club and the Vice-President of the Club and 8 Coordinators by secret ballot. The term of office of the club's president, vice-president and 8 coordinators is one year. Upon the expiration of the term of office of the President, Vice-President and 8 Coordinators of the Club, the members of the Club shall be re-elected by voting.

Duties of the Club President:

- convenes and chairs meetings;
- provides general guidance for the preparation of issues to be discussed;
- coordinates the activities of coordinators; distributes responsibilities among members;

- make proposals to the Board of Directors on issues related to the activities of the club within its competence, etc.

In order to organize, guide and support the activities of the club members, a "Board of Directors" consisting of active and talented young people will be formed from among the club members. The members of the Council are the President, Vice President and 8 coordinators, as well as one official from the Tashkent city administration, the Tashkent city branch of the Civil Service Development Agency, and the Tashkent regional department of the Youth Affairs Agency. Decisions of the Board shall be taken by a majority vote of the total number of members of the Board.

Board of Directors:

- ❖ Organizes projects and other activities of the club, such as "One day with the mayor", "Dublyor", "One day in the agency", "Internship in government agencies";

- ❖ Coordinates professional development, training programs, internships and advocacy of club members;

- ❖ Evaluates and ranks club members on a credit basis basis;

- ❖ Ensures the effectiveness of the club, analyzes the problems and prepares proposals for solutions.

Club members will receive training seminars over a six-month period based on an approved program, which will develop club members' management skills. High-performing members will be awarded a certificate by the Civil Service Development Agency and accepted as young trainers for civil servants.

Every Saturday, the club organizes training seminars on the following topics to develop management skills.

Leaders and specialists working in the field of civil service will be involved in the trainings organized during the club's activities. provide detailed information to club members.

The club members have practical trainings, meetings, open round tables, master classes for participants by successful civil servants in the region on various topics related to personnel policy in public administration in the formation of high professional potential, leadership, management and patriotic qualities. Excursions, seminars and trainings are organized for bodies and organizations.

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THE PROSPECT OF USING GAS-PISTON ENGINES IN THE NATIONAL ECONOMY

Abstract: The article discusses the prospects for creating a gas piston mini-CHP in Uzbekistan and its impact on the national economy. In particular, using the example of the Namangan region, various economic indicators are considered.

Key words: Gas piston, mini-CHP, national economy, Uzbekenergo, bora.

Increasing the industrial potential of sectors of the economy and regions of the country, stimulating the development of entrepreneurial activity, increasing welfare and improving the quality of life of the population are impossible without ensuring the reliable functioning of the electric power industry [1]. Our life today is unthinkable without stable electricity. Due to the pace of progress, the demand for this resource is steadily growing. Since the electric power industry is the most important source of ensuring the sustainability of economic growth and the well-being of the population.

Sustainable power supply remains a topical topic for many countries around the world. A competitive strategy for the transition to the electricity market has been developed in Uzbekistan, which consists of three stages, which will be implemented in 2021-2025. By 2030 year, gross domestic product — doubled, industry-2,2 times, the population is expected to grow from 33,5 million to 40 million people. [2]. By 2030 year, the need for electricity will increase by 2 times compared to 2019 year and in this regard will reach 106,6 billion. In accordance with the concept of electricity supply of the Republic of Uzbekistan in 2020-2030, the amount of 120 billion kWh per year will be increased by 2025 billion kWh. It is planned to produce kWh of electricity:

- installed power while current 14 GWt. from 2030 in 29.3 GWt. up to;
- the share of renewable energy sources exceeds 25%.

Expert analysis of the Center for Economic Research and reforms [3].

In addition, on March 4, 2021, the resolution of president was adopted: Resolution President of the Republic of Uzbekistan On measures for the implementation of investment projects "Construction of a combined-cycle power plant with a capacity of 240 MW and a gas-piston power plant with a capacity of 230 MW in the Tashkent region" and "Construction of a gas-piston power plant with a capacity of 270 MW in the Bukhara region" This is evidenced by the fact that the research topic is very relevant. [4]The project Mini thermal electric centre - Application Studies of Options including gas-

piston, consist on the development of several models for some cogeneration technologies, as well for trigeneration, whose purpose is the optimization of the design and the operation of a plant. This optimization is carried out though the solving of a thermo-economical model, using a software for nonlinear programming. For the realization of the project, it was defined the concept of energy systems and all that is related with it, like the components, inputs and outputs. A survey of cogeneration technologies was made, describing the basis of thermodynamics, the range of size, applications, and some others relevant characteristics. An analysis of the demand has been also included. The determination of the user requirements and the aspects involved with it, are topics particularly studied. Six different cases of demand have been defined, with different energy demand, climate conditions and geographical position. Thermodynamics of the technologies selected –gas turbine, backpressure steam turbine, micro gas turbine, heat pumps, compression and absorption chillers– was described in detail. On the other hand the economics of these technologies was presented, based on several studies done by scientists and academics specialists in this field. It was also investigated the currently prices and forecasts for fuels used by the technologies and electricity in one specified place; economical engineering concepts were applied. Combining all this, optimization models were built, known as thermo economical models. Finally, an analysis of the results of the modelling was made, and conclusions and recommendations are presented. With this project it is tried to have an useful guide for the selecting of a cogeneration technology for a specific case of demand. It is also tried to establish a comparison between the energy supply for a specific user producing electricity and heat separately, and with cogeneration technologies. Gas piston engines have long been used in the gas industry in gas production sites. It is known that gas-piston engines are used to drive electric generators in Uzbekistan, but the first materials were published only on the own energy center of the Art group soft textile, located on the Namangan region. The power center consists of four imported piston machines of 1,476 kW each. For heating, the thermal energy of the water of their cooling system is used, supplemented by two gas hot water boilers of 9 MW each. The estimated payback period of the power plant is about 3 years, which expired in May In 2027, the cost of one kilowatt-hour produced by a power plant is 10-11 kopecks [5]. This is a very good result, which can also be perceived as advertising, however, the payback period probably could it would be significantly less if the heat energy of exhaust gases was used with the help of heat recovery boilers, and domestic equipment was used. In this case, it was not necessary to purchase two imported gas boilers, and the gas consumption decreased by an amount of consumed. Thus, to create power in a very small use the advantages of the combined production of electric and thermal energy, Regions that were previously installed gas engines, leading up textile at Art group soft holding 4.5

MW Namangan city has Autonomous power plant, there are machines of 5.25 MW.

Naturally, the specialists of each individual enterprise installing gas-piston engines did not yet realize that they create an ESGGMATE. The second feature of the initial stage of creation. The main reason was that the withdrawal from the grid power supply is still a reaction to extraordinary circumstances. In Namangan and Chust every during the winter, the hurricane wind "Bora" blows and each time it ends with a break in power lines. In Uzbekistan, Uzbekenergo JSC proposed to the Art group textile center under construction to build new power transmission lines, build new distribution and transformer substations, etc. However, this has already become a standard problem for Uzbekistan, since almost the entire territory of Namangan, with the exception of very small local areas, is a zone of prohibition on connecting new consumers. And this is not only a problem of Namangan.

Reciprocating engines and their fuels are largely associated with road transport. This isn't surprising. About 70% of transport-sector greenhouse gas emissions today are from road vehicles, and these vehicles are overwhelmingly propelled by reciprocating engines. However, reciprocating engines are also widely used in other sectors, particularly off-road land transport, sea transport, and electrical power generation. Various forms of gasoline and diesel are the dominant transport fuels for several reasons. These include the scale of their primary resource, their affordability, and their high volumetric and gravimetric energy densities. However, natural gas, liquefied petroleum gas, methanol, ethanol, and electricity also play a part in transport. Natural gas and diesel also play important roles in reciprocating engine-driven electrical power generation. The global scale of reciprocating engine use can be grasped to some extent by considering road transport alone. Road travel has roughly doubled in the last 40 years in terms of both the total distance traveled per annum and the total number of vehicles, with roughly one billion vehicles on the world's roads today. Road travel is thought likely to roughly double again by 2050, with most of this growth occurring in low- to middle-income countries via greater use of light-duty passenger vehicles. Given the enormous volume of road transport occurring today, it is not surprising that reciprocating engines already contribute significantly to global emissions of greenhouse gases and other pollutants, and their adverse impact on urban air quality and mortality is featured regularly in the press. In most system-level studies, the use of more fuel-efficient vehicles and alternative fuels are the primary projected means to achieve road transport sector abatement. Modal shift and more productive vehicles are also important. Although full vehicle electrification and fuel cell vehicles are efficient vehicle options, Kalghatgi rightly points out in this volume that these technologies only constitute a very small fraction of the current global fleet, and that both face significant challenges to their rapid adoption. Therefore, more effective use of increasingly efficient and cleaner reciprocating engine-driven vehicles is the

dominant means by which we will reduce vehicle emissions over the next one or two decades, at least. Similar arguments hold for other transport sectors in which reciprocating engines are used. As this volume attests, many opportunities remain to improve engine and fuel performance. These include new engine concepts and the use of more advanced engine subsystems, with fuel injection and after-treatment as two active areas of current research. Modal shift and more productive vehicle use should also be transformative. Our working, learning, and socializing are increasingly taking place online, and innovation in mass transit continues apace. Information and communication technologies have also already disrupted the transport sector, directly not only via Uber and similar, but through less obvious, yet major, innovations such as freight path optimization, real-time vehicle and network monitoring, and improved data-driven planning, to name a few. The uptake of greater vehicle autonomy is a logical part of this transition. In order to offset the higher upfront costs of the technologies required to achieve substantial autonomy, it is expected that these vehicles will first appear in commercial applications in which reduced need for or complete removal of a paid driver is the major economic benefit for the business and its customers. Such examples include the displacement of conventional taxis and public transport with ride-sharing autonomous vehicles, and the displacement of freight vehicles with their autonomous equivalents.

Like any capital-intensive asset, further economic benefits are then likely to be achieved by maximizing vehicle use, as is the case with conventional taxis, public transport, and freight today. Thus, heavy autonomous vehicle use over relatively long distances is likely to prove economically beneficial. In such cases, it is not obvious that full vehicle electrification will follow, given range and recharging/refuelling time requirements. Rather, greater vehicle hybridization may result, with advanced reciprocating engines and cleaner fuels then continuing to play an important role.

At the same time, we should not be too focused on using technology alone to achieve our goals. For example, several studies have found substantially greater public health benefits from active travel (e.g., walking, running, and cycling) displacing vehicle use, in comparison with the health benefits that arise from the increased use of lower emission vehicles for the same travel task. Such findings will hopefully lead to significant abatement of greenhouse gas emissions from transport as a co-benefit of improved public health—particularly when governments consider the reduced public health costs from active travel relative to investment in public transport, and dedicate routes for walking, running, and cycling. A broad perspective of the plethora of different options available makes it clear that we need to take a more system-level approach to the important, dual challenges of decarbonization and improved human health. Numerous technological and non-technological options can help to achieve both goals, and there are risks in ignoring potentially poor environmental or economic performance by technologies that are commonly assumed to be

always beneficial or benign. Ideally, therefore, we should regulate the life-cycle emissions of greenhouse gases and other pollutants from vehicles and their fuels while integrating non-vehicle options into such analyses. Should such regulation be achieved, it is then expected to result in the continued use of reciprocating engines for several decades while engines, fuels, vehicles, cities, and our attitudes continue to evolve.

In conclusion, the construction of a mini CHP with a gas piston in the conditions of Uzbekistan is highly effective. Because the unbalanced energy system in Uzbekistan is an example of this situation.

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THE MUTUAL INFLUENCE OF MUSIC AND SPEECH ON THE AFFECTIVE (EMOTIONAL) SPHERE OF STUDENTS

Annotation: To date, a number of Russian and foreign scientific and methodological studies have appeared on various aspects of the problem of using music in teaching foreign languages. Let us analyze the system of "end-to-end" learning of foreign languages with the help of music through the prism of four age groups of students: children of preschool and primary school age; students in grades 5-7; students of adolescence and early adolescence (grades 8-11); trainees - students and trainees - adults.

Key words: double bass, philharmonic society, high skill, school of playing the double bass, the first double bass players, professional musician.

Let us dwell in more detail on the analysis of special methods of teaching foreign languages on a musical basis (or with the widespread involvement of music), keeping in mind the "end-to-end" course of teaching foreign languages from kindergarten to courses for adults. And the first in this series is a propaedeutic course on teaching English to children of 5 years old on a musical basis, developed by N.N. Achkasova, who scientifically substantiated the legitimacy of using children's opera and musical fairy tales as the basis of a course on foreign language for preschool children (and younger schoolchildren).

"Combined synthetically, all types of art in the opera are in strict sequence and ultimately are aimed at a comprehensive disclosure of the content," notes N. Achkasova.... music acts continuously, actively interfering in the speech of the heroes "[Achkasova, 1997: p. 27]. As the basis of the course on foreign language for kids, the author proposes children's opera as an art that is inherently complex, thereby providing an indicative basis for primary education AND I.

All the components of the opera are used here as reference points: poses, gestures, plastic movements, facial expressions, scenery - everything is united by music. "Playing the opera," writes N. Achkasova, "the children are entrusted with the transmission of the image in singing and through movement, which then unites and coexists." [Achkasova, 1997: p.29].

The author managed to develop a special course for children based on music, which fits into the integral system of language education and can become the basis for creating a base of communicative competence, including the ability to comprehensively use linguistic, sociolinguistic, discursive, strategic, socio-

cultural and social aspects at an elementary level. At the same time, music plays a huge role in the formation of every aspect of communicative competence:

- at the linguistic level: a musical phrase by its nature is superimposed on a speech phrase and this enhances the effectiveness of the perception of the phrase, its intonation and grammatical aspects;

- at the sociolinguistic level: due to the proximity of intonations in the vocative (which is the opera) with speech intonations, the effectiveness of using the perceived phrase in accordance with the situation increases, that is, the samples "sit down" in the consciousness in a socially significant way;

- at the discursive level: music provides a correct and unmistakable definition of the context;

- at the level of strategic competence: music itself is an extra clue. To remember the desired phrase or word, it is enough to remember the music (melody);

- at the socio-cultural level: music provides an easy "entry" into new material, provides a background for the socio-cultural context of the language being studied; - in the social aspect of communicative competence: music creates the necessary emotional atmosphere for children to make contact, interaction, verbal communication.

We especially note the conclusion of N. Achkasova that "laying the foundations of communicative competence, focusing on communicative-speech, socio-cultural development in children of 5 years old is possible if the course is based on music, and music is not an additional aspect in teaching English children 5 years old, and - fundamental "[Achkasova. 1997: p.5].

In the mainstream of our research, the author's conclusion is especially valuable that through the universal language of music (opera and musical fairy tales), a child gets the opportunity not only to gain initial knowledge of FL, but also to begin familiarizing himself with the culture of other countries, peoples, races; to touch the world source of native and foreign language human community.

Thus, one of the first "building blocks" in the creation of a language education system can be the use of children's opera as a musical performance for children and for children in a foreign language. Turning to the age group of adolescent students of interest to us, in order to ensure the continuity of learning within a holistic system, we, in turn, can postulate the legitimacy and effectiveness of the use of the youth form of opera (namely, rock opera and musical) in the work on foreign language with teenagers and students younger adolescence.

In order to develop a linguodidactic manual for teaching monologue speech in FL with the help of music, we will find out what are the functions of music in the youth subculture and, on this basis, determine the functions of youth rhythmic music in the FL lesson with adolescent students. These include:

- the function of the tool of cognition. Teenagers of youth groupings use music, joining and comprehending the inner world of its creators, and through it - better understanding themselves and the society in which they live;

-function of support of activities. Music helps to create a mood, without it a full rest is impossible. It undoubtedly also has educational functions, shaping the intellectual, volitional and moral qualities of adolescents, awakens and stimulates creative forces in them, contributes to the sociolization of the individual;

- the function of a participant and organizer of social communication. Music helps in symbolizing basic concepts, develops their artistic and sound images and emblems, conveys emotional and spiritual experience, helps in organizing various social actions, ceremonies and rituals, which ultimately contributes to closer communication and rapprochement of adolescents;

- the function of the formation of value orientations. "Music, in its own way, forms the value orientations of the youth subculture, the attitude to the world, ie. performs an aesthetic function "[Rodionov, 2000: p. 135].

As for the subject of our research, we will use the classification of R.G. Noncheva, considering the four main functions of music in a foreign language lesson:

1. Ritual music (used to tune in to educational activities before the start of a training session, by certain types of work).

2. Background music (to accompany certain activities: writing, active activities).

3. Stimulating music (to control the functional state of students: their activation, relaxation, maintenance of performance).

4. Music for pauses (contributes to the creation of a certain microclimate before, after and during classes) [Noncheva, 1983: p. 74].

The outlined theoretical provisions on the possibility of using rhythmic youth music in teaching adolescents a foreign language in line with the humanistic methodology - "learning in collaboration" - allowed us to develop special linguodidactic materials, which received the code name "Musical Teenagerese" - "Musical Book for Teenagers Learning English"...

By the term "Musical Teenagerese" we mean a musical language that is close and understandable in the youth subculture. We use this term by analogy with the terms "motherese" (a heartfelt language that adults use when communicating with babies) and "loverese" (the language of love relationships) [Achkasova, 1997: p. 58].

The purpose of the developed methodological guidelines is to create a polysensory environment at the FL lesson by activating different groups of subsensory stimuli in conditions of using rhythmic music.

The objectives of Musical Teenagerese are:

1. Integration of learning FL and music based on the synchronization of cognitive (intellectual) and affective (emotional) spheres of adolescents to be trained;

2. Improving the communicative competence of students in grades 8-9 in the field of foreign language monologue speech with the help of linguistic and dactically organized musical materials;

3. Expansion of the linguocultural competence of adolescent students in the mainstream of the dialogue of cultures;

4. The use of youth rhythmic music as one of the health-preserving technologies.

Since the music in a foreign language lesson does not sound by itself, but is of an educational and methodological nature and appears at a certain segment of the lesson, we introduce the special term "thematic musical splash screen". By "thematic music screensaver" we mean a characteristic piece of musical accompaniment used both for better assimilation of a given educational topic of a foreign language monologue speech, and for increasing the comfort of the educational process, protecting the psyche of adolescents from overload and creating a psychologically comfortable atmosphere for a foreign language lesson, which promotes activation reserve capabilities of adolescent trainees.

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IN THE EDUCATIONAL PROCESS, MULTIMEDIA IS A GUARANTEE OF THE QUALITY OF EDUCATION

Annotation: Today, we are all aware of the high level of development of Information Communication System on a global scale and the fact that it penetrates into the educational process among other fields and has its impact on the organization of higher quality. In such conditions, it is natural that both theoretical and practical aspects of human activity are constantly updated. Pedagogical activity is no exception, both as a separate and complex type of Labor. Educators try to achieve guaranteed results in their activities.

Key words: Macromedia Flash, GIF Animation, Microsoft Front Page, Adobe Photoshop, 3D Max, Microsoft Power Point, Aljabr.

On this day, the teacher is entrusted with a responsible task, such as the upbringing of a harmonious generation and the delivery of an adult, which determines the tasks aimed at improving the content of education, is in harmony with the Times, and with the introduction of modern technologies of education, students are required to arouse interest in their science, to form feelings of

The achievement of positive results in education is determined primarily by careful training of the young generation of the foundations of scientific knowledge, expansion of the scope of worldview and thinking in them, effective organization of educational and educational work on the formation of moral and moral qualities. In this regard, many changes are being made to the educational process, new comrades are being introduced. One of these is the achievement of increasing the effectiveness of training in the transition to a course using information and communication technologies.

One of the important achievements of the lesson process was the creation of software tools that make use of the components of computer technology. Especially in the organization of the educational process, these programming tools are of particular importance. The convenience of electronic handsets is that they are created using software tools such as Macromedia Flash, GIF Animation, Microsoft Front Page, Adobe Photoshop, 3D Max, Microsoft Power Point. Because they allow you to create moving, colorful, sound images. This will help elementary school students to quickly understand the topic, improve the quality of their mastering.

Electronic textbooks, manuals and presentations created for Primary School students are widely used in the educational process. With the help of

Information Technology in the teaching of Reading, native language, mathematics and Natural Science, a variety of visual slides can be used in the course processes. For example: in the subjects of reading and native language, it is possible to read letters on the big screen, adding words to each other, and then read small fairy tales and stories, correctly and beautifully writing letters; using simple actions in the subject of mathematics, solving problems with the help of slides, organizing various computational games; in the subject of natural science, it is possible. The use of these methods will be an impetus for the development of oral speech of an age-old and knowledge-hungry student, an increase in verbal computing skills, the development of creativity, research and thinking skills.

The use of electronic presentations as a demonstration and visual material in the lesson is of great help to the teacher. The provision of instructional material in the form of animations in an electronic presentation will facilitate the understanding of the subject and increase visibility. Demonstration slides can also be given to readers as a distribution material. An example of this can be said an electronic presentation on the topic "compromises", created for use in the 4-th class native language lessons. Electronic textbooks can be used in independent learning and effective mastering of all aspects of instructional materials. In the electronic textbook, educational materials of the subject are used to the reader in interactive ways, with appropriate psychological and pedagogical aspects, modern information technologies, opportunities for audio and video animations. The book. on the website of uz there is an electronic textbook of almost all subjects for students of 1-4 classes. But they are not presented in the form of text and sound.

Boshlang'ich ta'lim bosqichida axborot texnologiyalaridan foydalanish yosh o'quvchilarni texnologik tayyorlashning sifat jihatidan yangi holatiga olib keladi. O'qituvchilar faoliyatini "elektron vositalar" ta'sirida qayta tashkil etish integratsiya jarayonlari bilan birga olib boriladi. Axborot texnologiyalari vositalarini an'anaviy o'qitish vositalari bilan birlashtirish boshlang'ich sinf o'quvchilarining mehnat mashg'ulotlarini ma'lumot bilan birlashtirishga imkon beradi.[1]

Electronic programs such as "learn to count", "alphabet lessons", "Aljabr", "5x5", created by RTM for Primary School students are significant because of their curiosity, compatibility with the age of the students, simplicity for use, intellektual capacity development, the urge for logical observation.

"Learn to count " is an electronic educational tool in mathematics for Primary School students. Through this electronic course, students of primary classes will form the ability to use the computer's "mouse" device together with the ability to perform 4 actions.

"Lessons of the alphabet" -is a program for teaching the Alphabet, designed for students of the 1st Class. The advantage of the program is that it helps to grow the oral and written speech of students (pronunciation and writing

of letters, learning the names of things that begin with that letter). Also, after the study of the letters, a picture is given for the purpose of reinforcement. The given checkbox is cleared by typing the name of the thing in the picture. It is here that the writing skills of the student through the computer are formulated, he is also taught to work with the test.

"Aljabr" is an application designed to be used in mathematics lessons of the 1st Class. Through the program, students learn to perform numbering, sorting, addition and subtraction operations, comparison within 10. The program allows the reader to master the automatic level of oral sample solution. Also serves to develop independent working skills.

"5x5" is a program that is designed to be used in 2-th grade mathematics lessons and teaches the multiplication table. In the repetition part of the program, the computer itself teaches the order from 2 to 9 decimal table. In the exam section, the reader independently develops the table. It is noteworthy that the fact that one room does not pass without performing the other, forces the reader to work on himself. We can say that the program is a real assistant to the teacher. Because, 30-40% of the class students face difficulty in learning the multiplication table. The program guarantees those students the automatic learning of the multiplication table.

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STUDYING THE DRAWING PROCESSES OF GROUNDWATER LEVELS AND MINERALIZATION ON THE BASIS OF SOLVING RETURN PROBLEMS IN THE MODEL

Annotation. In the paper has discussed on the basis of a system of special derivative differential equations of parabolic type, by mathematical modeling study of the mineralization of groundwater flow filtration associated with the mass transfer, diffusion processes, geofiltration processes the modeling method, algorithms and software tools were developed, experimental experiments were conducted to study the leakage processes of groundwater level and mineralization on the basis of solving the inverse problems in the example of Akhangaron groundwater aquifers.

INTRODUCTION

The classical theory of mass flow processes, diffusion, energy, and energy processes is based on the idea of hydrodynamically stable energy and the continuity of the regional environment.

According to the occurrence of regional hydraulics, the local dynamic equilibrium in each sub-element of the study area is averaged (in general, the hydraulic parameters in the systems depend on the gradient factors). This idea allows us to perform basic equations of dynamics in order to study the processes of use of incompressible forces. However, this only applies to internal dimensional processes of the system (average particle leakage time, transition time to the steady state of the system) such as 'free leakage path, inter-particle distance) differential equations of parabolic type are formed based on the theoretical local stability of the indicators from a specific point of view [1, 2, 3, 4]. They are calculated using linear relationships between mass transfer currents and potential gradients (Dupuis, Fourier, Fick, Darcy, Guck's laws, etc.) [5, 10, 11].

Differential equations obtained in this way (mass transfer, shear, thermal conductivity, diffusion, etc.) are difficult to take into account the time and spatial uncertainty of the studied processes. From the analysis of these, it is clear that any disturbance as a result of external influences also causes a rapid response of the system. For example, according to Dupuis's law, the filtration rate of a liquid depends on the pressure gradient $\vec{v} = k\vec{I}$, (where $\vec{v}$ is the fluid velocity,

k is leakage coefficient, $\vec{l}$ is water level gradient) also, the derivation of the parabolic equation of thermal conductivity is based on the Fourier hypothesis, according to which the instantaneous (without delay) temperature gradient inside the body causes energy transfer (heat flux), i.e. $\vec{q} = -\eta \text{ grad } T$ (where $\vec{q}$ is the vector of heat flux density, η is the coefficient of thermal conductivity, T is the value of thermal temperature) [10]. In fact, the transfer of energy from one point of the system to another occurs within a limited time determined by the physical properties and internal structure of the environment. This contradiction leads to identified paradoxes: - negative temperatures in the reverse heat wave, infinite surface stresses during thermal shock, the formation of isotherms inside the body, and so on. Similar problems arise when using classical models of mass and torque transfer. In particular, a complete similarity to the problems of mass transfer, vibration, and thermal conductivity is observed in the derivation of equations using Darcy, Hooke, Fick's laws, and in the timeliness of tasks related to the use of Hooke's and Newton's laws in solving differential equations. change is observed [5, 10, 11]. Analysis of the movement activity of groundwater used in the study and solutions of equations taking into account the minerals and concentrations in them, attention to the delay of the system for external disturbances, timely flow in the strata and changes in boundary conditions.

Models confirmed by experimental data, experimental calculations and simulation models show the difference between natural physical processes and events. Based on the analysis of many theoretical and experimental studies, a conclusion was drawn about the possibility of using mass transfer expressions to describe regional equilibrium processes.

MAIN PART

In this study, studies on mass transfer based on the equilibrium equation, i.e. diffusion processes, salt concentrations in groundwater flow filtration, mutual leakage of the medium, etc., showed that it is the local areas that play a key role in the mechanism of action. 'shows the mystery.

The growing interest in studying the processes that take place in the conditions of regional hydrogeological fields is due to the wide range of their practical application: groundwater and multi-component mineral waters and reservoirs, optimization of monitoring regimes, etc.

In modeling regional geofiltration and geomigration processes, it becomes necessary to take into account the internal structure of the objects under study, which leads to the complication of mass transfer models. Numerous theoretical and experimental studies have developed mathematical models of water leakage processes, using different physical approaches to describe the process of mass transfer within water flows when differential equations are derived.

Large-scale tasks such as geofiltration of groundwater and modeling of salt migration are naturally divided into two stages: in particular, modeling of groundwater flow - geofiltration processes and modeling of qualitative structural

flows and mass transfer of groundwater, i.e. groundwater transfer of substances mixed with the flow.

The mathematical model of geofiltration processes is described by a system of differential equations with special derivatives of parabolic type, expressed in terms of initial and boundary conditions in the field of non-stationary plane in solving a problem on the basis of numerical solution [1, 2, 3, 10, 11]:

$$\mu \frac{\partial h}{\partial t} = \frac{\partial}{\partial x} \left(kh \frac{\partial h}{\partial x} \right) + \frac{\partial}{\partial y} \left(kh \frac{\partial h}{\partial y} \right) + f - \delta Q_c, \quad (1)$$

$$h(x, y, t_0) = \varphi_1(x, y, t_0); \quad (x, y) \in G. \quad (2)$$

$$h(x, y, t) = \varphi_2(x, y, t); \quad (x, y) \in \Gamma; \quad t > t_0; \quad (3)$$

$$kh \frac{\partial h}{\partial n} = \varphi_3(x, y, t); \quad x, y \in \Gamma; \quad t > t_0. \quad (4)$$

$$-kh \frac{\partial h}{\partial n} = \gamma(h_s - h), \quad x \in \Gamma; \quad t > t_0. \quad (5)$$

The numerical method is used to solve Equation (1) with boundary conditions (2) - (5), the transition from differential to finite separation can be done after the filtering area is a grid area consisting of a network of elementary blocks / nodes. Each block of this water balance equation, i.e. the stepwise origin of the filtration area Δx and Δy , is replaced by the same grid.

To study the process of groundwater movement and migration of pollutants, taking into account the qualitative mineral or salinity of aquifers, the process of molecular diffusion and dispersion, as well as their relationship to surface water, the following system of equations based on [3, 10, 11].

$$\begin{cases} \mu \frac{\partial H}{\partial t} = \frac{\partial}{\partial x} \left(km \frac{\partial H}{\partial x} \right) + \frac{\partial}{\partial y} \left(km \frac{\partial H}{\partial y} \right) + W_n - W_o \\ \mu \frac{\partial (mC)}{\partial t} = \frac{\partial}{\partial x} \left(Dm \frac{\partial C}{\partial x} - mv_x C \right) + \frac{\partial}{\partial y} \left(Dm \frac{\partial C}{\partial y} - mv_y C \right) + W_n C_n - W_o C_o \end{cases} \quad (6)$$

$$\begin{cases} H(x, y, t_0) = \varphi(x, y); \quad t \geq t_0 \\ C(x, y, t_0) = \psi(x, y); \quad t \geq t_0 \end{cases} \quad (7)$$

$$\begin{cases} H(x, y, t) = F_1(x, y, t); \quad x, y \in \Gamma_1; \quad t > t_0 \\ C(x, y, t) = F_2(x, y, t); \quad x, y \in \Gamma_2; \quad t > t_0 \end{cases} \quad (8)$$

$$\begin{cases} -km \frac{\partial H}{\partial n} = F_3(x, y, t); \quad x, y \in \Gamma_3; \quad t > t_0; \\ -D_n m \frac{\partial C}{\partial n} + mv_n C = mv_n C; \quad x, y \in \Gamma_4; \quad t > t_0; \end{cases} \quad (9)$$

$$\begin{cases} -km \frac{\partial H}{\partial n} = km \frac{H_B - H}{\phi}; \quad x, y \in \Gamma_5; \quad t > t_0; \\ -D_n m \frac{\partial C}{\partial n} + mv_n C = mv_n C; \quad x, y \in \Gamma_6; \quad t > t_0; \end{cases} \quad (10)$$

This system of equations representing the processes of geofiltration (1) - (5) and migration (6) - (10) and the hydraulically interconnected surface flow

was solved on the basis of an algorithm of numerical methods called finite differences, a series of practical problems and software tool was created [2, 5].

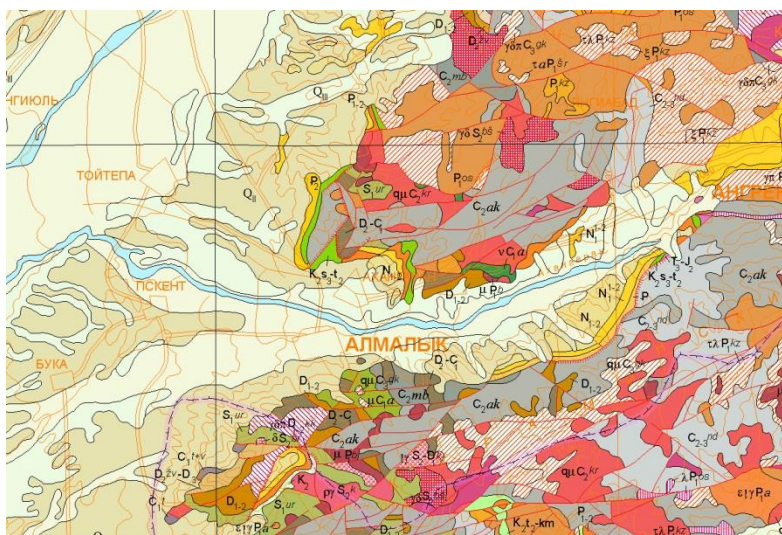
The authors have developed software tools based on the principle of modular programming, which is an object-oriented software tool designed to solve a class of programming module systems, programming languages, specific practical problems in the example of the Akhangaron groundwater deposit [2].

The program modules perform input-output of initial data, call part programs such as filtering and permeability coefficients between nodes, output salinity or mixing results according to the defined coordinates of the nodes, as well as output water level results at all nodes. Let us consider the example of a hydrodynamic model of fresh groundwater area (Okhangaron groundwater field) to confirm the specificity of the software package, its capabilities and features, as well as the developed method, created by the method of one- and two-dimensional finite separations based on the above digital schemes and algorithms.

Initially, the modeling area was classified for modeling, which is the separation of the same types of areas according to hydrodynamic properties and design schemes. They are distinguished by the generality of the flow structure, the conditions of the reservoirs and the hydraulic condition of the aquifer, the generality of the structure of the water intake structure and the boundary conditions that affect them.

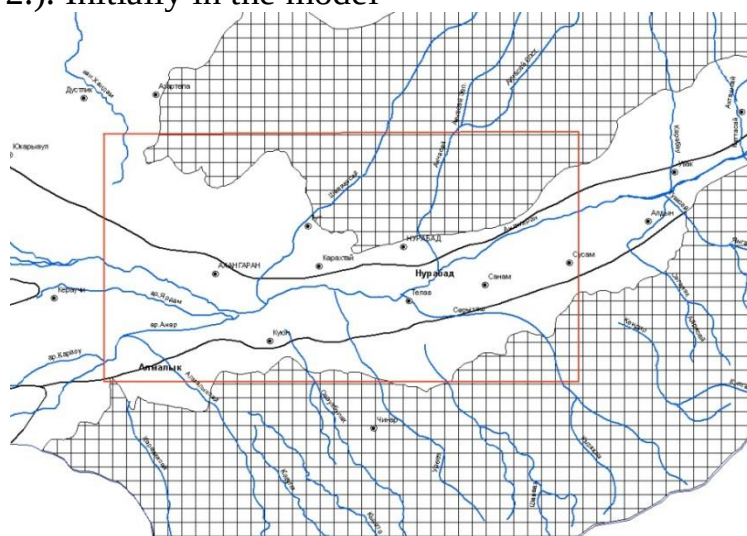
In this case, the main classification is to identify the main factors; - determine the structure of water deposits and the calculated values of leakage indicators; - simplification of filtration and replacement with detailed plan or flat-vertical; - Laws of simplification and modification of boundary forms, flow rates and costs. The physical, hydrogeological and theoretical bases of the studied processes are taken into account in the scheme. First, the type of water filtration, flow rate and size of the studied area are evaluated, then the structure of the studied complex, ie quality composition, water-retaining mineral content or salt, internal and external boundaries and boundary conditions are set.

The amount of water in reservoirs depends on their level, mineralization and amount of precipitation. According to the hydrological zoning of the basin of the Akhangaron River basin, located at a depth of 8.0-10.5 m above the ground, it is fully included in the Tashkent pre-artesian pool and is located on the border of the foothills [8].



Picture. 1. Geological data support of the model

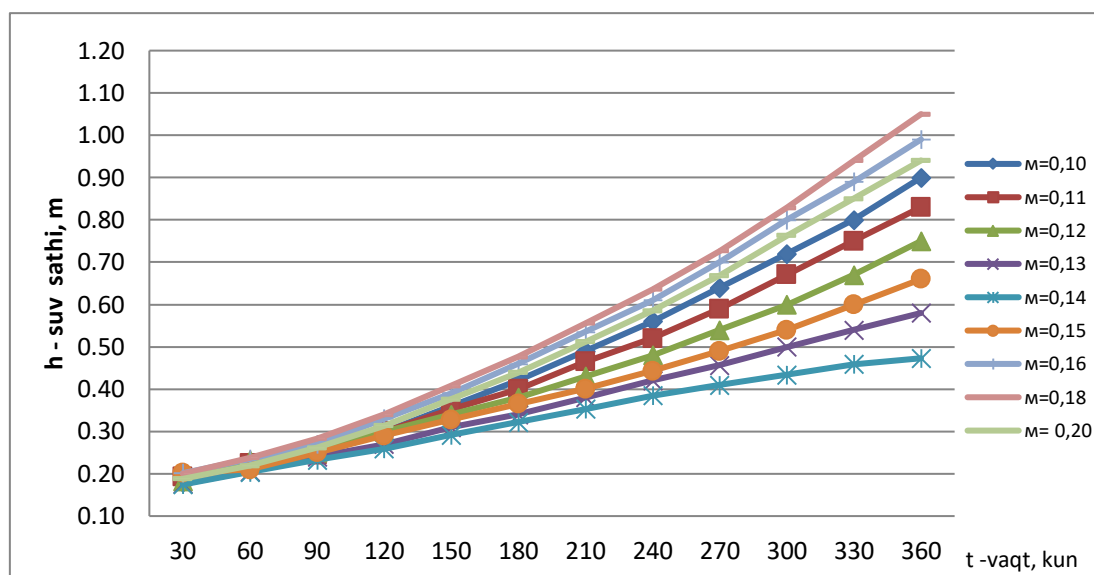
Results of geological, hydrogeological and regime data The results obtained during the hydro-regime studies of the Tashkent pre-hydrogeological station, a model was developed taking into account the conditions of water intake (Picture 2.). Initially in the model



Picture. 2. General view of the model

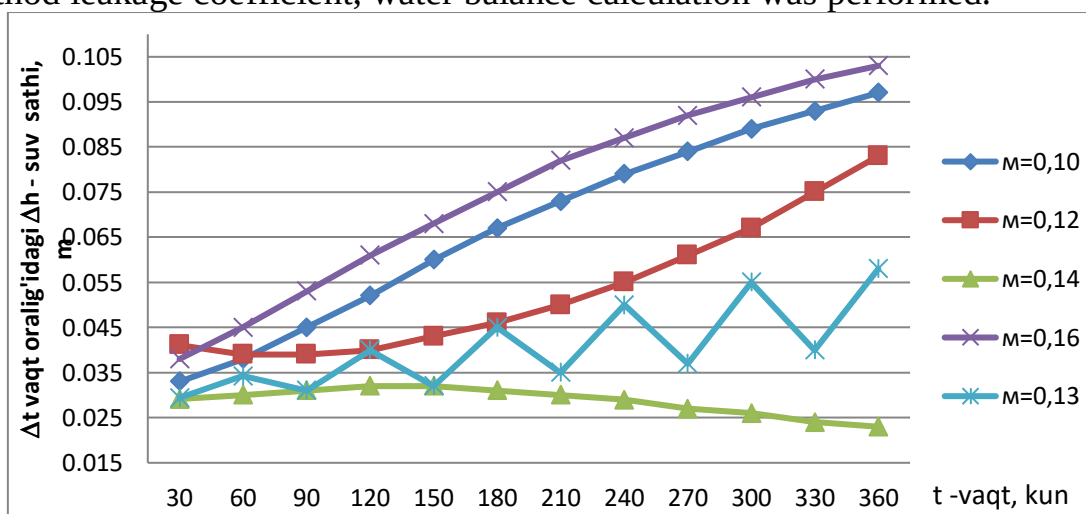
the filtration coefficients of natural conditions were calculated, i.e., the parameters of the aquifer were determined and the quantitative relationship between surface and groundwater was determined [2, 7, 9, 12].

In order to determine some of the principles of flow filtration properties, ie to determine the leakage coefficient and water transfer coefficient and the balance of total input and output factors in the model, the inverse problem was solved, which solved a number of tasks such as, the results were compared with the values of hydrogeological shears and observation results (Picture. 3).



Picture. 3. Graph for determining the coefficient of water supply

After selecting the coefficient of water capacity in the model, according to fieldwork research data, the coefficient of fluid loss varies from 0.10 to 0.20, the model showed a result of 0.14, then based on the factorial range evaluation method leakage coefficient, water balance calculation was performed.



Picture. 4. Graph of changes in water level values during the iteration interval of time

If the maximum difference between full-scale and model results at individual observation points is 1% to 3%, the inverse problem solution is considered complete. Here, the accuracy of the iteration calculation is $\varepsilon = 0.01$.

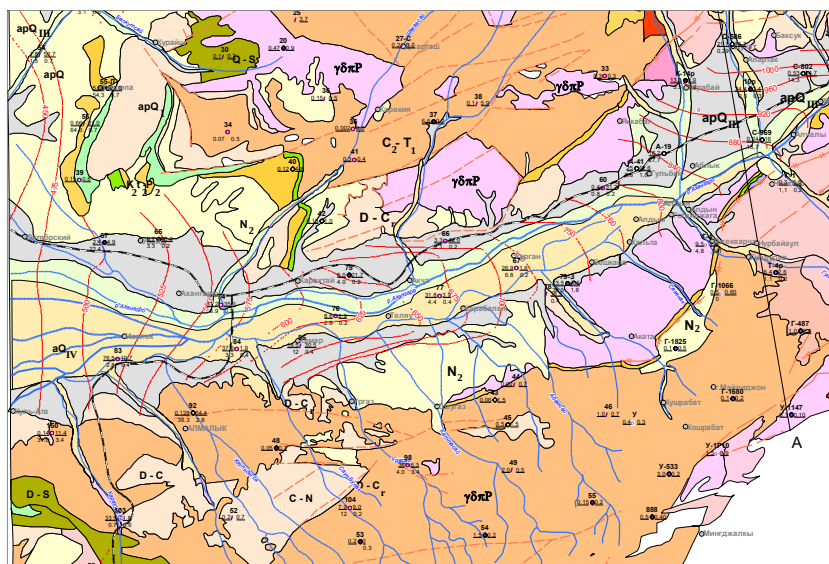


Figure 5. View of the model results in the hydrogeological scheme

IN CONCLUSION

Based on the results of solving the inverse problem in the modeling of geofiltration processes, the following problems were solved:

- a map of the distribution of filtration coefficients is obtained at each node point of the discrete region;
- comparison and comparison of the hydroisogypsum map of the territorial distribution map of the groundwater level model with the hydrogeological map;
- comparison of water level values with model points and proved the reliability of the full-scale filtration scheme, the values of leakage and water supply coefficients were adopted accordingly;
- A complete comparative table of natural measurements and model values of groundwater level on the object of study.

The tasks of modeling and imagining the processes of geofiltration and geomigration of groundwater were carried out on the basis of computer modeling to view, compare and contrast information about the results obtained at the facilities. The mineralization or salt mass of the subsurface hydrosphere, the general background distribution of each element of the object, the generalized shape characteristic, the construction of images of the main geofiltration and mineralization elements, the model was constructed according to the geographical coordinate reference.

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XALQARO TURIZMDA TRANSPORT TIZIMINING ROLI

Annotatsiya: Hozirgi vaqtda transport rivojlanayotgan va yuqori darajada rivojlangan iqtisodiy va ijtimoiy asosga ega bo'lgan davlat iqtisodiyotining muhim tarkibiy qismlaridan biri hisoblanadi. Transport iqtisodiyotning normal ishlashini, ijtimoiy ishlab chiqarish samaradorligini oshirilishini ta'minlaydi, iqtisodiyotning turli tarmoqlari korxonalarining xom ashyo manbalariga nisbatan eng maqbul yondashuvini hisobga olgan holda ishlab chiqarish kuchlarini butun mamlakat bo'ylab oqilona taqsimlash uchun sharoit yaratadi. va mahsulotni iste'mol qilish sohalari, ishlab chiqarishni ixtisoslashuvi va kooperatsiyasi savdo, qishloq xo'jaligi va boshqa sohalarni rivojlantirishga imkon beradi. Transport turizmni rivojlantirishning etakchi omilidir.

Kalit so'zlar: turizm, transport, infratuzilma, transport, rivojlanish, iqtisodiyot.

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THE ROLE OF THE TRANSPORT SYSTEM IN INTERNATIONAL TOURISM

Abstract: Today, transport is one of the most important components of a developing and economically well-developed state economy. Transport ensures the normal functioning of the economy, increases the efficiency of social production, creates conditions for the rational distribution of productive forces throughout the country, taking into account the most optimal approach to the sources of raw materials of enterprises in different sectors of the economy. and the areas of product consumption, specialization and cooperation of production will enable the development of trade, agriculture and other fields. Transport is a leading factor in the development of tourism.

Keywords: tourism, transport, infrastructure, transportation, development, economy.

Bozor sharoitida turistik biznesni rivojlantirish uchun rekreatsiya resurslari, kapital, texnologiyalar, kadrlar mavjud bo'lishi kerak. Iqtisodiyotning

boshqa sohalaridan farqli o'laroq, turistik resurslar juda xilma-xil bo'lib, ular tarkibiga tabiiy va antropogen geosistemalar, jismlar va tabiat hodisalari, dam olish faoliyati uchun qulay xususiyatlar va iste'mol qiymatiga ega bo'lgan eksponatlar kiradi. Boshqa narsalar qatori, rekreatsiya resurslarining ajralmas qismi turizm sohasida ishlaydigan yoki dam olish faoliyatini tashkil qilish va ta'minlashda ishtirok etishi mumkin bo'lgan bu albatta odamlardir.

Turizmning ommaviy hodisaga aylanishi uning transport xizmatlari bilan bog'liq bir qator muammolarni keltirib chiqaradi. Bu jamoat transportiga ham, turistik tashkilotlar doirasida ishlaydigan ixtisoslashtirilgan transportga ham tegishli. Umuman olganda, ushbu muammolar quyidagicha qisqartiriladi: mamlakat turistik ehtiyojlariga mos keladigan jamoat turistik transportining moddiy-texnik bazasini yaratish; transportni tashkillashtirishni takomillashtirish; turistlarga transport xizmati sifatini oshirish. Ushbu muammolarning to'g'ri echimi turistik xizmatlarga ortib borayotgan talablarni qondirish zarurati va turistik faoliyat samaradorligini oshirish muammolarini hal qilish bilan bog'liq.

Ushbu asrning so'nggi o'n yilliklarida turizmni rivojlantirishda erishilgan yuqori ko'rsatkichlar transport sohasidagi ilmiy-texnik taraqqiyot yutuqlari bilan bevosita bog'liqdir. Sayohatning ommaviy hodisaga aylanishi (shu jumladan, sayyohlik maqsadida sayohat) transport tizimidagi deyarli inqilobiy o'zgarishlarga bog'liq. Ushbu o'zgarishlar temir yo'llar va bug 'lokomotivi, so'ngra avtomobil va keyinchalik samolyot yaratilishi bilan boshlandi, u endi odamlarning ommaviy harakatlanish vositasiga aylandi.

Turizm va transportning rivojlanishi o'zaro bog'liq va o'zaro shartli jarayondir. Ammo, qoida tariqasida, ilmiy adabiyotlarda "turizm - transport" tizimidagi munosabatlarni o'rganishda transportning turizm rivojlanishidagi omil sifatida o'rni va ahamiyatiga ustunlik beriladi. Bu tabiiy va mantiqiy, chunki turizm nisbatan yangi ijtimoiy-iqtisodiy hodisa bo'lib, transportning tug'ilishi va rivojlanishining natijasi bo'ldi. Agar biz ushbu hodisaning muttasil oshib borayotgan ko'lamini va uning global miqyosdagi iqtisodiy munosabatlar tizimidagi ahamiyatini tobora ortib borayotganligini hisobga oladigan bo'lsak, "turizm - transport" tizimi. Ikkinchi jahon urushidan keyingi yillarda, bu turistik oqim miqyosida, dinamikasida va tarkibida milliy miqyosda va xalqaro miqyosda sezilarli miqdordagi va sifat jihatidan o'zgarishlar yuz berganda, bu rol ayniqsa oshdi. Ushbu o'zgarishlarning ba'zilari bosqichma-bosqich rivojlanib boruvchi jarayonlar va hodisalarning xarakteriga ega bo'lib, turizmning transport rivojiga ta'sirini bevosita belgilab beradi.

Birinchidan, xalqaro va alohida mamlakatlar ichida sayyohlik safarlarining o'sish sur'ati yuqori. Agar yaqinda bo'lsa. Dunyoda 25,3 million xorijiy sayyohlik safari amalga oshirildi, bizning vaqtimizda ularning soni 213 milliondan oshdi, ya'ni. 8 baravar oshdi. Evropada xuddi shu davrda sayyohlik sayohatlari soni 16,9 dan 152 milliongacha yoki 9 martaga ko'paygan. Bir qator tadqiqotlar shuni ko'rsatadiki, milliy miqyosda (ichki turizm) turistik sayohatlar sonining o'sish sur'ati ancha yuqori.

Ikkinchidan, turistik sayohatlar turistik bo'lmagan sayohatlarga qaraganda tezroq o'sib bormoqda. Bu, ayniqsa, ichki va xalqaro turizm rivojlangan mamlakatlar uchun to'g'ri keladi. Bunga shuni qo'shimcha qilishimiz mumkinki, deyarli barcha transport turlari bo'yicha sayohatlarning umumiy sonida, shunchaki turistik maqsadga ega bo'lgan sayohatlarning yuqori qismi (va ba'zi hollarda ustunlik qiladi). Shunday qilib, dunyodagi havo qatnovining 45% sayyohlik maqsadida amalga oshiriladi.

Uchinchidan, turistik sayohatlarning umumiy davomiyligida sayohat ulushi doimiy ravishda oshib boradi. Bu odamlarning taassurotlar hajmini oshirishga, nisbatan qisqa vaqt ichida har xil turistik tovarlarni faol ravishda iste'mol qilishga intilishining kuchayishi bilan bog'liq. Ilmiy adabiyotlarda bir qator mualliflar turizmning mustaqil turi - migratsiya, adashish, transport turizmi sifatida ajralib turadilar, bu esa sayyohlik sayohatlarini amalga oshirishda harakat rolining ortib borishini ta'kidlaydi. Shu munosabat bilan biz bitta sayyohning o'rtacha sayohat masofasining doimiy ravishda o'sishini qayd etamiz (2019 yilda sayyohlik uchun chet elga sayohatlarning umumiy soni 1,5 milliard kelganlarni tashkil etdi [5]. m ga). Shuningdek, transportning rivojlanishi bilan bevosita bog'liq bo'lgan turistik xizmatlar va tovarlarni sotishdan olinadigan daromadlarning doimiy ravishda o'sib borishini ta'kidlaylik. Transport turlarini turlari va turlari bo'yicha quyidagilarga bo'lish mumkin: a) quruqlik transporti:

insonning mushak kuchi yordamida harakatlanish va transport (yurish, chang'i, velosiped, rikshalar);

hayvonlar yordamida (paket, qoralama, egar ostida);

mexanik vositalar:

avtomobil transporti (g'ildirakli, shnur, turtil va boshqalar);

temir yo'l transporti - temir yo'llar, metro, tramvaylar, funikulyarlar, teleferiklar;

hovercraft vositalari;

b) havo transporti:

havo sharlari va dirijabllar, planerlar va planyorlar, parashyutlar;

vertolyotlar;

kichik samolyotlar, dengiz samolyotlari, keng korpusli samolyotlar, ovozdan tezroq bo'lgan samolyotlar;

kosmik kemasi;

v) suv, daryo va dengiz transporti transporti:

sallar va eshkakli qayiqlar;

suzib yuruvchi kemalar;

kuch bilan boshqariladigan qayiqlar va kichik o'lchamdagi kemalar;

daryo va dengiz kemalari;

hovercraft;

dengiz osti kemalari.

Sayohat joyining uzoqligi muhim ahamiyatga ega. Masalan, Rossiyada 11 ming km uzunlikdagi keng hududlar mavjud. va Moskvadan Vladivostokgacha poezdda sayohat qilish mumkin bo'lsa-da (taxminan etti kun), barcha sayohatchilar, temir yo'l turlarini hisobga olmaganda, havo transportini tanlaydilar. Harakat turini tanlash uchun teng imkoniyatlar mavjud bo'lganda, harakat rejimini tanlash samaradorligi juda boshqacha. Muhimi, harakat tezligi va sayohat manziliga etib boradigan vaqt bir xil emas.

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NUMERICAL STUDY OF HEAT TRANSFER INTENSITY IN SHELL TUBE HEAT EXCHANGERS

Annotation: Today, every state wants to use economic and economic and innovative technologies, and the existing enterprises and organizations conduct efficiency and distinguishes from opponents. With this goal, the whole world wants to achieve high efficiency in all areas, using new innovations. Digital organization of heat transfer in shell pipes is one of such effective innovations.

Key words: heat exchange, microparticles, convection and radiation.

Heat transfer is a spontaneous process of heat transfer from a warmer body to a colder body; a set of processes associated with the chaotic motion of microparticles that cause energy to be transferred from one body to another without microscopic work. Heat exchange takes place through thermal conductivity, convection and radiation. The heating surface is called the heat transfer surface.

In heat exchange, a working medium is a liquid or gas (vapor). The theory of heat transfer is part of the theory of energy transfer and, along with technical thermodynamics, forms the theoretical basis of thermal engineering. Heat transfer occurs in steam boilers, steam and gas turbines, and furnaces. In nature, there is a continuous heat exchange. Theoretical and practical issues of heat transfer are studied in heat engineering.

Crust exchangers (or) Heat exchangers are invented in the use of thermal power plants in the beginning of the thermal power plants, where the water mixed in high pressure is distilled. In the future, the invention began to be used to create an evaporator and heating structures. For years, the shell and tube heat exchange device has been improved, the design was not very difficult, now it has an opportunity to clean individual elements. Often, they began using similar systems in the production of oil refining and in the manufacture of household chemical products, as the products of these areas have a large number of mixtures. Their sediment requires simply the inner walls of the heat exchanger from time to time.

As we can see in the provided diagram, the shell and tubular heating exchange consists of a set of tubes located in its camera and set on the board or grill. The housing is not actually the name of the entire camera welded from at

least 4 mm (or the features of the work environment), in which the sheet is welded, in which contain small tubes and boards. The material used for the council is usually sheet steel. The tubes are connected through pipes, as well as access to the room and exit, there are drains and divisions for condensation.

The volume of the thermal exchange varies depending on the number of pipes and the diameter of them. So, if the heat transfer surface is about 9,000 square meters. m., Heat exchange rate of 150 MW, an example of this steam turbine. A crustacean tube heat exchange includes the welding pipes to planks and lids, they may vary, as well as the bending of the body (in the form of a letter of V). The following types of devices are given in practice.

Another feature of the device is the distance between the pipe should be 2-3 times more than their intersections. Therefore, the heat transfer ratio is small and it contributes to the effectiveness of the entire heat exchange.

Deficiency is a fast pollution of plates due to the smaller of the gaps between them. If thermal carriers are well filtered, the heat exchanger runs a long time. The fine particles cannot be detained abrasive plates and the liquid Turbulization also prevents sediment accumulation.

Based on the name, the heat exchanger is a device designed to transfer the resulting heat to the heated facility. In this case, the refrigeration water is a designed design above. The operation of a crustacean tube is that the cold and hot environment moves around the shells and the heat exchange occurs in the void between them. Devices require periodicals and control of work. The parameters such as temperature are measured by their access and exit values. If the efficiency decreases, you should check the status of the surfaces. Salt fields affect the thermodynamic settings of heat exchangers, especially heat exchanging. Malakal cleaning is carried out in chemically, as well as using the transformation of ultrasounds vibrations and cooling streams.

Repairs shell and tubular hardware consists mainly of sealed tubes, which worsens their technical characteristics.

Shell and tubular heat exchanger is widespread due to the following positive qualities.

- resistance to mechanical stress and water collection;
- low requirements for clean instruments;
- High reliability and endurance;
- broad;
- Opportunity to apply in different sanctions.

Disadvantages of this type of model include:

- low heat conductivity coefficient;
- important dimensions and high metal consumption;
- Metal consumption is high price due to increased;
- the need to use devices with large margin due to connecting the damaged tubes during repair;

Condensate fluctuations change heat transmission on horizontal devices without linear. Shell and tubular heat exchangers have a low heat conductivity coefficient. These are partly corpus spaces that are 2 times larger than the common intersection of pipes. The tiger allows candles to increase the speed of fluid and improve heat transmission.

Cooling water passes in Annulus and is given through the heated tools. Similarly, it can also be cooled. The effectiveness of thermal transmitting is provided through the creation of the number of pipes or the creation of external cooling water.

Currently, the industry uses different types of heat exchangers. Each of them has its advantages and disadvantages. Particular attention should be paid to equipment such as shell and tube heat exchangers.

One of the main advantages of such devices is their low cost. Compared to other types of equipment, shell and tube devices, for example, are much cheaper than plate or rib devices. The cheapness of these devices depends on their simple design. Heat is transferred from one medium to another through pipes. The transmission of the clean medium is done directly through the housing.

An important advantage of shell and tube heat exchangers is that they can withstand the high pressures of various environments involved in the heat exchange process.

Another plus of these devices is that they continue to operate even when medium-strength compression shocks are made. This is an important and very important characteristic that should be taken into account when choosing a particular type of heat exchanger.

In addition, advantages such as the ability to continue working in the event of a breakage of one or more internal tubes should be emphasized. If such a situation arises, the overhaul can be delayed for a period of time if necessary, as the equipment can continue to operate without significantly reducing efficiency.

The advantage of piped devices is that they can adapt to any environment, sea or river water, petroleum products, oils, chemically active environments and so on. Regardless of the specific type of work environment, the reliability of the devices will be so high.

However, despite the significant advantages of shell tubular heat exchangers, significant shortcomings cannot be overlooked. For example, the large size and complexity of installation and maintenance. In addition, the heat transfer efficiency of these devices is low.

Today, the production of heat exchangers is carried out by many companies. You can get acquainted with the products of this or that company on the relevant website, where you can immediately order the device you like and need. So you can save not only time but also energy, because now you do not have to spend precious hours on the road, search the store and walk in the

shopping malls, consult a specialist of INEN, Hawle, Orbinox brands and so on., Broen, Auma.

Now we will consider the technical characteristics and principle of operation of shell-tube heat exchangers, as well as the characteristics of the selection when calculating and purchasing their parameters.

Heat exchangers provide the process of heat exchange between liquids where the temperature of each is different. At present, the shell tube heat exchanger has found its success in various fields: chemistry, oil, gas. There are no difficulties in production, they are reliable and have the ability to develop a large heat exchange surface in a single apparatus. They got their name because of the presence of a housing that hides the inner pipes.

The main advantage of organizing a numerical study of heat transfer intensity in shell tube heat exchangers is that it achieves efficiency in terms of time and accuracy. In such an observation, the process can be monitored remotely using a computer, digital technology.

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HISTORICAL CONDITIONS LANGUAGE CONTACTS OF THE UZBEK LANGUAGE

Abstract: The article reflects topical issues of the history of linguistic contacts of the Uzbek language. The stages of its development, borrowing and lexical changes, the penetration of certain language modules are considered.

Key words: Uzbek language, the genesis of the Uzbek language, language modules, the contribution of Uzbeks to world civilization.

The Uzbek people are one of the most ancient peoples of Central Asia. Its formation dates back over 3000 years. Its formation is closely related to the formation of the national language. The Uzbek language belongs to the family of Turkic languages.

The solution to the problem of the ethnogenesis of the Uzbek people, as well as of the language, is in fact in the plane of its close connection with the ancient peoples who lived on this territory - the Sogdians, Bactrians, Khorezmians, Chachev, Parikans, Sakas, Massagets and others. The ethnogenesis of the Uzbek people includes a complex complex of all possible Turkic tribes and peoples that could exist in this territory. In medieval historical treatises, information has been preserved that a total of more than 92 Turkic and non-Turkic tribes (Urug) participated in the formation of the Uzbek people. Thus, in the very process of the formation of the Uzbek language, there is an active phase of linguistic contacts and the influence of various languages on its formation.

Uzbek scholars identify the following historical periods in the formation of the Uzbek language.

1. The most ancient period of the unification of the Turkic and Iranian tribes (up to the 4th century AD).
2. The most ancient common Turkic language, which was formed on the territory of Central Asia, Altai and Mongolia (VII-IX centuries).
3. Eastern associations of Turkic peoples and their common Turkic language, formed on the territory of Maverannahr, Khorezm, Eastern Turkestan (Uzbek, Uighur, Turkmen, Turkish, Kyrgyz, Kazakh; X-XII centuries).
4. Joining the Uzbek people of new Turkic tribes and the formation of the old written Uzbek language (Chigatai; XIII-XVI centuries).
5. Formation of a new Uzbek written literary language (XVII-XIX centuries). Formation of the modern Uzbek literary language (XX century).
6. Formation of the modern Uzbek literary language (XX century).

The toponymy and ethnographic onomastics that confirm this information have survived - Tytepa, Angren, Orkon, Bachkir, Kurama, Durman. Kh. Khasanov cites about 83 ethnonyms characterizing the names of various tribes, peoples, Urugs, etc. (Karluk, Nukus, Sirgali, Savai, Bayevut, Olot). T. Nafasov researched 61 ethnotonyms related only to the letter "B". S. Karaev points out that out of 2800 names of villages, one third are ethnotoponyms. Each territorial-administrative unit of Uzbekistan has such ethnotoponyms, which were formed on the basis of mutual enrichment and mutual influence. Among these place names one can find those that arose under the influence of, for example, Mongolian, Iranian and other languages (Mitan, Katli, Karvak, Manak, Kurdik, Chanashik, Tat, Tajik, Kura).

In the formation of the Uzbek language, a special role belongs to the Karluk and partly Kipchak Urugs, at the same time, in the most ancient periods of development, the language was influenced by the Mongolian and Iranian-speaking tribes (Sogdians, Khorezmians, Scythians). "The most ancient borrowings in the Turkic languages are lexical units from Sanskrit, Tocharian languages, Sogdian and Chinese." M.G. Gafurov points to the kinship relationship between the Iranian-speaking and Turkic-speaking tribes, and states that the Turkic-speaking speech turned out to be predominant.'

It is well known that by the middle of the VI century. (552) in the east, in the Altai Territory, the Turkic Kaganate was created. From this historical period, numerous written monuments have survived - bitigs, the language of which can be called the common Turkic language. The languages of the Karluks, Oguzes, and Kipchaks formed the basis of this language. By 639-645 The Turkic kaganate is divided into the western kaganate (capital - Ettisuv) and the eastern kaganate (center - Mongolia). Then there is a dismemberment of the hitherto integral unification: unions of the Yakut, Oguz, and Karluk tribes appear. All this influenced the development of the common Turkic language. The Western Khaganate is subsequently divided into smaller territorial associations - Khorezm, Sogd, Bukhara, Chaghanian, Takharistan, Chach, Fergana.

In all historical periods of the formation and formation of the Uzbek language, one can find the influence of other languages on it. For example, the toponym Khorezm consists of the words of Iranian origin khvarri - khovar - the sun, and the words zim - zamin - earth. The Arabs, taking advantage of the division of the Turkic Khaganate, in 674-715. conquer its western part.

Since that time, the process of a new stage in the development of the Uzbek language begins, since the Sogdian culture, which had more than 2000 years of history in this region, was lost. The practical use of the Sogdian language is narrowing, its place is taken by the Persian and Arabic influences. We can say that by the XI century. There are few Turkic tribes who know the Sogdian language. With the beginning of the Islamization of all aspects of the life of Central Asian society, the era of the introduction of Arabic and Persian words into the vocabulary and lexical composition of the existing Turkic

languages begins. The Arabic language was adopted in the region as the language of science, and the Persian language was used as the language of office work and literature. Although the Arabic language began to oust the Türkic languages from everyday life, the Türkic writing, primarily the “Uyghur” one, existed until the 15th century. However, even during this period, the tribes Chigil, Yagma, Karluk, who lived in Ettisuv, Shash, Fergana, Kashkadarya, Sirdarya, Khorazm, mainly on the left bank of the Amu Darya, spoke Turkic languages. In some territories, bilingualism existed in everyday speech.

The influence of the Arabic language on the cultural and scientific life of society was so strong that in the future most of the scientists-encyclopedists, Islamic scholars, lawyers, historians, literary critics and representatives of other humanities wrote their works only in Arabic. The Arabic language was used very actively by non-Arab Turkic peoples, immigrants from Central Asia. This process of narrowing the influence of the Turkic languages and replacing the Turkic languages with Arabic leaves an indelible mark on the development of the Uzbek language and its formation in new historical conditions. This process is evidenced by many written monuments and works of scholars-ulema, widely known in the Islamic world, whose names and works were rehabilitated in the years of independence. As you know, Islamic culture is very broad and multifaceted. It includes fiction, fundamental, natural and human sciences, music, visual arts, architecture, urban planning, poetics, ethical and aesthetic views, jurisprudence, Islamic teachings (fiqh, kalam) and much more.

Many scientists, immigrants from Central Asia, have made an enormous contribution to the development and spread of Islamic culture. Among the most well-known scholars of Islam on a worldwide scale are Imam al-Bukhari (810-870), Hakim at-Termizi (750 / 760-869), al-Zamakhshari (1075-1144), Imam al-Moturudi (870-975), Burkhaniddin Marginoni (1116-1197), Muhammad ibn Mahmud al-Ustrushani (d. 1240); scholarly encyclopedists - al-Beruni, Ahmada al-Fergani, Ibn Sina, Abu Nasr Farobi, Ulugbek, Ali Kushchi, great mutasawwufs such as Nazhmiddin Kubro (1145-1221), Ahmad Yassaviy (pr. 1050-1166 / 7), Yusuf Hamadoni (1048-1140), Khoja Abdukhalik Gijduvoni (first quarter of the 12th century - 1220), Khoja Bahouddin Naqshband (1318-1389), Sufi Olloer (1644-1721), etc. Uzbekistan's gaining independence served not only to restore freedom of religion and Islamic faith, but also helped to return the names of many people who left an indelible mark on the spread and development of Islamic culture.

With the spread of Islam, the Arabic language became the basis of all social and scientific life of that time, and scholars from neighboring countries, in turn, contributed to the overall development of Muslim culture. For example, the role of scientists from Central Asia in the study of poetics (aruz) was undeniable. Such scientists as al-Jauhari (“Aruz al-wurkati”), Abu Abdullah al-Khorazmi (“Mafatih ul-ulum”), Mahmud Zamakhshari (“Al-Kistas”), Yusuf Sakkoki took part in the study of the Arab Aruz. (“Miftah ul-ulum”), Yokut al-

Hamawi ("Mujam ul-udaba"). Much credit for the study of the Persian Aruz belongs to such scientists as Radduyoni (Tarjuma al-baloga), Abd al-Kahkharu Samarkandi (Aruz-i Humoyun), Saifi Aruzi Bukhoroi (Aruz-i Saifi) and Baadii Mavlon Yusufu... The evolution of the Uzbek Aruz was marked by the appearance of the medieval treatises "Funun ul-baloga" by Shaikh Ahmad ibn Khudoidoda (Tarozi), "Mezon ul-avzon" by Alisher Navoi, "Aruz risolasi" by Zakhiriddin Muhammad Babur. All these scholars were Turkic in origin, although they wrote in Arabic. The first solid grammar of the Arabic language was created by the Turkic Abul Kasim Mahmud ibn Umar ibn Muhammad al-Zamakhshari (1075-1144). He also became famous for his works in the field of fiqh, geography, tafsir and hadith. He owns more than 50 treatises. He was respectfully called "Zhorulloh" - "Neighbor of the Most High", "Teacher of the whole world", "The Pride of Khorezm". It was said that "he taught the Arabs themselves the basics of their native language."

Thus, the Arab influence is undoubtedly increasing after the Islamization of Central Asia. Arabic borrowings are included in the active lexicon of the Turkic languages, in particular, the Old Uzbek language - Chigatai. Scientists, poets, historians, and writers play a special role in this process. The era of active Arabization of the Uzbek language is closely related to the political and social events of this historical period. The active phase of the Arabization of the vocabulary of the Uzbek language belongs to the first centuries of Islamization, to the 9th-12th centuries. As can be seen from the above examples, borrowings from the Arabic language affected the non-functional sphere of human activity, i.e. his life and speech in everyday life, and more related to the intellectual sphere, concerning consciousness, faith, feelings. Borrowings from the Arabic language took place until the beginning of the twentieth century.

Taking into account the historical excursion devoted to the development and formation of the Uzbek language in terms of designating the role of borrowings in different historical eras, it is possible to conditionally divide the entire process of penetration of foreign lexical masses into the Uzbek language as follows.

I. The ancient period of the development of the language and the influence on the Turkic-speaking vocabulary of the parallel coexisting and transforming vocabulary of the Sogdians, Bactrians, Khorezmians, Chachev, Parikans, Sakas, Massagets.

II. The pre-classical period of the development of the language, the beginning of the formation of the identification of the proper Uzbek language and the influence of foreign borrowings on it.

III. The classical period of the development of the Uzbek language after the conquest of Central Asia by the Arab Caliphate, characterized by a break in the lexical component of the linguistics of the Uzbek language, when most of the foreign vocabulary is introduced in a short time period. This period can be called the classic borrowing period.

IV. The period of wide assimilation and use of Arabic-speaking borrowings in the Uzbek language, as a result of which the historical memory of the nation perceives borrowings as a native primordial attribute.

V. A new era of borrowing (XX and XXI centuries). During this period, the nature of borrowing changes due to new political and social conditions. Borrowings are becoming an integral part of the development of the Uzbek language and replenishment of its vocabulary. International words from European and Russian languages penetrate into the composition of the Uzbek language, the terminology system is widely formed in all spheres of scientific activity. The problem of borrowing is becoming an independent subject of linguistic research.

In conclusion, the importance of linguistic research on the issues of mutual influences and influences of the Turkic, Persian, Arabic languages on the modern Uzbek language should be emphasized. The mechanism of borrowing from the modern Arabic literary language into Uzbek is of great interest for scientific linguistic research, can be widely used in the practice of teaching both Arabic and Uzbek.

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LUTFIY G'AZALLARIDA TALMIHNING QO'LLANISHI

Annotation: This article reveals the art of talmih used in Lutfi's poems and the poet's artistic skill in its application. Mavlana's ghazals explain the historical works, prophets, angels, guardian names and related historical events that formed the basis for the creation of the art of talmud. The original content of the talmud used through the ideological analysis of the bytes is described.

Kalit so'zlar: Mavlono Lutfiy, Masih, Nuh, Horut, Yusuf, Xizr, talmih, tashbih, shavq, hol, kull, Bobil, chashmai hayvon.

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THE USE OF TALMIH IN LUTFIY'S GAZELLES

Annotatsiya: Ushbu maqolada Lutfiy g'azallarida qo'llanilgan talmih san'ati va uni qo'llashda shoirning badiiy mahorati ochib berilgan. Mavlono g'azallarida talmih san'atini yuzaga keltirish uchun asos bo'luvchi tarixiy asarlar, payg'ambarlar, farishtalar, valiy nomlari va ular bilan bog'liq tarixiy voqealarga izoh berilgan. Baytlarni g'oyaviy tahlil qilish orqali qo'llanilgan talmihning asl mazmuni bayon qilingan.

Keywords: Mavlana Lutfi, Masih, Nuh, Harut, Yusuf, Hizr, talmih, tashbih, shavq, hol, kull, Babylon, spring animal.

Talmih (arabcha so'z bo'lib, "nazar solmoq" degan ma'noni bildiradi) badiiy san'ati she'r misralarida mashhur tarixiy shaxslarning, joy nomlarining, afsonaviy qahramonlarning nomlarini keltirish orqali fikrni go'zal tasvirlash yoki ular bilan bog'liq asarlarga, voqealarga ishora qilishdir. Mumtoz adabiyotimizga doir bir qator asarlarda ham talmih badiiy san'ati haqida ko'plab fikrlar aytib o'tilgan. Masalan, Atoulloh Husayniyning "Badoyi us – sanoyi' " asarida shunday ta'rif keltiriladi: " Talmih lug'atta bir nimaga nazar solmoqtur va bu san'atta she'r va andin o'zga nimalarga ishorat etilgani uchun ani **talmih** deb atapturlar" ⁴, deyilsa, "Al – mo'jam fi ma'oir – ul ash'or – ul – Ajam" asarida: "Shoir ozgina so'z bilan ko'p ma'noni ifodalasa, ana shunga **talmih** deyiladi. Bu san'at balog'at egalari nazarida itnob⁵dan ko'ra maqbulroqdir"

⁴ Атоуллоҳ Ҳусайний. Бадойиъу-с-санойиъ . – Т. : Гафур Ғулом номидаги Адабиёт ва санъат нашриёти , 1981 , 400 б.

⁵ Itnob – bu yerdagi ma'nosi gapni cho'zish

deyiladi. Shuningdek, “Mezon ul – balog’a”, “Balog’ati usmoniya” va “Ilmi bade’ dar zaboni forsiy” asarlarida berilgan ta’riflar asosida ham shu fikrlar yotadi.⁶ Chunonchi, Atoulloh Husayniy “Badoyi us – sanoyi’ ” asarida talmih haqida gapirayotib shunday deydi: “Talmih kalomda mashhur qissa yo mashhur nodir she’r yoki mashhur maqolg’a ishorat etmaktin iborattur ” [Атоуллох Хусайний. Бадойиъу-с-санойиъ. – Т.: Фафур Фулом номидаги Адабиёт ва санъат нашриёти, 1981, 400 б.], Yoqubjon Is’hoqovning “So’z san’ati so’zligi” asarida esa bunday xulosa chiqariladi: “Demak, **talmih** shoirga bir ishora bilan chuqur ma’noni ifodalash imkonini beruvchi san’atdir. U istiora, tashbih kabi san’atlardan farqli o’laroq, ijodkorga tarixiy yo afsonaviy voqealarga, masallar, mashhur asarlar va qahramonlar obraziga ishora qilish va shu yo’l bilan o’z ijodini mo’jaz holda kuchaytirish uchun imkoniyat tug’diradi”.⁷ Bundan anglashiladiki, bayt misralarida hatto mashhur qissa, rivoyat, afsonalarga ishora qilish ham talmih san’atini vujudga keltiradi. Shuni unutmaslik kerakki, adib Layli va Majnun haqida doston yoza turib, asar nomini tilga olsa, u talmih san’ati bo’lmaydi. Aksincha, boshqa birov haqida yoki mavzu haqida gapira turib, Layli va Majnun nomini tilga olsa, bu talmih san’ati bo’la oladi.

Biz Lutfiy ijodi bilan tanisha turib, uning baytlarida talmihning yuksak va nodir namunalarini uchratishimiz mumkin. Chunki Lutfiyning so’z imkoniyati va badiiy mahorati nihoyatda cheksiz. Mavlono g’azallarini obrazli qilish va ta’sirchanligini oshirish uchun talmihlardan foydalanadi. Talmihni vujudga keltirish uchun shoir ko’pgina vositalarga murojat qiladi. Masalan, shoir baytda ba’zan tarixiy shaxslarni, ba’zan tarixiy asarlarni, ba’zan payg’ambarlar va farishtalarni, ba’zan valiy nomlari va ular bilan bog’liq tarixiy voqealarni qo’llaydi yoxud ularga ishora qiladi. Shunga ko’ra ularni quyidagi guruhlariga bo’lishimiz mumkin:

1. Talmih san’atini yuzaga keltirish uchun asos bo’luvchi tarixiy yoxud afsonaviy shaxslar ;
2. Talmih san’atini yuzaga keltirish uchun asos bo’luvchi tarixiy yoxud afsonaviy asarlar ;
3. Talmih san’atini yuzaga keltirish uchun asos bo’luvchi payg’ambarlar (Qur’oni nubuvvat) ;
4. Talmih san’atini yuzaga keltirish uchun asos bo’luvchi farishtalar (malakut) ;
5. Talmih san’atini yuzaga keltirish uchun asos bo’luvchi valiyalar (valoyat).

Quyidagi ayrim baytlar orqali fikrimizni dalillab boramiz:

I. Talmih san’atini yuzaga keltirish uchun asos bo’luvchi tarixiy yoxud afsonaviy shaxslar:

⁶ Is’hoqov Y. So’z san’ati so’zligi. – T. : “Zarqalam”, 2006 , 128 b.

⁷ Is’hoqov Y. So’z san’ati so’zligi. – T. : “Zarqalam”, 2006 , 128 b.

G'azalnavislikda favqulodda mahoratga ega bo'lgan Mavlono Lutfiy lirik asarlarini jamlab yaratgan "Sensan sevarim" devonida asar qahramonlariga ham juda ko'p murojaat etib, ular orqali baytda talmih badiiy san'atini shakllantiradi. Chunonchi, shoir Iskandar (1 o'rinda), Ramzo (1 o'rinda), Jamshid (1 o'rinda), Afridun (1 o'rinda), Ulug'bek (1 o'rinda) va Xo'jandiy (1 o'rinda) bilan bog'liq talmihlarni o'z g'azallarida qo'llaydi.

Shoir talmih badiiy san'ati orqali an'anaviy yoxud afsonaviy obrazlar tarixini kitobxon yodiga soladi, lirik qahramon holati va xarakterini bir lahza kishi ko'z o'ngida gavdalantiradi, ya'ni shoir baytda talmihlarni qo'llash orqali lirik qahramon tasvirini ochib beradi, holatini ravshanlashtiradi.

Eshigingdir baxt-u davlat, xoki poying asfar⁸im,

Topmadi Jamshed-u Afridun bu qadr-u john⁹. [1 - bayt]

(Lutfiy. Sensen sevarim. – T.: G'afur G'ulom nomidagi Adabiyot va san'at nashriyoti, 1987, 102 -b. Bundan keyingi misollar ham shu kitobdan olinadi va tegishli betlar qavs ichida ko'ratiladi).

Baytda talmihga olingan shaxslar Jamshid va Afridundir. Jamshid – qadimgi afsonalarga ko'ra, Eronda eng ko'p hukmronlik qilgan peshdodiylar sulolasining to'rtinchi va eng buyuk hukmdori (Shoh Tahmurasdan so'ng 700 yil podshohlik qilgan). Shoh Jamshid Istaxr shahrini bunyod etib, mamlakatda behad farovonlik vujudga keltirgan. Sharobni ixtiro qilib, Navro'zni yangi yil bayrami sifatida nishonlashni joriy etgan. U hatto Zardushtdan ilgari Eronda mavjud bo'lgan bir diniy mazhabga asos solgan, oyna (Oyini jam) ixtiro qilgan hamda davlat tuzumini tashkil etib, aholini tabaqalarga bo'lgan. Bu mazhab va oyna quyosh-u tabiatga bog'liq va aysh-u ishrat bilan uyg'unlashgan bir suratda ta'riflanadi (Shoh Jamshidni ba'zilar Hazrat Sulaymon(butun zamin, yer-u osmon, shamol va hatto devlar ham uning hukmiga bo'y sundirilgan)ning aynan o'zlari, deb ta'kidlashadi). Go'yoki Jamshid o'z shon-u shavkati va saltanatidan mag'rurlanib ketib, xudolik da'vosini qilgan emish. Oqibatda Arabiston yarim orolidan, ehtimol Yamandagi od qavmidan Zahhok ismli bir hukmdor bostirib kelib, Eronni Jamshiddan tortib olgan ekan. So'ng, Zahhok ikki yelkasidagi ikki ilonga mahalliy aholining navqiron o'g'illari miyyasini yedira boshlabdi. Shunda o'g'illaridan ajragan bir Kova ismli temirchi bosh ko'tarib, Zahhokni o'ldiribdi va taxtni Shoh Jamshid naslidan bo'lmish Faridunga olib beribdi. Faridun adolat bilan davlatni idora qilib, keksaygach uch o'g'liga mamlakatni bo'lib berish bilan Hazrat Nuhning maqomiga erishibdi. Afridun – Faridun – Jamshidning nabirasi. U yaxshi axloqiy olim va odil podshoh bo'lgan... "Faridunning podshohligi besh yuz yil erdi" [Alisher Navoiy. Mukammal asarlar to'plami. 14 – tom, 189-b.]. Faridun tarixda o'zining xazina va boyligi bilan mashhurdir.

Baytning ma'nosi quyidagichadir: " Yorning eshigi oshiq uchun baxt va davlatdir, uning oyoq osti esa bebaho xazinadir. Jamshid va Afridun shuncha

⁸ Asfar – sariq , sap-sariq. Baytda boylik , xazina ma'nosida

⁹ John – baland mansab , yuqori darajali amal , ulug'lik darajasi

harakat qildi, ammo sen kabi ulug' martabaga, yuksak darajaga erisholmadi ". Ma'shuqaning oyoq osti – xoki poyi oshiq uchun tojdir. Oshiq o'z yorining eshigidan topgan baxt - u davlatni Jamshid va Afridun erishgan martabadan yuqori qo'yadi. Vaholanki, Jamshid va Afridun adabiyotimizda kuch – qudrat, boylik va buyuklik timsoli hisoblanadi. Lekin oshiq nazdida ulardagi bor qudrat va buyuklik ma'shuqaning xoki poyichalik qadr – qiymatga ega emas. Ishqiy mavzuda yozilgan ushbu baytda ma'shuqa, go'zal yor mana shunday yuksak martabaga ko'tariladi. O'z yoriga katta baho berish har bir oshiq uchun xos xususiyat hisoblanadi (ayniqsa, Lutfiy ijodida bunday holatlar yaqqol namoyon bo'ladi). Bunday mubolag'ali, bo'rttirishlarga boy tasvirlar mumtoz adabiyotimizda an'ana hisoblanadi.

II. Talmih san'atini yuzaga keltirish uchun asos bo'luvchi tarixiy yoxud afsonaviy asarlar:

Mavloni Lutfiy devonida talmih sifatida qo'llangan shaxslar bilan birga talmih uchun asos bo'luvchi asarlar yoxud asar qahramonlari ham uchraydi. Chunonchi, devonda Farhod, Shirin, Layli, Majnun, Vomiq va Uzro obrazlar keltirib o'tilgan. Ushbu devonda 10 marotaba Farhod bilan bog'liq, 6 marotaba Shirin bilan bog'liq, 6 marotaba Majnun bilan bog'liq va 3 marta Layli bilan bog'liq talmihlar mavjud. Shuningdek, Vomiq (2 o'rinda) va Uzro (1 o'rinda) obrazlari bilan bog'liq talmihlarni ham uchratishimiz mumkin.

Mavloni g'azallarida majoziy ishq bilan birga ilohiy ishq ham qalamga olinadi va yuqoridagi obrazlarni baytida keltirib, g'azalning ta'sirchanligi va obrazlilikini oshiradi. Bu esa shoirning serqirra ijodkorligini isbotlaydi. Lutfiy g'azallarida ilohiy ishqni ulug'laydi va o'zini ilohiy ishqdan mast bo'lgan oshiq hisoblaydi. Quyidagi baytda ham buni yaqqol kuzatishimiz mumkin:

Farhod ila Majnun, dag'i Vomiqda yo'q erdi

Ul g'ussau hasratki, bu afgor¹⁰da bo'lg'ay (238 - bet).[2- bayt]

Shoirning lirik asarlari markazida oshiq va uning sevgilisi – mahbuba obrazlari turadi. Luyfiy ushbu shoh bayti orqali “Farhod va Shirin”, “Layli va Majnun” hamda “Vomiq va Uzro” afsonalariga ishora qilmoqda. Ulardagi chin oshiq hisoblangan Farhod, Majnun va Vomiq obrazlari orqali lirik qahramon o'z ishq - u muhabbatining darajasini o'ta yuqori baholaydi, ya'ni lirik qahramon o'z mahbubini ulardan - da ortiq sevadi, yor hajrida ulardan-da ortiq o'rtanadi. Hattoki, Farhod va Majnunda bo'lmagan g'ussa va hasratlar qalbi majruh (lirik qahramon)da bor. Bu baytning nasriy bayoni edi. Baytning g'oyaviy, botiniy ma'nosi esa quyidagichadir: Bilamizki, yuqoridagi Farhod va Majnun obrazlari ilohiy ishq ila tug'ilgan, jon bilan jism “payvast” bo'lmasdan burun ishq sharobidan totib ko'rgan ilohiy ishq otashining samandarlari edi. Ular maqom darajalarini bir – bir egallab, hol ¹¹ martabasiga erishgan devonalar.¹² Vaholanki,

¹⁰ Afgor – yaralangan , majruh

¹¹ Hol – maqom darajalarini bir – bir egallab , muvaffaqiyatga erishgan solik. U tasavvur – tahayyulda ilohiy jamolni mushohada qila boshlaydi , qalbini zavq-u shavq qamrab oladi. U shunday bir holatga ko'tariladikim , butun a'zolari go'yo Alloh deydi , har nafasi buyuk Tangrining borligidan xabar

hol martabasiga erishish yo'lida, ya'ni Allohga yetishish yo'lida u hajrdan o'rtanib, juda ko'p faryod chekadi. Oshiqning bunday holatini Farididdin Attor "Javharuz zot" asarida bir necha misollar bilan tasvirlagan. Chunonchi, u odamni ko'zaga, ilohiyotni esa daryoga qiyoslaydi. Ko'zani suvga botirganda, to ichi suvga to'lguncha quldirab ovoz chiqaradi, ammo ichiga suv to'lgandan keyin u ovoz chiqarmay qo'yadi, daryoga qo'shilib ketadi. Shoir bundan quyidagi xulosani chiqargan: biz aslimiz bo'lgan ilohga yetkuncha oh – nola qilamiz, ilohga yetgandan keyin esa u bilan birlashib ketamiz, nolamiz ham tugaydi. Daryo ichida qalbing ham daryoga aylanadi, qalb ko'zi ham ochiladi [Komilov N. Tasavvuf. Ikkinchi kitob. Tavhid asrori. – T.: G'afur G'ulom nomidagi Adabiyot va san'at nashriyoti. 1999, 61-b.]. Lutfiy ushbu bayti orqali o'zidagi ilohiy ishq olovining jism-u jonini o'rtashi ularnikidan kam emas, balki ularda bo'lmagan dard bu majruh(lirik qahramon)da bor. Ya'nikim, lirik qahramon ham hol martabasiga erishish, ya'ni Allohga yetishish yo'lida ulardan ham ortiq afg'on chekadi. Har soniya Alloh zikri ila yashaydi va kull¹³ tomonga intiladi (g'azalning to'liq matnida yuqoridagi baytning ma'no – mazmuni kengayib borganligini ko'rish mumkin. Bunda holning shavq¹⁴ bosqichiga erishgan oshiqning ruhiy holati va iztiroblari obrazli ifodalangan).

Demakki, shoir baytda Farhod, Majnun va Vomiq obrazlarini qo'llab, talmih san'atini vujudga keltiradi. Lutfiy o'z ijodida bu obrazlarni qo'llab, asar yozmagani uchun ham bu talmih san'atiga misol bo'la oladi va bu haqda yuqorida to'xtalib o'tgan edik.

III. Talmih san'atini yuzaga keltirish uchun asos bo'luvchi payg'ambar va nabiylar:

Mavlono Lutfiyning "Sensan sevarim" devonini o'rganish jarayonida payg'ambarlar bilan bog'liq talmihlar ham yaqqol ko'zga tashlanadi. Unda Odam alayhissalom, Nuh alayhissalom, Sulaymon alayhissalom, Ibrohim Xalilulloh, Ya'qub va Yusuf alayhissalom hamda Iso Masih kabi payg'ambarlar talmih qilib keltirilgan. Chunonchi, 5 o'rinda Odam alayhissalom bilan bog'liq talmih, 1 o'rinda Nuh alayhissalom bilan bog'liq talmih, 2 o'rinda Sulaymon (Solmon) alayhissalom bilan bog'liq talmih, 1 o'rinda Ibrohim Xalilulloh bilan bog'liq talmih, 2 o'rinda Ya'qub alayhissalom bilan bog'liq talmih, 14 o'rinda Yusuf alayhissalom va 20 o'rinda Iso alayhissalom bilan bog'liq va ularga ishora qilingan talmihlarga guvoh bo'lishimiz mumkin. Bundan ko'rinib turibdiki, Lutfiy devonida talmih sifatida eng ko'p qo'llagan payg'ambarlar Yusuf alayhissalom va Iso alayhissalomdir. Mavlono o'z g'azallarida Yusufi

beradigan bo'ladi. Boshqacha aytganda, maqom qat'iy amaliy nazorat bosqichi, ajz-u iztirobning chuqurlashib, kuchayib borishini anglatadi, hol – ruhiy taraqqiyotning natija – hosilasini bildiradi, solikda o'zga holatning, o'zga ruhiy kayfiyatning yuzlanishidan xabar berib turadi¹¹ [Komilov N. Tasavvuf yoki komil inson axloqi. Birinchi kitob. – T.: G'afur G'ulom nomidagi Adabiyot va san'at nashriyoti. 1996, 29-b.]

¹² Devona – ilohiy jazba tekkan oshiq

¹³ Kull – Mutlaq ruh

¹⁴ Shavq – muhabbatning zo'rayishi. Tasavvuf adabiyotida holning uchinchi bosqichi hisoblanadi

Ka'non va Iso Masih obrazlarini talmih sifatida qo'llash bilan birga Yusufi Ka'nondagi go'zallik va Iso Masihdagi qayta tiriltirish a'moli (nafaqat Yusuf va Iso alayhissalom, balki har bir payg'ambarga xos barcha xususiyatlar)ni ma'shuqaga ko'chirib, mubolag'a va tadrijlarga boy, obrazli baytlar tizginini yaratadi:

Yusufni ko'rub Misr eli barcha to'yar edi

To'ymas kishi sendin nechakim qilsa nazzora (228 - bet).[3 - bayt]

Lutfiy mumtoz adabiyot an'analari, xalq og'zaki ijodining bebaho durdonalaridan bahramand bo'lib, g'azaldagi markaziy obraz – ma'shuqani ohori to'kilmagan baytlarda tavsif etadi. Mavlono tengsiz husn - u malohat sohibi bo'lgan ma'shuqani tasvirlashda ilohiy timsollarga juda ko'p murojaat etadi va buni ko'pgina g'azallarida uchratishimiz mumkin.¹⁵ Jumladan, Yusuf obrazi ham yor go'zalligini bo'rttirib tasvirlash uchun qo'llaniladigan an'anaviy obrazlardan biridir. Ushbu bayt orqali ham shoir o'z yorini shu darajada go'zal hisoblaydiki, uni vasfini mutloq tengsiz qilib tasvirlaydi. "Qissasi Rabg'uziy"da keltirilishicha, Misr xalqida 3 oy ochlik hukm suradi. Xalq yig'gan oziq zaxirasi bilan bir oyni o'tkazishadi. Lekin keyingi ikki oy qanday o'tishi hammani xavotirga solardi. Shu payt Alloh taolodan amr qilinib, Yusuf alayhissalom jamolini butun xalqqa namoyon qiladi (u yuziga niqob tortig'liq yurardi. Shu kuni u niqobini ochdi va butun olam nurafshon bo'lib ketdi). Yusuf diydoridan xalq ikki oy davomida tashnalik va ochlikni butkul unutadi. Manbalarda keltiriladikim, dunyo yaralgandan to oxiratgacha faqat bir marta insonlar diydordan to'yadilar, u ham Yusuf Ka'non davrida. Baytda shu voqeotga ishorat qilingan. Misr xalqi Yusuf diydoridan to'ygan edi, lekin kishi senga necha marotaba nazar tashlasa ham diydoringdan to'ymaydi, demoqchi bo'ladi shoir. Lutfiy Yusuf alayhissalom bilan bog'liq ushbu voqeani baytda keltirish orqali yorining har jihatini Yusufdan ustun qo'yadi. Vaholanki, bizda Yusuf alayhissalom go'zallik ramzi. Demakki, shoir nazdida ma'shuqa chiroyi Yusuf husnidan ham ortiq, ya'ni u husn mulkida yaktodir. Baytda ma'shuqaning Lutfiy ijodiga xos, o'zgacha mubolag'ali tasviri keltirilgan. Chunonchi, turkiy adabiyotda o'ziga xos maktab yaratgan Mavlono Lutfiy ma'shuqa ko'rkining zamirida Allohning buyukligini ulug'laydi. Olam uning tajalliysi ekan, borliqdagi barcha go'zalliklar uning irodasi va sifatlari bilan bog'liq holda mavjudligini tasavvur etadi.

Ba'zi baytlarda lirik qahramon o'z harakat va holatini yoxud yorining fazilatlarini payg'ambarlardan ham ustun qilib tasvirlab, mubolag'aga yoyadi. Quyidagi baytda esa buning yaqqol guvohi bo'lamiz:

Ming yashab Nuh agar bir yo'li to'fon ko'rdi

Kunda bu yosh bila men g'arqai to'fon bo'ldim(150 - bet).[4 - bayt]

O'z yoridan firoqda yashab, har kun ko'zidan oqqan yoshlar to'foniga g'arq bo'lgan oshiq izzitoblari ila yo'g'rilgan bu baytda Nuh alayhissalom bilan

¹⁵ Vohidov R., Eshonqulov H. O'zbek mumtoz adabiyoti tarixi. O'quv qo'llanma. – T.: O'zbekiston Yozuvchilar uyushmasi Adabiyot jamg'armasi nashriyoti, 2006. - 528 b.

bog'liq to'fon hikoyatidan juda o'rinli o'xshatma sifatida foydalanilgan. Bundan ko'rinib turibdiki, oshiq hajr o'tida har kun yonadi, firoqdan butun jism ila joni o'rtanadi, ish o'tida bag'ri pora bu junun shu darajada ko'zyosh to'kadiki, uning yoshidan butun yer yuzini suv bosadi va bu yoshlardan hosil bo'lgan to'fonga oshiq har kun g'arq bo'ladi. Demakki, u har kun shunday qiynalib, fig'on chekadi, ko'zyosh to'kadiki. Uning ko'zidan oqqan qonli yoshlari Nuh alayhissalom davridagi 6 oy davom etgan to'fon darajasiga qiyos keltiriladi. Baytning g'oyaviy mazmuni quyidagicha bo'ladi: Nuh alayhissalom ming yil yashab, umrida bunday to'fonni bir marta ko'rgan, lekin men yoshim ila hosil bo'lgan bunday to'fonga har kun g'arq bo'laman. Ya'nikim oshiq Allohga erishish uchun har kun oh - u nola qiladi, jism - u joni hajr o'tidan faryod chekib, ko'zyosh to'kadiki va to'kkan yoshlari Nuh alayhissalom davridagi to'fondan ham ustundir ("To'fon rivoyati"da butun yer yuzini suv bosadi. Butun yer yuzida Nuhning kemasidan bo'lak hech narsa omon qolmaydi. Baytda shunga ishorat qilinyapti). Bu esa tasavvufda maqom darajalarini bosib o'tayotgan oshiqning holatidir. Maqom darajalarida oshiq xuddi shunday holatga tushadi, ya'nikim to' murodiga yetmaguncha, vahdat hosil qilmaguncha oshiq ana shunday firoq o'tida yonadi (Majnun ham Layli ishqida har kun shu darajada o'rtanadi, visolga yetmaguncha bag'r -u dilin chok qiladi, cho'l - u sahrolarda jununsifat yashaydi. Laylining vasliga bir daqiqa yetgan hamonoq undan sarhush bo'lib, o'zligini yo'qatadi. Baytdagi oshiq (lirik qahramon) ham xuddi shu holatda). Baytda Nuh bilan bog'liq talmih keltirilgan va bu talmih oshiq (lirik qahramon)ning holatini, botiniy olamini va ruhiy iztiroblarini ochib berishga xizmat qilgan.

IV. Talmih san'atini yuzaga keltirish uchun asos bo'luvchi farishtalar:

Mavlono Lutfiyning "Sensan sevarim" devonida talmihga olingan farishta Horutdir. Shoir ushbu devonda 11 marotaba Horut bilan bog'liq talmihni qo'llaydi va uni Bobildagi chohda umr o'tkazganligiga ishora qiladi:

Horut ko'zung sehrini ko'rди, xijil o'ldi

Andin yoshunub ixtiyor etti chahi Bobil ¹⁶ (140 - bet).[5 - bayt]

Mavlono Lutfiyda so'z yordamida go'zal manzaralar yaratish, ulardan kutilmagan xulosalar chiqarish mahorati nihoyatda kuchli. Horut badiiy adabiyotimizda ayolga oshiq bo'lganligi sababli Alloh g'azabiga uchragan farishta sifatida gavdalanitiriladi. Ushbu bayti orqali shoir Horutning farishtalikdan mahrum bo'lishiga o'z mahbubini sababchi qilib ko'rsatadi. Chunki ma'shuqaning sehrgar ko'zlari uni ham asir etgan, sehrlab qo'ygan. Vaholanki, Horut insondagi bu kabi go'zallikni ko'rib, xijolat chekdi va Bobildagi o'rda, chohga yashirinishni o'ziga ixtiyor etgan. Demakki, bu yor vasfini tadrijiy dalillashdir. Oldingi baytda ma'shuqning husni Yusuf

¹⁶ Bobil – Iroqda qadimgi zamonda shuhrat qozongan bir shahr. Chahi Bobil – Bobildagi afsonaviy bir o'rda, choh. Afsonalarga ko'ra, osmondan quvilgan Horut va Morut nomli farishtalarni Alloh shu chohda azoblagan.

Ka'nonnikidan-da ortiq edi, ushbu baytda esa farishtani xijolat qiladigan darajada maftunkor. Bundan ko'rinadiki, Lutfiy haqiqiy so'z ustasi, Navoiy ta'biri bilan aytganda, "o'z zamonasining malik ul – kalomi erdi" [Alisher Navoiy. Mukammal asarlar to'plami. Yigirma jildlik. 13 – jild. Majolis un – nafois. – Toshkent, 1977].

Baytning g'oyaviy va botiniy mazmuni quyidagicha: Ushbu bayt Lutfiyning hamd g'azalidan keltirilgan. Unda Alloh taoloning buyuk sifatleri hamd qilinadi. Barcha parilar va malakut olamini Alloh yaratganligi, Yusufdagi ilohiy go'zallik ham Allohdan ekanligi hamda Horut ham qilgan ishidan xijolat chekib, Alloh qahridan qo'rqib, yerga tushirilganligi, shuningdek, jon (inson)ni ham Alloh yaratganligi g'azalda ifodalangan. Yuqorida keltirgan baytimiz bir qarashda oddiy ma'shuqa, go'zal yor tasviridek tuyiladi, lekin tag zamirida tasavvufiy mohiyat bor. Bu baytda yuqorida aytib o'tganimizdek, Horutning Alloh qahriga uchrab, farishtalikdan mahrum bo'lishi va yerga tushirilish tasviri qalamga olingan.

V. Talmih san'atini yuzaga keltirish uchun asos bo'luvchi valiylar:

Mavlono Lutfiyning "Sensan sevarim" devonida eng ko'p qo'llanilgan valiy Xizr alayhissalomdir. Shoir bu devonida 19 o'rinda obi hayvon, ya'ni tiriklik suvining nomini keltirib Xizr alayhissalomga ishorat qilgan va 12 o'rinda Xizr alayhissalom nomini keltirib talmih san'atini yuzaga keltiradi. Demakki, devonda Xizr alayhissalom bilan bog'liq umumiy talmihlar soni 31 ta o'rinda qo'llanilgan.

Mavlono Lutfiy ko'pincha yorning jamoli va sifatlarini an'anaviy yoki afsonaviy obrazlarga qarama – qarshi qo'yib, yangi obrazlar yaratadi hamda bu obrazlar tarixiy yoki afsonaviy obrazlar ustidan "g'olib" chiqadi:

Labingdin so'rg'ali keldim tabuq¹⁷da,

Xizrdek chashmai hayvona¹⁸ keldim (156 - bet).[6 - bayt]

Ushbu baytda Xizr va chashmai hayvon so'zlari orqali talmih badiiy san'ati yuzaga kelgan. Xizr adabiyotimizda abadiy tiriklik timsoli hisoblanadi. Aytilishicha, u abadiy tiriklik suvin ichib, boqiy tiriklikka erishgan. Nosiruddin Rabg'uziyning "Qisasi Rabg'uziy" asarida Xizr alayhissalom haqida shunday ta'rif keltiriladi: "Xizr ma'nisi yashil bo'lur. Qayu tosh uza Xizr alayhissalom o'ltursa, ul tosh yasharur erdi. Aning uchun Xizr ataldi. Ba'zilar aydilar, Xizr yalavoch erdi. Ba'zilar aydilar, yalavoch ermas, solih, muslih erdi. Tag'i sayramlig'. Bani Isroilda ulg'aydi. Mangu suyin ichib tirik qoldi" [Nosiruddin Rabg'uziy. Qisasi Rabg'uziy. Ikkinchi kitob. – T.: "Yozuvchi", 1991, 272 b. – 68 b.]. Baytda ham ushbu voqeotga ishora mavjud. Chunonchi, lab tasavvuf adabiyotida haqiqiy yoki majoziy yorning kalomi, uning purma'no, hikmatli so'zlari hisoblanadi. Baytning g'oyaviy mazmuni va botiniy ma'nosi quyidagicha bo'ladi: "Xizr alayhissalom tiriklik suvini izlab, unga erishganidek,

¹⁷ Tabuq – xarob bo'lmoq, buzilmoq, vayron bo'lmoq.

¹⁸ Chashmai hayvon – tiriklik suvi chiqadigan afsonaviy buloq, chashma. Uni Qora zulmat mamlakatidan Xizr qidirib topgan

mendek qalbi xarob, ko'ngli majruh ham piri komilning purma'no kalomini so'rmoqqa, unga quloq solmoqqa va u bilan diydor ko'rishmoqqa keldim". Xizr tiriklik suvining bulog'ini, uning makonini topgani kabi, mendek ko'ngli majruh ham ishq istab, oriflarning kalomini eshitmak uchun murshidlar makoniga, piri komillar yig'iladigan joyga keldim. Demakki, lirik qahramon Xizr alayhissalom bilan bog'liq voqeani tamsil keltirish va unga ishora qilish orqali o'z holatini ochib beryapti, ya'ni Xizr tiriklik suvini izlab topishga va undan ichishga qanchalik tashna bo'lsa, oshiq ham piri komilning hikmatli va purma'no so'zlariga, uning uzoriga shunchalik tashnadir. Yoxud baytda ikkinchi bir ma'no ham mavjud, ya'ni lab tasavvuf adabiyotida visol ma'nosida ham qo'llaniladi. Agar baytga istilohning shu ma'nosi nuqtai nazaridan yondashsak, ma'no quyidagicha bo'ladi: "Ey Alloh, Xizr obi hayvonni izlab topganidek va abadiy tiriklikka erishib, maqsadiga erishganidek, men ham siniq va majruh ko'nglim-la sening vaslingga yetishmoq uchun, sen bilan yaqinlashish va vahdat hosil qilish uchun keldim. Ya'nikim, Xizrning maqsadi – obi havonni topmoq edi. Mening maqsadim esa sening visolingga yetmoq va vahdatga erishmoqlikdir".

Mavlono Lutfiy o'z g'azallari yoxud baytlarida talmih san'atini qo'llar ekan, ularga ma'lum bir "vazifa yuklaydi". Talmih qo'llashda ma'lum bir maqsad bo'ladi va u ma'lum bir g'oyani ochib berishga xizmat qiladi. Talmih bir o'rinda Alloh ishqida yongan oshiq va uning nola – afg'onlari, iztiroblarini, ya'ni oshiqning ruhiy holati va botiniy olamini ochib beradi (sharhlagan ikkinchi, to'rtinchi va oltinchi baytimiz misolida), bir o'rinda Allohni hamd qiladi (beshinchi va uchinchi baytimiz misolida), bir o'rinda go'zal yorni vasf qiladi (sharhlagan birinchi baytimiz misolida). Talmihdan turli usullardan bunday foydalanish shoirning badiiy mahoratini ko'rsatib beradi.

Biz yuqorida shoirning talmih san'ati uchun asos bo'luvchi ayrim baytlarini keltirib sharhlab o'tdik, xolos. Aslida, Lutfiyning har bir shoh baytida juda ko'p badiiy san'atlar va har bir misrasi zamirida chuqur ma'nolar mujassam. Mavlono Lutfiyning har bir bayti shoh satr - la yozilgan, ohori to'kilmagan ta'riflar ila yo'g'rilgan, asr osha o'z qadrini yo'qotmaydigan qiymatga ega qimmatli yodgorlikdir. Shu vajdan shoir ijodi abadiy va umrboqiydir. Alohida ijod yo'liga ega bo'lgan Mavlono Lutfiy o'zining boy va sermazmun she'riyati bilan keyingi davr o'zbek adabiyotiga ham mazmun, ham shakl jihatdan samarali ta'sir ko'rsatadi. Shoir ijodi ko'p asrlik adabiyotimizning yorqin sahifalaridan biri sifatida avlodlar uchun ibrat va mahorat maktabi bo'lib kelmoqda.

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BADMINTON DARSLARIDA YANGI PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANGAN XOLDA TALABALARNI JISMONIY SIFATLARINI RIVOJLANTIRISH

Annotatsiya: Badminton sport turi uncha murakkab jarayon bo`lmasa ham yoshlarning jismoniy sifatlarini rivojlantirishda yordamchi mashg`ulotdir. Odatda, sport- insonning ham aqliy ham jismoniy imkoniyatlarini rivojlantirar ekan, batmintonda ham sportchi shunday fazilatlari ortadi. Maqolada ham badminton mashg`ulotlarida qo`llanilayotgan pedagogik texnologiyalardan foydalanishning amaliy ahamiyati xususida so`z yuritiladi.

Kalit so`zlar: Pedagogik texnologiyalar, badminton, sport, mashg`ulot, rivojlntirish.

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DEVELOPMENT OF STUDENTS 'PHYSICAL QUALITIES IN BADMINTON CLASSES USING NEW PEDAGOGICAL TECHNOLOGIES

Annotation: Although badminton is not a complicated process, it is an activity that helps to develop the physical qualities of young people. In general, as sports develop a person's mental and physical abilities, so do athletes in badminton. The article also discusses the practical importance of using pedagogical technologies used in badminton lessons.

Keywords: Pedagogical technologies, badminton, sports, training, development.

Kirish

Sport- shiddat zavqidan goh tana rohatlansa, gohida shu zavq ostida buyuk maqsadlar sari dadil qadam bosiladi. Ham jismoniy chiniqish xosil qilinsa, ham aqliy faoliyat chiniqadi. U kurashmi, futbol, boks - maqsadi bir: do`stlikni ulug`lash, sog`lom hayot tarzi, sog`lom muhitni shakllantirish. Boshqa fanni bilmadikku, sport murabbiysining oldida katta vazifalar qo`yiladi. Ham amaliy, ham aqliy faoliyatini rivojlantirish sport murabbiysi uchun murakkab jarayon emas. Bir vaqtlar o`ziham chempion bo`lgan murabbiy kun kelib, yetuk

shogirdni voyaga yetkaza oladi. Sababi, xatosi qayerdaligini bilmagan, yutqizib qoʻygan shogird ham, maydonda raqibini yenggan shogird ham murabbiyning tajribalariga suyanadi.

Demakki, pedagogikada sport murabbiylarining ham taktikasi, ham pedagoglik qobiliyati yurtimizda boʻlgʻusi chempionlarni tayyorlashda dasturi amaldir.

Adabiyotlar taxlili va metodologiyasi

Avvalo, badminton haqida, Badminton (inglizcha badminton) - oʻyin sport turlaridan biri. Musobaqa 13.40x6.10 m (juftlik uchun) yoki 13.4x5.2 m (bitta oʻyin uchun) boʻlgan maydonda boʻlib, u yarmiga toʻrga boʻlinadi (balandligi 1.55 m). Ekstremal chiziqlar (oʻng va chap), shuningdek orqa chiziqlar boʻyicha oʻyin maydonidir. Bunga qoʻshimcha ravishda, toʻrdan 1,98 m masofada, orqa chiziq bilan bir qatorda, xizmat koʻrsatish zonasini markaziy chiziq bilan ajratilgan xizmat koʻrsatish liniyasi mavjud. Oʻyin saytning qarama-qarshi tomonlarida joylashgan ikkita sportchini (yoki ikkitadan ikkita jamoa) ishtirok etadi. Odatda 3 yoki 5 oʻyindan iborat boʻlgan oʻyin 15 ballgacha oʻynaladi (agar bolalar va ayollar oʻynashsa - 11 ochko). Manbalarda keltirilishicha, baʼzi tadqiqotchilar Hindistonni badmintonning vatani deb bilishadi, boshqalari bu oʻyin Malayziyada, keyinchalik u Osiyoning boshqa mamlakatlarida paydo boʻlgan, deb taʼkidlashadi. Ehtimol, Hindistonda Angliyadan boʻlgan Baffort gertsogi zamonaviy badmintonning "pune" ("pune") oʻyini bilan tanishgan. 1873 yilda u Gloucestershirdagi (Londondan 100 km uzoqlikda) Badminton uyi uyiga qaytib keldi va oʻzi bilan qanotli toʻp va bir nechta raketka olib ketdi. Birinchi qoidalar Britaniyalik ofitserlar Hindistonda boʻlgan paytida yozgan gʻalati oʻyin darhol jamoatchilik eʼtiborini tortdi va koʻplab muxlislarni topdi. 1887 yilda ushbu oʻyin muxlislarning birinchi klubi tashkil qilindi va 1893 yil 13 sentyabrda 14 badminton klubi birinchi ingliz badminton uyushmasini (BAE) tashkil qildi. Xuddi shu yili ushbu oʻyin qoidalari rasmiy ravishda oʻrnatildi. Birinchi Butunjahon ochiq chempionati 1899 yilda, badminton boʻyicha xalqaro musobaqalar 1902 yilda Irlandiyaning Dublin shahrida boʻlib oʻtgan. Ushbu oʻyinda faqat ikkita jamoa ishtirok etdi - Angliya va Irlandiya. 1934 yil 5-iyulda toʻqqiz shtat (Angliya, Shotlandiya, Daniya, Gollandiya, Irlandiya, Uels, Frantsiya, Kanada va Yangi Zelandiya) Xalqaro Badminton Federatsiyasini (IBF) taʼsis etdi, unga 147 mamlakat vakillari kiritilgan. Evropa Badminton Ittifoqi (EBU) 1967 yil 24 sentyabrda 11 mamlakat tomonidan tashkil etilgan va bir yil oʻtib, Bochumda (Germaniya) ushbu sport turi boʻyicha birinchi Evropa Badminton chempionati boʻlib oʻtdi. Badminton boʻyicha erkaklar oʻrtasida Tomas kubogi (IBFning birinchi prezidenti, ingliz Jorj Tomas nomi bilan atalgan) 1947 yildan beri oʻynab kelmoqda va ayollar sportchilari Uber kubogi uchun 1955 yildan beri kurash olib borishmoqda (amerikalik badmintonchi Betti Uber sharafiga). 1977 yildan beri Badminton boʻyicha jahon chempionati oʻtkazib kelinmoqda. Ushbu sport turidagi musobaqalar toʻgʻrisida maʼlumotga ega boʻlish uchun barcha uchrashuvlarga shaxsan qatnashishning hojati yoʻq edi

- 1951 yildan beri turli chempionatlarning televizion ko'rsatuvlari bo'lib o'tdi va 1972 yilda "Jahon badminton" ixtisoslashgan jurnali nashr etildi, u 1999 yilga qadar mavjud bo'lgan. Badminton o'ynash uchun zarur jihozlar: shtutnik (frantsuzcha volantdan - "uchuvchi", "engil", "harakatchan") - teri bilan qoplangan mantiyadan yasalgan mayda tukli to'p va raketka (frantsuzcha raquettadan, - bu so'zlar, o'z navbatida, arabcha raxatdan olingan - "xurmo") cho'zilgan va tutqichli yumaloq halqadan iborat. Dastlab tabiiy materiallardan yasalgan iplar (ko'pincha ox bo'zlari) endi o'zaro bog'langan sintetik mikrofiberlar (ko'pincha neylon yoki aramid) bo'lib, yadro elastik tolalardan yasalgan va ortiqcha oro bermay va niqobi ostida bardoshli materiallardan tayyorlangan.

Mulohaza va takliflar

Badminton – bu oson o'yin, qiziqarli o'yin-kulgi. Havaskorlar darajasida kassetani havoda ushlab turishga harakat qilish kifoya, ammo g'alaba qozonish uchun professionallar ayyorlik, moslashuvchanlik, chidamlilik, mukammal muvofiqlashtirish, ajoyib kuch va chaqqonlik, yuqori tezlikni rivojlantirish va etarlicha uzoq vaqt davomida tezkor hujumlarni amalga oshirish qobiliyatini namoyish etishlari kerak.

Yurak-qon tomir kasalliklari bo'lgan keksa odamlar badminton o'ynay olmaydilar. Professional sport haqida gap ketganda, bu gap to'g'ri. Biroq, havaskor badminton - bu boshqa masala. Bundan tashqari, mutaxassislarning ta'kidlashicha, balog'at yoshida badminton o'ynash, o'yin davomiyligi kamida yarim soat bo'lsa, umr ko'rish davomiyligini kamida 2-3 yilga oshirishi mumkin. Bundan tashqari, ushbu sport bilan shug'ullanish yurakning bazal tezligini va qon bosimini pasaytirishga yordam beradi, shuning uchun gipertenziv bemorlar uchun juda foydali. Tadqiqotchilar jismoniy mashqlar qon tomirlarini toraytiradigan tanadagi ayrim xolesterol (triglitsidlar, past va juda past zichlikdagi lipoproteinlar) miqdorining kamayishiga olib kelishini ko'rsatdi. Natijada, badmintonchilar yurak xastaligini rivojlanish ehtimoli kamroq. Va bu o'yin davomida yurak mushaklarining holati yaxshilanadi va natijada miyokard infarkti xavfi kamayadi. Yurak kasalligi bilan og'rigan odamlar ham badminton o'ynashlari mumkin, ammo bu holda darsni shifokor nazorati ostida o'tkazish kerak. Bundan tashqari, badminton suyaklarni mustahkamlashga yordam beradi, suyak to'qimasining hujayralararo moddasida kaltsiyning so'rilishini faollashtiradi va shu bilan osteoporozning oldini oladi. Va nihoyat, ushbu o'yin saraton xavfini (ayniqsa ko'krak va ichak saratoni) kamaytiradi.

Xulosa

Badmintonda ko'plab boshlanuvchilar uchun noqulay bo'lib tuyulgan to'g'ri tutish o'yin samaradorligini yanada oshiradi. Va badmintonni mustaqil o'rganishga urinish natijasida olingan noto'g'ri tutish tez-tez zarba berish texnikasining kamligiga olib keladi.

Badmintonda asosiy narsa ajoyib texnikadir. Ha, lekin oyoq ishlashning ahamiyatini e'tibordan chetda qoldirmaslik kerak. Axir, bu aniq va tezkor

harakatlar, o'yinchiga zarbani texnik jihatdan to'g'ri zarba bera oladigan joyda kerakli vaqtda bo'lishiga imkon beradi. Shuning uchun, mashg'ulot paytida siz sayt atrofida harakat qilish texnikasini ishlab chiqishga aniq e'tibor berish kerak. Yakkaxon sport turlaridan badmintonni o'rganish oson. O'yin qoidalariga boshlang'ich pozitsiyasi, zarbalarni bajarish va ochkolarni aniqlash kiradi. Mashg'ulotlarda eng qiyin narsa raqibning xizmatiga zarba berishdir. Zamonaviy badmintonda 4 xil zarba mavjud: qisqa, tekis, uzoq masofali va hujumkor. Dastlabki ikkitasi raqib o'z yarmining chekkasida bo'lganida, aldamchi manevrlar uchun ishlatiladi. Hujumli orqaga qaytish - bu dushman zonasidagi ma'lum bir joyga yo'naltirilgan kuchli zarba. Uzoq masofaga kelsak, bu raqibni iloji boricha orqaga qaytishga majbur qilish uchun ishlatiladi.

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THE IMPACT OF ENTREPRENEURSHIP AND INNOVATION ON THE ECONOMY

Abstract: This topic is talked about today because of the need to motivate many people to achieve an opportunity and personal development, resulting in an increasingly interesting and necessary study. This article analyzes in a descriptive, conceptual and academic way the relationship between the variables proposals. Its objective is to try to outline the foundations of Entrepreneurship and Innovation briefly considering some theoretical approaches; likewise, it will show scopes of action, analysis from the macro to the micro, various advances of entrepreneurship during the last years.

Keywords: entrepreneurship, innovation, business, management, opportunities.

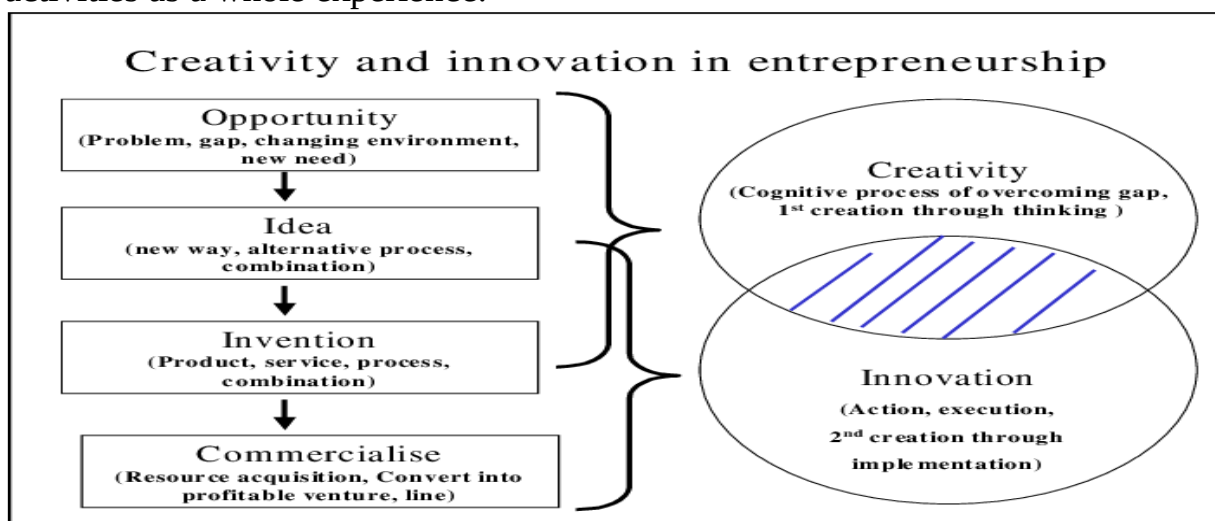
INTRODUCTION

Business management is a continuous process of problem-solving, decision making, decisions, strategy development, process improvement, etc. Every organization is permanently subjected to a series of pressures that force her to react and respond to the new events, in markets as dynamic as current ones, in times of uncertainty and globalization. Hence, the company that is not capable of changing, or modifying itself to adapt to the new present and future circumstances, run the risk of stagnating or disappearing. To avoid it and on the contrary, growing requires the ability to generate different and original things, that is, creativity, not only to solve problems or aspects that negatively affect the company but to inquire about new management approaches that allow searching, building or seize opportunities to survive and thrive.

RESEARCH

Analyzing the literature on Innovation and Entrepreneurship it is possible to recognize that there are evidence attributed to these variables and in large part to the coincidence between the two. Some of the main elements that surround entrepreneurship and Innovation are the creation, risk-taking, motivation, decisions, future, opportunity, and all these are related when starting an entrepreneurship process with the market, the product, the competitors, suppliers, customers, etc., The ability to innovate and undertake coincide with many contributions that consider that the country is competitive strategies can be applied to it, these elements being that enhance any sector of the economy, as generating opportunities and introducing skills to productivity.

Innovation is part of the DNA of companies that want to be more competitive. conceives in an environment alien to globalization, since there are no limits on its path geography. Our society, increasingly globalized, is due to growing communication, interdependence and accessibility of information and knowledge. Communication is integrated into organizations not as a management tool but as part of their genome, which it will make you stand out from the rest. Because behind consumers, customers, partners, suppliers, workers, competitors, there are the people who listen, dialogue and share in an interconnected world. The relationship between Entrepreneurship and Innovation is revealed with the changes that organizations and economic activities as a whole experience.



Pic.1. The relationship between innovation and entrepreneurship(Source: <https://www.researchgate.net/>)

Picture-1 describes creativity in innovation and entrepreneurship. Entrepreneurship generates effort associated with innovation, at the same time as innovation to achieve value requires entrepreneurial actions. The difference will lie, perhaps, in the scope of entrepreneurship and the magnitude of innovation. With these considerations, the need to explore Entrepreneurship and Innovation is justified, knowing and comparing the perceptions that different authors have regarding these two phenomena. The objectives that guided this research are to conceptually understand and academically what is Entrepreneurship and Innovation.

Considering as specific to analyze of the detailed and conceptual way the relationship between these two concepts. The methodology used is based on the descriptive one, which details the situation, the performance of the people, describing their particularities, characteristics, their critical points and evaluating their differences.

The research used documentary bibliographic techniques that are essential for the focus of this work collecting literature that includes a wide diversity of definitions and criteria based on a review of contributions to date. It was sought,

selected and systematized the bibliography, to analyze it and finally present the conclusions.

To advance in the construction of the theoretical framework of entrepreneurship and innovation, it is a priority adopts integration with the context and its dimension with conceptual bases that facilitate identification of its central elements.

This research work constitutes a valuable contribution and utility to strengthen the understanding of entrepreneurship and innovation using a theoretical study of these issues.

Some concepts related to entrepreneurship and innovation The words innovation and entrepreneurship are used quite properly and in context, when a definition is requested. These words not only have a great reputation among studies of economics and management sciences, but have transcended and can be considered incorporated into ordinary language. In other words, everyone dares to qualify a fact as innovative or a person as an entrepreneur. However, about their scopes, coincidences and divergences, things are not as clear as it might seem. What is an entrepreneur? Does an entrepreneur necessarily have to be an innovator? May consider the self-employed a special type of entrepreneur?

The Entrepreneurship phenomenon can be defined, within the multiple meanings that exist of itself, such as the development of a project that pursues a certain economic, political or social, among others, and that it has certain characteristics, and mainly that it has a share of uncertainty and innovation. For this reason, it is common for entrepreneurship research to adopt popular theories of other disciplines and have adapted them for various phenomena of entrepreneurship. Entrepreneurship is an attitude of not being afraid of effort, perseverance, residence, that is, if one falls, get up again. Do not be afraid of failure. Undertake is daring to go one step further and take the risks that this entails. Entrepreneurship is making a dream reality. Entrepreneurship is a very good way in which each one as a person can be the architect of your future life project. An enterprise is carried out by a person who is called an entrepreneur. **Innovation** is one of the key elements of entrepreneurial activity. The entrepreneur innovates by introducing ideas or improving products and services, by incorporating new technologies, production processes, work practices or ways of doing business. Innovation is the implementation of that new and useful idea. It is the effective realization that achieves a change in the system, with the purpose of improving and perfecting some aspect of its structure, content or operation.

CONCLUSION.

The theme of Entrepreneurship and Innovation in the field of scientific research and the generation of knowledge has been of great importance and evolution in many countries of the world, Central Asia and nationally. In the era of globalization the topic of Entrepreneurship and Innovation is considered emerging and complex, its instruction in the field of knowledge, since it requires

a vision interdisciplinary and contextualized, which can be reinforced through research. Researchers, education entities, private sector, local governments, regional governments national, they must work not only in the generation of a culture that favors entrepreneurship as a life option and development tool, but as an area of construction of knowledge that allows the development of instruments that result in benefits to the new businessmen of society.

ACKNOWLEDGMENTS

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FACTORS THAT RAISE SOCIAL CONSCIOUSNESS IN THE SPIRITUAL DEVELOPMENT OF SOCIETY

Annotation: The relevance of the research topic is determined by the need for a philosophical analysis of the impact of factors (globalization processes and the media as an element of information society) on the formation of public consciousness in the modern era, called post-industrial. The increasing role of information in the life of society, the improvement of technological means lead to social changes.

Keywords: public consciousness, information society, post-industrial era, manipulation, network society, technogenic globalization.

The consciousness of an individual is directly related to linguistic thinking, which is expressed in words and concepts. The main feature of linguistic thinking is the socio-historical character, therefore consciousness is also socio-historical in nature. The socio-historical sign of human consciousness emphasizes that the knowledge of mankind accumulates with the development of society, and the subjects of a particular historical stage are aware of the surrounding reality in accordance with these conditions.

Based on this definition, we formulate the author's approach to the essence of public consciousness. Public consciousness reflects the material and practical relations in society, expresses the interests, needs, feelings, knowledge of social groups and individuals, aimed not only at displaying, but also at transforming the surrounding reality. The modern stage of globalization, associated by most Western experts with the rapid spread of high-speed means of communication, is characterized by the transformation of public consciousness, the increasing role of global consciousness as one of the manifestations of public consciousness, the strengthening of trends manifested in ideology, economics, politics, culture. In turn, religion and culture remain, but society's attitude towards them acquires new features that differ from similar phenomena within the framework of traditional and modernist social systems.

In the conditions of transformation, public consciousness reflects the features of the crisis of modern society and "has a variety of its existence in various spheres of public life." As a result of these processes, society is formed in a crisis, at the same time, public consciousness is also in a state of crisis. To

solve this problem, it is necessary to form such elements of consciousness that would be based on spiritual and moral principles.

The processes of globalization indicate the introduction of information into public institutions, into the activities of subjects, culture, ideology, thereby determining the dualistic nature of consciousness. The formation of a technogenic civilization leads to the fact that culture and society combine elements of technization, the structure of public consciousness is transformed under the influence of a technogenic society and a new type of person is formed - the subject of the technogenic world.

Technogenic civilization contributes to the formation of not only a "new civilization", but also a technogenic subject. At the same time, modern society uses social management technologies, communication technologies that are necessary for the subject of technogenic civilization in practice.

Technological innovations of the "new civilization" lead to an improvement in the quality of life and social progress. The result of a technogenic civilization is social progress and an autonomous personality of a technogenic type, possessing the knowledge necessary to transform the surrounding reality.

At the same time, modern public consciousness is determined through the trends of global development, covering all spheres of society. In social sciences, the process of technogenic globalization is considered as a transformation of socio-cultural reality and the formation of a new stage in the development of society - a society with a high level of technical achievements. The emergence of the Internet stimulated the emergence of a new ideology containing elements of utilitarianism and pragmatism. This ideology is aimed not only at changing all spheres of society, but above all at transforming basic values.

Transformations in a technogenic society result in the fact that technical capabilities not only become a means of human existence, but also modify his being. The elements of technization lead to changes both in the public consciousness and in the structure of public consciousness. Technogenicity of public consciousness is a consequence of the emergence of such elements as new forms of public consciousness (managerial consciousness, informational consciousness), new images of a person, "technogenic unconscious", etc. [8, p. 53].

The beginning of the XXI century is associated with a period of transformations in society, a change of value paradigms and a reassessment of state development strategies, a cardinal change in the vector of modernization of social systems, the emergence of virtual reality, the transformation of consciousness as the epicenter of global problems of the goal-setting force that shapes and determines the future of social natural reality.

One of the factors in the formation of public consciousness is the processes of globalization, which cover all spheres of society. The processes of globalization have formed qualitative signs of public consciousness: the

transition from a closed public consciousness to an open one, the formation of consumer consciousness, the moral crisis of the value paradigm that influenced public consciousness; virtualization by network technologies has created a new reality, where new forms of public consciousness (virtual, network) are being formed, which combine elements of both the real and virtual world. The dualistic nature of the increasing information, on the one hand, can lead to global problems and consequences, and on the other - contributes to the development of public consciousness as an open system.

Globalization forms public consciousness as an open system, which is determined by the ability and ability to acquire the properties of other social systems, transmit their qualitative characteristics, and be included directly in the global social network.

Global processes in the sphere of economy form social attitudes focused on profit and predetermine the formation of a qualitative feature of modern public consciousness - consumer consciousness among citizens. Such consciousness continues to be reproduced by providing the individual with material values or consumption values, which determine the tendencies of the emergence of the consciousness of the "slave-consumer". In connection with the emerging trends, it is necessary to highlight such features of modern public consciousness in the context of globalization: the dominance of liberal market ideology, a single information space, the dominance of consumer values. Thus, the factor of globalization changes the essence of public consciousness, which has no pronounced boundaries and combines the signs of consumer, global, crisis consciousness.

The changes taking place in all spheres of social life caused by the processes of globalization reveal the problem of the stability of public consciousness associated with a system of common values. This stability presupposes the coordination of the basic foundations of society and nature

Spiritual and moral values turn out to be a catalyst for the formation of a healthy spiritual environment that optimally meets the requirements for public consciousness: high social responsibility, the implementation of coordinated efforts of individuals and various social groups in solving problems of social development, the formation of a coordinated public position of citizens, participation in the formation of key issues of politics, economics, positive influence on social and natural processes.

The values of social consciousness change in the conditions of uncertainty of social processes in modern society and largely depend on the "existence of the thinking subject". The specificity of this existence lies in the fact that the subject forms the concept of his essence, realizing his purpose beyond his "I". Television and other media, the Internet create the necessary conditions for the formation of stereotypes, certain "myths" that the public consciousness perceives and which are reflected in the values and advantages of consumer

behavior (consumerism), as well as in the development of skills of uncritical perception of the surrounding reality.

The media use manipulative practices carried out through the sphere of needs, desires, beliefs. Manipulation as an integral element of the life of the human community today has received new opportunities and prospects for development, since at the moment the impact of a social network is enough to influence the opinion of an individual or a social group. A number of researchers identify different forms of manipulation of public consciousness.

In the conditions of the information society, public consciousness acquires the desire for movement and change. A rapid change in the value system leads to a change in public consciousness, while the movement is a modern way of life and liberation from restrictive frameworks.

Human development is the goal, and the formation of public consciousness is the result and means of development of both society as a whole and an individual. The main function of the media at the personal level is the unity of information support and the implementation of various activities. Mass media exist as components of ideology and social psychology. It is this form of public consciousness that concretizes the network of information space with social activities not only of social groups, but also of an individual.

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DIALECTICS OF CONSCIOUSNESS AND UNCONSCIOUSNESS IN THE PRESENCE OF MAN

Abstract: The article describes the relationship and mutual influence of conscious and unconscious aspects in the life of an individual and society. Such concepts as attitudes, foundations, stereotypes are revealed. It is concluded that the unconscious and conscious are dialectical unity of the diametrical facets of subjective consciousness as a whole.

Keywords: unconscious, conscious, social, society, individual, personality, attitudes, foundations, stereotypes.

The importance of analyzing the unconscious is not in doubt, which is confirmed, for example, by the use of a mass consciousness management tool, the meaning of which is to study and exploit collective moods, symbols, instincts and emotions.

In addition, the study of the meaning of the unconscious prevents the occurrence of internal psychological conflicts that affect the interaction of social groups, promotes the formation of self-awareness, which, as a result, is the foundation for the development of harmonious ties in society [1].

It should be noted that the scientific world often does not pay enough attention to the problems of the social unconscious. The reason lies in the fact that society often identifies the concept of the unconscious with a natural phenomenon. Our point of view is based on the fact that real events in social processes are an unconditionally adaptive reflex in human society and are similar in nature to instincts.

We are talking about the so-called intuition or prediction of events, which defies rational explanation. Instinct, in most cases, meets the vital interests of the individual, regardless of whether the person himself is aware of his needs or not.

The unconscious in human activity is designated, firstly, as social and psychological attitudes. When it comes to attitudes, we mean the unconscious reaction of the subject to the influence of a particular situation in which he is forced to set goals and cope with tasks, his willingness to take active action, provided that the circumstances are necessary and relevant.

Conscious and unconscious attitudes constantly influence a person's actions and actions. It is important to note that attitudes can be both socio-group and individual psychological.

Social foundations are diverse in their manifestations. They form the basis of the mechanism of stereotype, prejudice or imitation. In this case, they often have a negative impact on a person's subjective actions, forcing him to perceive the surrounding reality inadequately and uncritically, including in the field of legal relations, to react to the situation impulsively, without a rational approach.

Therefore, the stereotypes generated by such an attitude are characterized by limited information about the desired object, which is compensated by an already formed view of the subject, the perception of which is given to a person without effort.

The unconscious and the conscious are connected indirectly. It would be wrong to equalize such concepts as rational and conscious.

If an individual subject acts in accordance with the socio-historical needs of society, without contradicting the general direction in the development of society, then his actions cannot be called irrational, despite their unconsciousness [2].

However, apparently, there is a certain line beyond which unconscious actions acquire an irrational coloring. It is not only about the action as a whole, but also about its individual moments. In other words, the concepts of rationality, awareness, irrationality and unconsciousness are very relative. In our opinion, only the degree of influence of the unconscious and the variety of its expression (creative or destructive) will determine whether this or that action is rational or irrational.

It follows from this that the unconscious and conscious are dialectical unity of the diametrical facets of subjective consciousness as a whole.

Having a single functional direction, the conscious and unconscious differ in the nature of their activities, as well as specific manifestations and other significant differences, since they are opposite interacting sides of subjective perception.

Dialectical interaction of conscious and unconscious is subject to all structural elements: worldview, self-awareness, system of value orientations, moral, aesthetic norms and many others. Thus, in the moral sphere, the nature of the choice of preferred moral values is not always realized by their bearer, at least until the end, which was demonstrated by the example of the work of L.N. Tolstoy.

Having a single functional task, but being opposite mutually opposing sides of subjective reality, the conscious and unconscious differ both in the nature of functioning and in specific forms of existence and manifestation, and hence in the most essential features. Among them are formalizability / informalizability, reflexivity / non-reflexivity, verbal/non-verbal form of expression. At the same time, there are mutual transitions in the dialectic of relations between the conscious and the unconscious. The interaction of the conscious and unconscious can be diverse, it can have the character of repression, but also be in a state of harmony.

In conclusion, the following conclusions can be drawn:

- * Conscious and unconscious represent the dialectical unity of the opposite sides of subjective reality as a single, albeit contradictory whole.

- * From the standpoint of scientific philosophy, idealistic and dualistic trends unilaterally interpret subjective reality, understanding the unconscious as a separate entity. By alienating the sensuous, they interpret the mind as the source of transcendental reality. In this interpretation, the unconscious appears as the dark side of human nature, as unknowable, not subject to scientific representation.

- * From the standpoint of idealistic and dualistic concepts, the unconscious has only a unidirectional functional task, which is to protect consciousness from overload; from the standpoint of scientific philosophy, this is a one-sided approach that does not take into account all the functions of the unconscious.

- * The unconscious provides the formation of a wide field of opportunities for the creative realization of the human personality.

- * Conscious and unconscious as expressions of the dialectical unity of the opposite sides of subjective reality differ in the nature of realization, specific forms of existence and manifestation.

- * Consciousness, "feeding" and largely forming the unconscious, is to some extent able to control it, as well as determine the overall strategy of human thinking and human activity, i.e. from the standpoint of scientific philosophy, manifestations of the unconscious, being inscribed in the life of a person as a material social being, do not have a completely autonomous character.

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INFORMATIKA VA AXBOROT TEXNOLOGIYALARI FANINI O`QITISHDA MASOFAVIY TA`LIM TEXNOLOGIYALARINING AHAMIYATI

Annotatsiya: Ma'lumki, masofaviy ta'lim – yangi axborot texnologiyalari va multimedia tizimlari negizida kunduzgi, kunduzgi-sirtqi, sirtqi va kechki ta'lim elementlarini birlashtiruvchi o'ziga xos o'qitish shakli hisoblanadi. Zamonaviy aloqa vositalari va elektron nashriyotlar an'anaviy o'qitish shakllari kamchiliklarini (yutuqlarini saqlab qolgan holda) bartaraf etish imkoni ekan, maqolada ham ta'limning alohida jixatlari tahlil qilinadi.

Kalit so'zlar: masofaviy ta'lim, pedagogik texnologiyalar, usullar, axborot, dars, informatika, kurs.

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THE IMPORTANCE OF DISTANCE EDUCATION TECHNOLOGIES IN TEACHING INFORMATICS AND INFORMATION TECHNOLOGIES

Annotation: It is known that distance education is a unique form of education that combines the elements of full-time, part-time, part-time and evening education on the basis of new information technologies and multimedia systems. While modern means of communication and electronic publishing are able to overcome the shortcomings (while maintaining the achievements) of traditional forms of education, the article also analyzes the specifics of education.

Keywords: distance learning, pedagogical technologies, methods, information, lessons, computer science, course.

Adabiyotlar taxlili va metodologiyasi

Zamonaviy ma'noda birinchi masofaviy ta'lim kursi 1840-yillarda ser Isaak Pitman tomonidan taqdim etilgan bo'lib, u stenogramma tizimini otkritkalarda stenografiyaga ko'chirilgan matnlarni pochta orqali yuborish va tuzatish evaziga o'z talabalaridan transkripsiyalarni olish orqali o'rgatgan. Talabalarning fikr-mulohazalarini bildirish elementi Pitman tizimidagi muhim

yangilik edi. Bu sxema 1840-yilda Angliya bo'ylab yagona pochta tariflarining joriy etilishi tufayli mumkin bo'ldi. Ushbu dastlabki ish juda muvaffaqiyatli bo'ldi va uch yildan so'ng ushbu kurslarni yanada rasmiy asosda tashkil etish uchun Fonografik yozishmalar jamiyati tashkil etildi. Jamiyat butun mamlakat bo'ylab ser Isaak Pitman kollejarining keyinchalik shakllanishiga yo'l ochdi. Qo'shma Shtatlardagi birinchi sirtqi maktab 1873 yilda tashkil etilgan Uyda o'qishni rag'batlantirish jamiyati edi. 1894 yilda asos solingan Wolsey Hall, Oksford Buyuk Britaniyadagi birinchi masofaviy ta'lim kolleji edi.

COVID-19 pandemiyasi davridagi masofaviy ta'lim taraqqiyoti

COVID-19 pandemiyasi davrida dunyoda videokonferentsiyalar orqali masofaviy darslar kun sayin ortmoqda. Xususan, Rossiya, Italiyada bunga ko'proq e'tibor qaratilgan. COVID-19 pandemiyasining ta'limga ta'siri bo'ldi albatta, sababi COVID-19 pandemiyasi butun dunyo bo'ylab maktablarning ko'pchiligining yopilishiga olib keldi. Ko'pgina maktablar Zoom, Cisco Webex, Google Classroom, Google Meet, Microsoft Teams, D2L va Edgenuity kabi platformalar orqali onlayn masofaviy ta'limga o'tishdi. Ushbu o'tishning internetga ulangan qurilma yoki barqaror internet aloqasi bo'lmagan talabalarga ta'siridan xavotirlar paydo bo'ldi. COVID-19 pandemiyasi davrida masofaviy ta'lim ko'plab talabalar va o'qituvchilar uchun sinxron ta'limni to'xtatdi; o'qituvchilar real vaqt rejimida dars bera olmay qolgan va faqat asinxron ta'limga o'ta olgan bo'lsa, bu ularning o'tish jarayonini yengishlariga sezilarli va salbiy ta'sir ko'rsatdi va turli huquqiy muammolarni, ayniqsa mualliflik huquqini keltirib chiqardi. Onlayn ta'limning afzalliklari va kamchiliklari haqidagi yaqinda o'tkazilgan tadqiqot shuni ko'rsatdiki, talabalar o'z ishlarini ishlab chiqarishda qiyinroq vaqtga duch kelindi. Tadqiqot shuni ko'rsatadiki, o'qituvchilar o'qitiladigan ma'lumotlar miqdorini qisqartirishlari va talabalar o'zlarining ishlarini yaratishlari uchun dars davomida ko'proq faoliyatni o'z ichiga oldi. Internet texnologiyasi ochiq ta'lim resurslari va elektron ta'lim va MOOC kabi vositalar orqali masofaviy ta'limning ko'plab shakllarini ta'minladi.

Ma'lumki, internetning kengayishi chegaralarni xiralashtirsa-da, masofaviy ta'lim texnologiyalari etkazib berishning ikkita usuliga bo'linadi: sinxron ta'lim va asinxron ta'lim. Sinxron ta'limda barcha ishtirokchilar an'anaviy sinfda o'qitishdagi kabi bir vaqtning o'zida virtual sinfda "hozir" bo'lishadi. Bu vaqt jadvalini talab qiladi. Veb-konferentsiya, videokonferensaloqa, o'quv televideniyesi, o'quv televideniyesi to'g'ridan-to'g'ri efirga uzatiladigan sun'iy yo'ldosh (DBS), internet radiosi, jonli efir, telefon va internetga asoslangan VoIP kabi sinxron texnologiyalarga misol bo'la oladi.

Veb-konferensiya dasturi sinf yig'ilishlarini osonlashtirishga yordam beradi va odatda matnli suhbat, so'rovlar, qo'l ko'tarish, kulgichlar va boshqalar kabi qo'shimcha o'zaro ta'sir vositalarini o'z ichiga oladi. Bu vositalar, shuningdek, sinxron sessiyalar yozuvlarini tinglay oladigan talabalarining asinxron ishtirokini qo'llab-quvvatlaydi. Masofaviy ta'lim kurslarida

ishtirokchilarning mavjudligini oshirish uchun immersiv muhitlar (ayniqsa SecondLife) ham qo'llanilgan. Sinf xonasidan foydalangan holda sinxron ta'limning yana bir shakli bu robot proksi-serverlaridan foydalanish, shu jumladan kasal talabalarga darslarga borishga ruxsat beruvchilar.

Asinxron ta'limda ishtirokchilar kurs materiallariga o'zlarining jadvallari bo'yicha moslashuvchan tarzda kirishadi. Talabalar bir vaqtning o'zida birga bo'lishlari shart emas. Masofaviy ta'limning eng qadimgi shakli bo'lgan pochta yozishmalar asinxron yetkazib berish texnologiyasi bo'lib, xabarlar paneli forumlari, elektron pochta, video va audio yozuvlar, bosma materiallar, ovoqli pochta va faks.

Ikki usulni birlashtirish mumkin. Ochiq universitetlar va kampusga asoslangan institutlar soni ortib borayotgan ko'plab kurslar masofadan o'tkaziladigan mashg'ulotlarni to'ldirish uchun doimiy yoki kunduzgi o'qitish sessiyalaridan foydalanadi. Ushbu aralash masofaviy va kampusga asoslangan ta'lim so'nggi paytlarda "aralashtirilgan ta'lim" yoki kamroq tez-tez "gibrid ta'lim" deb nomlana boshladi. Ko'pgina ochiq universitetlar "masofaviy ta'lim" rukni ostida texnologiyalar aralashmasidan va o'qitish usullaridan (yuzma-yuz, masofaviy va gibrid) foydalanadi.

Mulohaza va takliflar

Masofaviy o'qitishda interaktiv radio yo'riqnomasi (IRI), interaktiv audio yo'riqnomasi (IAI), onlayn virtual dunyolar, raqamli o'yinlar, vebinarlar va veb-translyatsiyalardan ham foydalanish mumkin, bularning barchasi elektron ta'lim deb ataladi. Nihoyat, masofaviy ta'lim, har qanday ta'lim kabi, talabalar, o'qituvchi va o'quv resurslaridan, ya'ni o'quvchiga o'qishga imkon beradigan kitoblar, audio, video va grafik displeylardan iborat bo'lgan o'quv guruhini tashkil etadi, ba'zan o'quv jamoasi deb ataladi. ko'rsatma mazmuniga kirish. Internetdagi ijtimoiy tarmoqlar jamiyat qurish g'oyasini ilgari suradi. Facebook va YouTube kabi saytlarda foydalanuvchilar profil yaratadilar, ular bilan aloqada bo'lgan a'zolari ("do'stlar") aniqlaydilar va hamfikrlarning yangi hamjamiyatlarini yaratadilar. Masofaviy ta'lim sharoitida bunday tarmoq o'quvchilarning bir-biri bilan aloqalarini ta'minlashi va shu bilan ularning izolyatsiya hissini kamaytirishi mumkin. Zamonaviy masofaviy ta'lim kurslarida raqamli o'qish materiallari, podkastlar (talabaning bo'sh vaqtida elektron tinglash yoki ko'rish uchun yozib olingan sessiyalar), elektron pochta, mavzuli (bog'langan) muhokama forumlari, chat xonalari va testlarni o'z ichiga olgan veb-ga asoslangan kurslarni boshqarish tizimlari qo'llaniladi. virtual (kompyuter simulyatsiyasi) sinflarda funktsionallikni olish. Ham mulkiy, ham ochiq kodli tizimlar keng tarqalgan. Aksariyat tizimlar odatda asinxron bo'lsa-da, o'quvchilarga ko'p funksiyalardan xohlagan vaqtda foydalanish imkonini beradi, jonli video, audio va elektron hujjatlarga belgilangan vaqtda umumiy foydalanishni o'z ichiga olgan sinxron texnologiyalar ham qo'llaniladi. Bloglar, vikilar (sinfdagi barcha ishtirokchilar tomonidan o'zgartirilishi mumkin bo'lgan veb-saytlar) va birgalikda tahrirlangan hujjatlar ko'rinishidagi umumiy ijtimoiy

maydonlar ta'lim muassasalarida ham qo'llaniladi, lekin ular bilan muloqot qilish uchun Internetda mavjud bo'lgan o'xshash joylarga qaraganda kamroq darajada. Zamonaviy institutsional masofaviy ta'limning o'sishi bilan bir qatorda Internetga asoslangan yoki osonlashtirilgan shaxsiy ta'lim xizmatlari, jumladan, elektron repetitorlik, elektron murabbiylik va tadqiqot yordami paydo bo'ldi. Bundan tashqari, ko'plab ta'lim kompaniyalari mavjud bo'lib, ular ota-onalarga o'z farzandlari uchun mahalliy repetitorlarni tanlash va ular bilan bog'lanishda yordam berishadi. Masofaviy ta'lim dasturlari va repetitorlik xizmatlaridan foydalanish, ayniqsa, bolalarini uyda o'qiydigan ota-onalar orasida ko'paydi. Ko'pgina universitetlarda o'qish, yozish va asosiy matematika bo'yicha tuzatish yordami uchun ba'zi onlayn repetitorlik xizmatlari mavjud va ba'zilarida hatto dissertatsiya jarayonida doktorlik nomzodlariga yordam berish uchun onlayn murabbiylik dasturlari mavjud. Va nihoyat, Internetga asoslangan ko'plab shaxsiy yordamchi kompaniyalar uzluksiz ta'lim yoki kasbiy rivojlanishga intilayotgan kattalar uchun bir qator xizmatlarni taklif qiladi.

Xulosa

Onlayn ta'lim - bu o'qituvchilar yoki talabalar Internetda mavjud bo'lgan ta'lim vositalaridan foydalanishi.

Bu shuni anglatadiki, talabalar o'qituvchi va tengdoshlari bilan jismonan sinfda bo'lganlarida ham onlayn vositalardan foydalanishlari mumkin. Onlayn ta'limdan istalgan joyda va istalgan vaqtda foydalanish mumkin, shuning uchun o'qituvchilar talabalardan darsda yoki uyda tayyorgarlik va topshiriqlar uchun ulardan foydalanishlari mumkin.

Onlayn ta'lim vositalari ko'pincha sinfda aralash ta'lim muhitini yaratish uchun ishlatiladi. Bu o'quvchilarni darsga va materialga jalb qilishda yordam beradi.

Onlayn ta'lim, shuningdek, o'qituvchilarga darsdan oldin tayyorgarlik vaqtini tejashga yordam beradi. Onlayn ta'lim vositalari yordamida o'qituvchilar qog'ozlarni baholash, talabalarga yakkama-yakka e'tibor berish va hatto band bo'lgan ish jadvalida o'zlari uchun bo'sh vaqt olish uchun ko'proq vaqt sarflashlari mumkin. Masofaviy ta'lim o'qituvchi yoki tengdoshlar bilan shaxsan o'zaro muloqotni o'z ichiga olmaydi. Talabalar uyda mustaqil o'qishadi va o'rganish individualdir va har bir talaba va ularning mavjudligiga qarab tezlik va vaqt jadvaliga qarab o'zgaradi.

Masofaviy ta'lim aslida onlayn ta'limning ta'lim vositalariga tayanadi va shuning uchun ikkalasi o'rtasida qandaydir chalkashliklar mavjud. Onlayn masofaviy ta'lim bilan ham o'qish mumkin. Shu ma'noda masofaviy ta'lim onlayn ta'limning bir qismidir.

Masofaviy ta'lim masofaviy bo'lgani uchun talabalarni butun dunyo bo'ylab universitetlar bilan bog'lashi mumkin va bu turli mamlakatlardagi talabalar uchun yanada qulayroq bo'ladi. Bundan tashqari, u arzonroq ekanligi ma'lum, bu esa butun dunyo bo'ylab va turli ijtimoiy-iqtisodiy darajalarda

ko'plab talabalar uchun ta'limni yanada qulayroq qilishga yordam beradigan yana bir omildir.

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FOREIGN EXPERIENCE IN THE FORMATION AND DEVELOPMENT OF INTELLIGENT TRANSPORT SYSTEMS

Abstract. This article gives the foreign experience of intelligent transport systems (ITS) and their formation and development stages. Also described and compared successful projects in the field of ITS.

Keywords: experience, ITS, projects, transport, integration.

INTRODUCTION

One of the large European projects implemented for the management of a wide urban area was the Munich COMFORT project, which began in 1991. It was the first project to coordinate transport in the city center, taking into account the layout of the highway network around the city. Depending on the assessment of the state of traffic flows in the city, elements of the information and navigation systems in the vicinity of the city are activated. The control algorithms estimate the level of transport, optimize the work of the transport system, determine the forecast of the development of the traffic load, and direct the vehicles out of the congestion area when analyzing the project, it was stated that the initial investment paid off in 2 years only due to a decrease in the number of accidents.

RESEARCH

The number of collisions decreased by 35%, the number of road traffic accidents with injuries - by 30% and the number of fatalities decreased by 31%. Other well-known projects are projects implemented with the assistance of the European Union. These include, in particular, the following events.

1. Analysis of transport networks. For basic transport control, data from transport sensors at transport hubs may be sufficient. Despite this, an integrated telematics strategy for transport management in urban networks requires more detailed data on the network situation, which has been demonstrated in the QUARTET PLUS and EUROSCOPE projects. In the context of the widely accepted concept of "mobility management" and the close links between monitoring and transport management, these projects have practically tested new detector systems based on video detection, new algorithms for determining travel times, speed along lanes and in the network, and algorithms for determining points of departure. and destinations (matrix OD: Origin-

Destination). The latest data obtained is especially important for the transport information system. The prediction algorithms have been tried and tested. This applied to short-term (1–20 minutes), medium-term (11–12 hours) up to long-term forecasts (1–2 days). Both projects helped to understand what inaccuracies and what limitations are characteristic of the forecasts of the parameters of the transport network functioning. They also determined the directions for further development. One of these areas is the use of data obtained from a running laboratory moving in a traffic stream ("floating" car) - the CAPITALS project. The work within the VERA project also helped to understand the complex conditions in the network.

2. A private, but very important area of using the **results of data analysis** is the area of establishing (detecting) the places of occurrence of road traffic accidents (incident detection). Rapid detection of an incident can initiate the process of taking the necessary actions, including a traffic management strategy and informing drivers before starting and/or while driving, as well as a substantially quick response from rescue services. In addition to detecting accidents, the IN-RESPONSE project has also developed a model for predicting road accidents. Automatic detection of places of traffic accidents. Several European projects have also dealt with the problem of accident management. It was about the modified projects of traffic management in cities UTC (Urban Traffic Control), which, with the help of special modules, ensured the detection of incidents and their impact on traffic flows. The IN-RESPONSE and IN-EMERGENCY projects demonstrated a variety of techniques, including high-speed warning systems for emergency responders and tools to support decision-making by emergency response operators.

3. **Information and navigation.** Driver information systems using on-board units or Controlled Traffic Signs and Displays (TFIS) along roads are increasingly important for traffic management on road networks. Awareness of potential problems significantly reduces congestion by allowing the driver to choose different paths or parking or parking. European projects are now more and more focused on TFIS systems since on-board units in vehicles are not yet very common and thus cannot have a significant impact on traffic flows. Projects in this area (AUSIAS, CAPITALS, CONCERT, CLEOPATRA, COSMOS, EUROSCOPE, TABASCO) were aimed at studying the behavior of the transport network and at determining optimal management strategies. The use of information and navigation systems in the framework of European projects can be shown on the example of the following cities:

- Bristol (CONCERT): TFIS for better use of the Park and Ride system;
- Brussels (CAPITALS): TFIS as part of the parent traffic management systems in tunnels on the inner ring of the city;
- London (CLEOPATRA): determining the impact of TFIS in identifying crash sites on the choice of drivers along the road network and the efficiency of transport in the network;

- Lyon (CLEOPATRA): information strategy for TFIS in automatic mode using data obtained from measurements carried out on the road network;
- Munich (TABASCO): TFIS for Park and Ride;
- Piraeus (COSMOS): a strategy for changing the direction of traffic flows in the seaport area;
- Southampton (EUROSCOPE): integrated crash site identification and parking management;
- Toulouse (CLEOPATRA): a general strategy for changing the direction of traffic flows;
- Turin (CLEOPATRA): TFIS strategy together with city traffic management strategy. Pre-trip information and information at GPOT stops have shown that they have a significant impact on the behavior of most passengers, because, in the end, they caused a small but noticeable increase in the number of passengers. The integration of urban transport management, GPT services and information systems in Turin has resulted in a 14% reduction in travel times for public urban passenger transport and 17% for passenger cars. This led to an increase in GAT by 3% and an overall improvement in traffic in the city. The investment in the crash site detection subsystem in the Southampton Transportation Management System has proven to be paid off within one year. However, the payback is highly dependent on the method and on the speed at which an accident is detected.

4. **Control at the entrance** to main roads was usually used in cities, where it was supposed to **prevent the formation of congestion**. However, congestion is very common on highways and on roads connecting urban areas. In this case, it is very important to integrate entrance control with the city-wide traffic control system. The TABASCO project demonstrated Ramp Metering, together with traffic information and navigation via TFIS, and traffic control via optical signaling in Glasgow. The Ramp Metering method has significantly increased the capacity of roads (5% highway, 13% urban network). In addition, the system has led to an improvement in driver behavior and, consequently, to a decrease in the number of accidents.

5. **Control depending on the load**. In urban environments, this type of control is of growing importance for maintaining satisfactory mobility, as it uses various telematics subsystems to manage traffic flows. The application of this system contains, for example, control at the entrance to the central area of the city (the CAPITALS project) and artificial intelligence technology, combining control at the entrance and control using traffic lights with a system for providing information and assistance to drivers and with subsystems for providing transport and tourist information. This system will also make it possible to determine the time of movement and receive information about the availability of free parking spaces.

Conclusions

Foreign experience and formation of ITS is a way to development of transport safety in Uzbekistan. Increase of street throughput by 20–25%. Increase of road traffic safety (traffic accident reduction by 40–80%). Improvement of traveling comfort and traffic conditions for drivers, mass transit passengers and pedestrians.

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PREDICTION OF PREMATURE OVARIAN INSUFFICIENCY BASED ON SOME BIOCHEMICAL PARAMETERS

Annotation: Premature ovarian insufficiency (POI) is a serious problem for women, medicine and for the state as a whole.

Keywords: premature ovarian insufficiency; infertility; ovarian reserve; amenorrhea; anti-muller hormone.

It has been established that with POI, the ovarian reserve is depleted, ovarian dysfunction develops in young women of reproductive age, which leads to infertility and estrogen deficiency. It is noted that the prevalence of premature ovarian insufficiency is 1-2%, and the frequency of occurrence increases with age. It has been proven that the causes of this condition can be chromosomal abnormalities, autoimmune processes, infections, chemo- and radiation therapy, surgical interventions on the pelvic organs, but in most cases the etiology is unknown. Premature ovarian insufficiency is characterized by amenorrhea, symptoms of estrogen deficiency, a sharp decrease in fertility up to infertility. To assess the state of the ovarian reserve, it is necessary to determine the concentration of anti-muller hormone and inhibin B, ultrasound is also used. It is noted that ovarian biopsy has no advantages over non-invasive diagnostic methods and is not recommended for use in patients with POI. It has been established that the main direction in the treatment of premature ovarian insufficiency is hormone replacement therapy. Timely administration of estrogens can prevent the symptoms and development of complications of hypoestrogenism. To date, there are no drugs with proven effectiveness to solve fertility problems, but spontaneous restoration of ovarian function and the onset of pregnancy are not excluded. An important aspect is to provide a woman with psychological support, an individual approach. It has been shown that with a combination of drug and non-drug effects, good results can be obtained in preventing the progression and complications of POI.

Premature ovarian insufficiency (POI) is characterized by the cessation of ovarian function in women under the age of 40. Manifestations of this condition are amenorrhea, increased concentration of gonadotropins in the blood, hypoestrogenism and its accompanying symptoms. An important aspect is the presence of infertility, which is formed due to premature depletion of the

ovarian reserve. The prevalence of premature ovarian insufficiency (POI) is about 1-2%, but it should be noted that the frequency of occurrence increases with age: in women over 30 years of age, POI is detected 100 times more often than at the age of 20, and 10 times more often than between 20 and 30 years (1% and 0.01%, 0.1%, respectively).

The etiology of POI is still the cause of controversy among scientists. There are a lot of studies conducted all over the world aimed at identifying factors that can lead to premature termination of ovarian function. The most common (65%) is the idiopathic form. An important role is assigned to changes in genetic material. For example, one of the reasons leading to the POI is the presence of defects in the sexual X chromosome. Anomalies in the karyotype are usually detected in a small number of women more often under the age of 30. For example, with the Shereshevsky-Turner syndrome, characterized by the presence of only one X chromosome (karyotype 45 XO), germ cells in the first half of intrauterine development are laid in accordance with the norm, but in the future their rapid involution occurs, and by the birth of a girl there is either a sharply reduced number of follicles in the ovary, or their complete absence.

Martin-Bell syndrome (brittle X chromosome syndrome) is characterized by thinning of the ends of the X chromosome, resulting from a significant increase in the number of repetitive sequences of cytosine-guanine nucleotides, which normally should be repeated no more than 45 times.

It can also develop together with a number of diseases caused by monogenic mutations in autosomes, for example, with galactosemia, which has an autosomal recessive type of inheritance and is characterized by a violation of galactose metabolism and the inability to convert it into glucose. Premature ovarian insufficiency is combined with type 1 BPES syndrome, manifested by blepharophimosis, ptosis and epi-cantus inversus and having X-linked dominant inheritance. The autoimmune nature of premature ovarian failure has long been discussed. Moreover, POI can be either in the form of an isolated disease or as part of autoimmune polyglandular syndromes (APS). A striking example is APS of the second type (Schmidt syndrome), which includes damage to the adrenal glands, thyroid gland, parathyroid glands, gonads, diabetes mellitus of the first type. The development of this syndrome is associated with the presence of antigens of the main histocompatibility complex (HLA-B8, HLA-DW3, HLA-BW35) and a deficiency of T-suppressors, which leads to increased production of antibodies. With the development of autoimmune oophoritis, autoaggression to the own tissues of the ovary develops, which as a result leads to blocking the synthesis of steroids. It is important to remember that autoimmune PSA is very often associated with damage to the adrenal glands (Addison's disease). Chronic adrenal insufficiency (CAI) is a very formidable, life-threatening pathology. In patients with premature ovarian insufficiency, in about 2% of cases, CAI is asymptomatic, and when exposed to certain trigger factors, acute adrenal insufficiency may develop, therefore, timely diagnosis of this condition is

extremely necessary. The POI of autoimmune genesis can be established when detecting anti-viral autoantibodies.

The role of infectious agents in the development of premature ovarian insufficiency is not excluded. It has been proved that in viral infections, especially those with frequent relapses, the cellular link of immunity is activated, the production of antigens of the main histocompatibility complex of class II (HLA II) increases not only by cells of the immune system, but also by cells of the ovarian epithelium, which leads to the production of antiviral antibodies.

The consequences of surgical interventions on the pelvic organs are a significant problem today. It is noted that surgical aggression may be one of the causes of the development of POI. The results of studies to identify the relationship between hysterectomy and PS are quite contradictory. There are opinions that when the uterus is removed, the functioning of the hypothalamic-pituitary-ovarian system is disrupted, involution processes in the gonads are accelerated, the intensity of ovarian blood supply decreases due to the shutdown of the uterine artery branch. Another point of view suggests that all the effects of hysterectomy on ovarian function are short-term, and after a certain period of time, its relative recovery occurs. However, it was found that removal of the uterus together with salpingectomy has a more significant negative effect on the functioning of the gonads in the future than isolated hysterectomy.

Due to the tendency to the growth of malignant neoplasms in people of reproductive age, the use of chemo- and radiation therapy occupies a significant place in the development of PS and infertility. Ionizing radiation has a detrimental effect on the gonads, the most vulnerable is the follicular apparatus. The use of alkylating drugs, often used in the treatment of lymphomas, lymphomas-goats, observed just mainly in the generation of young people and children, often leads to the development of premature ovarian insufficiency in the future.

To date, the role of mitochondrial dysfunction in the genesis of POI is being discussed. Mitochondria are much more connected to the reproductive system than it may seem at first glance. Firstly, the presence of a translocator protein (TBRO), localized mainly on the outer membrane of mitochondria, plays a role in the synthesis of steroid hormones. This protein acts as a transport protein involved in the transfer of cholesterol. Secondly, mitochondria synthesize a universal source of energy adenosine triphosphate, which is necessary in the process of egg maturation. It has been shown that a decrease in antioxidant protection can have a significant significance in the violation of gonad function. With a deficiency of antioxidants, there is an increase in the amount of damage in mitochondrial deoxyribonucleic acid and an increase in the concentration of reactive oxygen species, which, in turn, leads to a violation of mitochondrial functions, as a result, the activity of apoptotic processes increases and the risk of developing premature ovarian insufficiency increases. In case of

mitochondrial dysfunction, the development of oxidative stress is characteristic, in which many cells of the body are damaged, and at present it is the increase in the level of free radicals that is considered the main cause of aging.

Women who have been diagnosed with POI are in a state of despair, they do not understand how to proceed, information about infertility is especially difficult for them. Therefore, it is very important to find an individual approach to the patient, explain the essence of her disease, focus on the positive effect of therapy for POI, explain that this is not a verdict for them and there are ways to solve the problem. In special cases, a psychologist's consultation is necessary.

Premature ovarian insufficiency is currently not a fully studied pathology. It is necessary to continue the search for therapies that will allow a woman to realize her reproductive potential and avoid the formidable complications of estrogen deficiency.

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ФЛУСИЛ КИМЁВИЙ МОДДАСИНИНГ ТОКНИ ОИДИУМ КАСАЛЛИГИГА ТАЪСИРИ

Аннотация: Токдан юқори ва сифатли ҳосил олишда ўз вақтида керакли кураш чораларни олиб бориш мақсадга мувофиқ ҳисобланади. Касалликни даст аввал олди олинади сўнг зарарли мезони ортиб борганда албатта кимёвий кураш чораси ўтказилиши мақсадга мувофиқдир.

Калит сўзлар: Ток, агротехник, патоген, касаллик, ҳосил, новда, гўбор, препарат, меъёр, барг, озуқа, ўғит, харорат. оидиум.

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EFFECT OF FLUSIL CHEMICAL CURRENT ON OIDIUM DISEASE

Annotation: It is advisable to take timely control measures to obtain high and high-quality current. It is advisable to carry out chemical control measures when the disease is first treated and then the harmful criteria increase.

Keywords: vine, agrotechnical, pathogen, disease, crop, rod, dust, drug, norm, leaf, feed, fertilizer, temperature, oidium.

Кириш: Ўзбекистон аҳолисининг йил давомида боғдорчиликнинг айрилмас қисми бўлган узумчиликдан олинadиган ҳосилдорликни ошириш бугунги куннинг асосий вазифаларидан ҳисобланади. Боғбонлар узумдан йилдан йилга юқори ҳосил олишлари билан Ўзбекистон узумчилик экспортини йилдан йилга ортиб боришига ҳиссаси бекиёсдир. Илғор тажрибали боғбонлар узум ҳосилидан ҳар гектар майдондан 2-5 минг доллар даромад кўриш режалаштирилганлиги ҳам бежиз эмас.

Тадқиқот объекти ва услублари: Токнинг Оидиум касаллиги токнинг бутун ер устки қисмлари новдалари, барглари, гуллари, бош бандларда ва узумларини зарарлайди. Ана шу ҳамма аъзоларида ток ўса бошлаши билан тез суркалувчи, унсимон гўбор ҳосил қилади. Унсимон гўбор барглари ҳар икки томонида бир текиста ахамият ёки айрим гамолог доғлар шаклида ҳосил булади. Лекин бу доғлар сезилмайди ва зарарланган барглари Урта Осиё шароитида купинча тузалиб кетади.

Губор куп новдаларда, гулларда бош бандларда ва гужимларда аник куринади. Кук новдалар унсимон губор остида олдин сарик, кейин кунғир жигарранг доғлар ҳосил булади. Кейинчалик бу доғлар пишган бу новдаларда ҳам аник куринади. Губор жуда купайиб новдалар кораяди, ўсишдан орқада қолади ва купинча курийди, касалланган ёш новдалар пишмай қолади. Купинча новда ва баргларда ҳосил бўлган ёш унсимон губор кейинчалик гулларга утади, гуллар бу касалликдан курийди ва губор кейинчалик гулларга ўтади, гуллар бу касалликдан курийди ва узилиб тушади.

Ёш токзорлар ўсув даврида 9-10 мартагача 9 апрелгача 1 марта, май-июнда 2 мартадан, июлда 2-3 марта, августдан 2 марта, ҳосилга кирган токзорлар эса, одатда апрелда гуллашдан 5-10 кун олдин, гуллашдан кейин (июн ойининг ўрталарида) ривожланаётган даврда кечпишар навларда июлда сугорилади. Ҳосил теришдан 15-20 кун олдин сугориш тухталиши лозим, акс ҳолда узумлар ликилдок бўлиб сифати бўзилади. Охирги сугориш ток қисмларидаги намликни саклаш ҳамда ток тупларини кишга кумишни кулайлаштириш мақсадида токларни кумишдан олдин (ноябр) берилла олмай гуллар, яхши чангланмай купчилиги тукилиб кетади. Натижада узум бошлари чанок бўлиб, узумлари майдалашади.

Токзор барпо қилиш ва ер ҳайдашдан олдин тупрок унумдорлигини ошириш мақсадида ҳар гектар майдонда 25-60 тонна чириган гунг ёки компост соф ҳолда 90 кг фосфор, 45 кг калий солинади. Органик ва минерал ўғитларни аралаштириб солиш вақт ва маблағни анча тежайди, шунинг учун аралаштирилган ўғитлар махсус ЮМ-50 машина ёки РУМ-8 РОУ-6 ПРТ-10 каби ўғит сочарлари ёрдамида ерга ёки пасига сочиб солинганлиги маъкул.

Органик ва минерал ўғитларни кушиб солиш тупрокнинг физикавий-кимёвий хоссаларини ўғитларнинг ўсимликка таъсир кучини яхшилашга ёрдам беради. Ёш токзорлар, агар уларнинг ери экишдан олдин белгиланган микдорда ўғитланган бўлса, 2-3 йил давомида ўғитланган бўлса, ёш токзорларга иккинчи йили эрта баҳорда (ток тупларини очиш вақтида) соф ҳолда гектар ҳисобига 60-120 кг азот, 45 кг фосфор, 30 кг калий солинади.

Токдан юқори ҳосил олишда жиддий тўсқинлик қилаётган касалликлардан ҳисобланмиш Оидиум касаллиги узумларга жиддий зарар келтиради. Касалланган ғўралар эса катталашмайди бужмаяди ва куриб қолади. Узум кечрок, айникса пишиши даврида касалланса узумлар ёрилиб кетади ва тез чирийди. Узумлар ёрилган жойда уруғлар ташқаридан куришиб туради. Узумларни ёрилишига сабаб улардан текинхўр туфайли мевалар пустини бир текис ўсмаслиги, бир туп токка тушган потоген тез кунда бутун узумзорларга таркалиб кетиши ва ҳосилнинг ҳаммасини камраб олиши мумкин. Оидиум касаллиги жуда кучайиб кетганда ток

туплари (мевалвр пустини) бир неча йил давомида заифлашади ва нобуд булади.

Токнинг хар хил аъзоларида ҳосил буладиган кулранг ғубор замбуругини зарар келтирувчи Оидиум тукери деб юритиладиган конидлар ва кониде бандлари занжирсимон, овал шакли рангсиз споралар (оидиелар) ҳосил булади. Бундай споралар тоқлар ўсиши даврида жуда куп пайдо булади, тукилади ва шамол орқали таркалиб кетади.

Замбуруг оидиеларининг тарқалиши учун зич кулай шароит хаводаги нисбий намликнинг 50-80% хаво харорати 20-25°C гача бўлишидир. Тоқлар ўсиш даврида касаллик оидиелар ҳолда таркалади.

Кузда токнинг касалланган замбуруги салгина куринадиган майда кора-нукталар ҳосил килади. Булар замбуругнинг холтали мева танаси клейстокарпиелардан иборат. Уларнинг ичида спорали халталар булади. Оидиум касаллигининг келтириб чиқарувчи замбуругларнинг кишлаб чиқишда клейстокарпиелар Ўрта Осиё шароитида иккинчи даражали мавкейига эга.

Турли меъёрдаги Флусил кимёвий моддасининг токни оидиум касаллигига таъсири

Узумдан юқори ҳосил олишнинг энг муҳим омили Ўсимликларни вегетация даврининг бошидан бошлаб кўчатларни тез ўсиши ва ривожланиши учун керакли бўлган агротехник тадбирларни ўз вақтида ўтказиши уларда бўладиган барча жараёнларни тез юзага келишига олиб келади.

1-илова

Турли меъёрдаги Флусил кимёвий моддасининг токни оидиум касалигига таъсири % ҳисобида

Т/р	Тажриба вариантлари	Ҳисобга олинган ойлар				
		15.V	1.VI	15.VI	1.VII	15.VII
1	Назорат Флусил -0	6,7	9,9	18,9	27,3	31,7
2	Флусил -0,5 л/га	6,1	8,3	16,3	23,7	26,2
3	Флусил-0,6 л/га	4,9	5,9	11,4	16,4	19,8
4	Флусил -0,7 л/га	5,8	6,9	14,7	19,6	22,5

Олинган маълумотлардан куришиб турибдики жадвал кучатларнинг яхши ўсиши ва ривожланиши ўсимликларда барча яхши хусусиятлар юзага келиши эвазига уларнинг оидиум касаллигига бўлган чидамлик қобиляти ошишига олиб келган. Маълумотга асосан 15 майдаги кузатувда барча вариантлардаги умумий касалланиш бир-бирига яқин бўлган 4.9-

6.7% гача бўлган. Лекин кейинги кузатувда бу конуният 15. ВИ да бўзилган, флусил кимёвий моддасидан 1.5 литр хисобида.

Токнинг оидиум касаллигига карши кураш чоралари:

1. Токзор барпо этиш учун жойни тўғри танлаш (пластик, сизот сувлари якин бўлган сувни яхши тортмайдиган жойларга ток экмаслик).
2. Токни сурига кутариш.
3. Сифати юқори экиш технологиясига амал қилиш.
4. Токзорни саклаш (туқилган, юлиб ташланган, синган, қуриган баргларни новдаларни, узум бошларини йукотиш).
5. Касалланган новдаларни кузда қирқиш ва туқилган баргларни майдондан четлаштириш.
6. Кузда туқилган барглар билан токни ёпмаслик.
7. Оидиум билан касалланган токларни кузда қирқиб, кўмишдан илгари 1-иловада келтирилган препаратлар билан дорилаш. Касалликнинг олдини олиш чоралари олдинги тупларда оидиум бўлган ёки булмаганлигига карамай ҳамма токзорларда 15 кун оралатиб ўтказилиши зарур.

Хулосалар

1. Биз ҳисоблаймизки табиий зарарланган майдонда комплекс кураш чораларини олиб бориш мақсадга мувофиқ деб биламиз.
2. Токнинг оидиум касаллигига карши курашда ҳар хомтақдан кейин гектарига 0,6 л/га ҳисобида сапроль кимёвий моддаси билан ишлов бериш муҳим аҳамиятга эга деб ҳисоблаймиз.
3. Флусил кимёвий моддаси факатгина ўсимликдаги оидиум касаллигини камайтирибгина қолмай балки токни касалликка бўлган чидамлилиқ қобилятини оширади.
4. Токдаги оидиум касаллиги камайиши ҳисобига ҳосилдорлик назорат вариантга қараганда 20.2 ц/га қўп ҳосил олиш 1 та шингилнинг оғирлиги назоратга нисбатан 41.2 граммга қам бўлган
- 5.1 сум ҳаражатлар ҳисобига олинган соф фойда 0,78 тийинни ташкил этган.

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KIMYO MASHG'ULOTLARIDA O'QUVCHILARNING INTELLEKTUAL QOBILIYATINI RIVOJLANTIRISH

Аннотация: Мақоллада ҳозирги кунда кимйогар касбни танлашда, о'қувчининг интеллектуал қобилиятини шакллантириш ва ривожлантириш аҳамият бериладиган yo'llar ko'rib chiqilgan. Ta'lim sohasidagi muammolarni hal qilish zarurati nuqtai nazaridan intellekt tushunchasining ta'rifi taklif etiladi: aql - bu turli xil sharoitlarda muvaffaqiyatli moslashishni ta'minlaydigan, ta'lim jarayonida olingan fikrlashning shakllangan algoritmlariga asoslangan aqliy faoliyatdir. Intellektual qobiliyatlar orqali namoyon bo'ladigan aql-idrok funksiyalarini ochib berdi.

Kalit so'zlar: shakllantirish, intellekt, qobiliyat, fikrlash.

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DEVELOPMENT OF INTELLECTUAL ABILITIES OF STUDENTS IN CHEMISTRY LESSONS

Annotation: The article examines those aspects in which the formation and development of the intellectual abilities of a student today is important when choosing the profession of a chemist. From the point of view of the need to solve problems in education, a definition of the concept of intelligence is proposed: intelligence is mental activity based on the formed algorithms of thinking mastered in the educational process, ensuring successful adaptation in various conditions. He revealed the functions of intelligence, which are manifested through intellectual abilities.

Key words: formation, intelligence, abilities, thinking.

Agar mamlakatimizda ta'lim tizimida ishlaydigan o'qituvchilar soni ko'payayotgan bo'lsa, demak, laboratoriya kimyogari, analitik kimyogari vakillari doimiy ravishda kamayib bormoqda. Bu holat ko'pchilik ta'lim muassasalarida o'qituvchilar laboratoriya kimyogari vazifalarini bajarishga majbur bo'lib, ularning bevosita vazifalaridan chalg'itilishiga olib keladi.

Kimyoviy tahlil laboratoriya yordamchisi - har xil moddalarni: rudalar, neft va neft mahsulotlari, har xil turdagi po'latlar, metall qotishmalari, kislotalar, tuzlar va boshqalarni kimyoviy va fizik -kimyoviy tahlillari bilan shug'ullanuvchi xodim.

Laboratoriya yordamchisining asosiy faoliyati mahsulot sifatini, atrof - muhitni muhofaza qilishni va boshqalarni nazorat qilish maqsadida suyuqlik, gaz, bug 'va qattiq moddalarning ayrim namunalarining kimyoviy tarkibi yoki kimyoviy xossalari to'g'risida ma'lumot olish bilan bog'liq.

Kimyoviy tahlil laboratoriya yordamchisining asosiy vazifalari quyidagilardan iborat: - analitik nazoratga tayyorgarlik va namuna olish; - materiallarni tasdiqlangan usullar bo'yicha tahlil qilish; - ishlab chiqarish mahsulotlarining sifatini tekshirish; - atrof -muhitni analitik nazoratini amalga oshirish; - sintez qilingan moddalarni aniqlash; - eksperimental ishlarni rejalashtirish va tashkil etish; - optimal tadqiqot usullarini tanlash; - xavfsiz mehnat sharoitlarini tashkil etish[1].

Bu tabiiy, chunki, masalan, laboratoriya kimyogarlari sonining bizning mamlakatimiz o'qituvchilari soniga nisbati dunyoning rivojlangan davlatlariga qaraganda ikki yoki undan ko'p marta kamdir[2].

Kimyoviy-laborantning yo'qligi, faqat bir tomondan, ushbu ijtimoiy va professional guruhning muammoli holati bilan izohlanadi (kasbning obro'sining yo'qligi, juda og'ir ish uchun moddiy mukofotning past darajasi, og'ir mehnat sharoitlari, ko'pchilik ishchilarning fikricha, istiqbollar va boshqalarning yo'qligi). Boshqa tomondan, umumta'lim maktablari va litsey bitiruvchilarining ko'pchiligi o'z kasbiy burchlarini muvaffaqiyatli bajarish uchun zarur vakolatlarga ega emaslar[3]. Va bu holat ularning ta'lim muassasasida kasbiy tayyorgarlikdagi kamchiliklari bilan bog'liq. Talabalar kasbda rivojlanish va o'z-o'zini rivojlantirish imkoniyatlarini tasavvur qilishmaydi. Sotsiologik tadqiqotlar shuni ko'rsatadiki, kimyoviy yo'nalishdagi litsey o'quvchilarining katta qismi nafaqat bitiruvchilarga kontseptsiyasi va malakaviy xususiyatlari bo'yicha yangi munosabat materiallarini o'rganmagan, balki bu hujjatlar haqida ham bilmagan. Ammo aynan ularda kasbning obro'sini oshiradigan yangi istiqbollar taqdim etiladi[4]. Kasb - hunar ta'limi tizimidagi bu kamchilikni bartaraf etish uchun talabani davlat kasbini o'rganishni bashorat qilish va shu asosda ularning kasbiy rivojlanishini aniqlash uchun rag'batlantirish muhim ahamiyatga ega. Hozirgi vaqtda o'quvchilarning yarmidan ko'pi litseyda o'qishni faqat oliy o'quv yurtiga kirish sari qadam deb bilishadi[5]. Ta'limning yuqori pog'onasini rag'batlantirish mumkin, lekin litseylarda ishlamasdan, nisbatan cheklangan miqdordagi o'quvchilar uchun [6].

Shunday qilib, intellektual rivojlanish darajasi bilan belgilanadigan muayyan harakatlarning oqibatlarini bashorat qilish uchun litseyda turli vaziyatlarni tahlil qilish ko'nikmalarini shakllantirish muhim ahamiyatga ega[7].

O'rta darajali tibbiyot xodimlarini kasbiy faoliyatining o'ziga xos xususiyatlari bilan tayyorlashda intellektual qobiliyatlarni shakllantirish va

rivojlantirish zarurati namoyon bo'ladi. Laboratoriya kimyogari talabalar va talabalar bilan uzoq vaqt muloqot qiladi, ularga o'qituvchilarning ba'zi ko'rsatmalarini tushuntiradi, ularni o'qishga to'g'ri munosabatda bo'lishga undaydi. Bu vazifani muvaffaqiyatli bajarish uchun etarlicha yuqori psixologik tayyorgarlikka ega bo'lish muhimdir[8]. O'quvchilarga yoki talabalarga ijobiy ta'sir ko'rsatish, mehnat jamoasida qulay muhit yaratish qobiliyati hissiy intellektning shakllanish darajasi bilan belgilanadi. [9].

Intellektual qobiliyatni shakllantirish va rivojlantirish umumiy ta'limning asosiy vazifalaridan biri bo'lib, litsey o'quvchilarining aksariyati o'qish davomida oladi. Kasbiy faoliyatning o'ziga xos xususiyatlari litsey o'quvchilarining intellektini shakllantirishni eng muhim vazifa sifatida belgilab qo'yganligi sababli, intellektni shakllantirish o'rta maktab o'quv jarayonining etakchi yo'nalishlaridan biriga aylanishi kerak deb taxmin qilish mumkin [10].

Shu bilan birga, adabiyot va amaliyotni tahlil qilish o'quvchining intellektual qobiliyatini shakllantirishning ob'ektiv zarurati bilan quyidagi qarama -qarshiliklarni ochib berishga imkon beradi. Bu quyidagilarda o'z ifodasini topgan:

- "intellekt" tushunchasining o'zi va shunga muvofiq "intellektual rivojlanish", "intellektual qobiliyatlarning shakllanishi" tushunchasi hozirda noaniq tarzda aniqlanganligi bilan[11];

- ta'limning barcha bosqichlarida o'quvchilarning intellektual qobiliyatlarini rivojlantirish modellarining etarli darajada ishlab chiqilmaganligi[12];

- ta'limda intellektual qobiliyatlarni rivojlantirishning taklif etilayotgan kontseptual asoslari, yo'nalishlari va tashkiliy -pedagogik shartlarining nomuvofiqligi[13];

- litseylarda o'quvchilarni o'qitish xarakteri, hajmi va natijalariga qo'yiladigan talablarning tez -tez o'zgarib turishi[14];

- o'rta maxsus kasb -hunar ta'limi mazmuni bo'yicha davlat standarti talablariga muvofiqligini ta'minlash va faqat vaqt o'tishi bilan shaxsiyat xususiyatlarini rivojlantirish maqsadida o'qituvchilar tarkibining katta qismini talabalarni o'qitishning an'anaviy usullariga sodiq[15].

Yuqoridagi qarama -qarshiliklar muhim pedagogik muammoni - talabalarni turli darajadagi ta'lim tizimiga tayyorlashning pedagogik yondashuvlarini tushunish asosida, talabalarining intellektual qobiliyatlarini shakllantirishning kontseptual asoslarini ishlab chiqish va sinab ko'rish zaruratini keltirib chiqaradi. litsey, ushbu faoliyatning yo'nalishlari va tashkiliy - pedagogik shartlarini ajratib ko'rsatish. Bu muammoning echimi tadqiqotimizning mavzusini aniqladi: "Pedagogika oliy o'quv yurti talabalarining intellektual qobiliyatlarini shakllantirish".

Tadqiqotning maqsadi pedagogik universitet talabalarining intellektual qobiliyatlarini shakllantirish va rivojlantirishning kontseptual asoslarini, modeli va tashkiliy -pedagogik shartlarini ishlab chiqish edi. Tadqiqot ob'ektlari

pedagogik universitet talabalarining umumiy ta'lim va kasbiy tayyorgarlik jarayonidir.

adqiqot usullari va asoslari. Tadqiqot maqsadi va vazifalariga muvofiq nazariy va empirik darajadagi usullardan foydalanildi: - o'rganilayotgan muammo bo'yicha falsafiy, psixologik va pedagogik manbalar, har xil turdagi rasmiy hujjatlarni qiyosiy tahlil qilish; - nazariy va empirik ma'lumotlarni sintez qilish; - tizimlashtirish; - modellashtirish; - sotsiologik tadqiqot; baholash va o'z-o'zini baholash; - psixologik testlar; - eksperimental ishlar; - tekshiruvlar natijalari bo'yicha hisobotlar va ma'lumotnomalarni, yig'ilishlar, konferentsiyalarning yakuniy hujjatlarini, davriy nashrlarda nashrlarni o'rganish; - tizimli va tizimli yondashuv, tahlil, sintez, prognoz, kuzatish, tarkibni tahlil qilish, amaliy faoliyatni o'rganish usullari.

Ta'lim mazmunini va uni o'quvchilarga etkazish usullarini barcha fanlar (davlat, ish beruvchilar, talabalar va ularning ota-onalari, o'qituvchilar va o'quv yurtlari va tashkilotlari rahbarlari, umuman ta'lim tizimi) talablariga muvofiq o'zgartirish imkoniyati uchun.) ta'lim jarayoniga, aniqrog'i iloji boricha katta e'tibor berilsa, moslashuvchanlik printsiplari ham javobgar bo'ladi. Ta'limning mazmuni va usullarini nafaqat individual ehtiyojlarga, balki o'quvchilarning imkoniyatlariga mos ravishda o'zgartirish qobiliyatini belgilab, moslashuvchanlik printsiplari o'quvchiga yo'naltirilgan ta'limning real amalga oshirilishini ta'minlaydi. Bundan tashqari, moslashuvchanlik tamoyiliga muvofiq, talabalarni turli mutaxassisliklarga tayyorlashda ta'lim mazmunining bir xil bloklaridan foydalanish mumkin bo'ladi.

Biz strukturaviy-funksional modelga asoslangan tamoyillarni ko'rib chiqdik. Tibbiyot xodimlarini o'qitishda strukturaviy va funksional model quyidagi bloklarni o'z ichiga oladi: - tashkiliy va boshqaruv; - tadqiqot; - ta'lim va tarbiya; - diagnostik; - profilaktik.

Strukturaviy-funksional yondashuvni ishlatishning eng muhim sharti axborot-kommunikatsiya texnologiyalaridan keng foydalanishdir.

Eksperimental ish natijalari litseyda o'quvchilarning intellektual qobiliyatlarini rivojlantirishning taklif etilgan tizimi aqlning asosiy komponentlarini ishlab chiqadi, umumiy ta'lim va kasbiy fanlarning yanada muvaffaqiyatli rivojlanishiga yordam beradi degan xulosaga kelishimizga imkon berdi.

Xulosa. Ta'limning holati va rivojlanishidagi tizimli (ijtimoiy va tizimlararo) tendentsiyalar, shuningdek, kimyochi - laboratoriya assistenti, kimyogar - tahlilchi ijtimoiy va professional guruhidagi muammolar, ularning samarali professional faoliyatiga to'sqinlik qiladi va islohotlar zarurligini aniqlaydi. ta'lim tizimi. O'rta ta'limga talablar ortib borayotgani ko'rsatilgan - bu global tendentsiya. Umumta'lim maktablari va litsey bitiruvchilariga qo'yiladigan talablar O'zbekiston Respublikasi ta'lim tizimini isloh qilish bilan bog'liq yangi vazifalarga muvofiq taqdim etilgan.

Ko'rinib turibdiki, fanning hozirgi rivojlanish bosqichida "aql" tushunchasi ko'p jihatdan u qanday maqsadlar uchun ishlatilgani va bu ishlatishning nazariy asoslanishi bilan belgilanadi. Shu bilan birga, hozirda "razvedka" tushunchasining yagona talqini yo'q. Aql tushunchasining ta'rifi ta'lim sohasidagi muammolarni hal qilish zarurati kontekstida taklif etiladi: aql - bu ta'lim jarayonida olingan fikrlash algoritmlariga asoslangan, bu har xil sharoitlarda muvaffaqiyatli moslashishni ta'minlaydi.. Aql qobiliyatlari orqali namoyon bo'ladigan intellektning funktsiyalari ochiladi.

Pedagogika instituti talabalarining intellektual qobiliyatini shakllantirish va rivojlantirish tizimini amalga oshiruvchi pedagogik korpusning kasbiy faoliyati va bilimiga qo'yiladigan talablar, shuningdek, uning samaradorligini nazorat qilish ko'rsatkichlari to'plami ajratilgan.

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THE IMPORTANCE OF HORSERADISH IN CUTE AND BRONCHIAL ASTHMA

Annotation: This article provides some information about the importance of pepper in cough and bronchial asthma.

Keywords: dry and wet cough, bronchial asthma, chronic bronchitis, pulmonary tuberculosis, glaucine, ephedrine, aminophylline, shortness of breath.

Cough is one of the most common and common symptoms of respiratory illness. Direct itching of the airways (throat, larynx, larynx, bronchi) and the ends (receptors) of the pleural mucosa can cause coughing. Sometimes coughing occurs with discomfort and tension.. Cough is associated with the central nervous system (the center known as the cough center is located in the cerebellum). regulation of education ”. When you cough, you first take a deep breath, then the breathing muscles tense up, and the vocal folds in the throat close - high pressure builds up in the chest. A strong stream of air then blows out through the narrowed vocal folds with high pressure, expelling mucus or foreign bodies from the lungs.

Causes: Foreign bodies in the respiratory tract, as well as mucus, pus, and blood that are expelled when coughing.

Depending on the length and brevity of the cough, it is acute (in whooping cough), intermittent (in bronchitis), incessant, short (in pleurisy), according to the timbre of the sound - wheezing (when the throat is injured and hysteria), choking iq and voiceless (in inflammation and injury of the vocal cords), depending on the formation of sputum, cough is divided into 2 types:

1) Dry cough 2) Wet cough

Dry cough is common in laryngitis, tracheitis, bronchitis, bronchial asthma, dry pleurisy, and pneumosclerosis. This causes inflammation of the mucous membranes of the bronchial tubes, which makes it difficult to move sputum.

Cough with sputum:

1. Chronic bronchitis; 2. Sharp zotiljam; 3. Pulmonary tuberculosis; 4. Purulent lung tissue; 5. Bronchiectasis (dilation of the bronchial tubes)

At the same time, patients excrete 200.0-1000.0 mg of sputum per day.

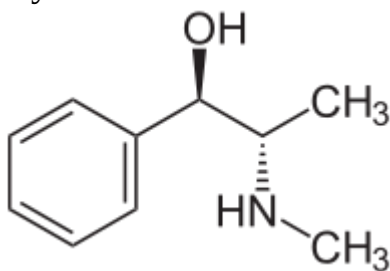
Chronic cough: 1. In chronic laryngitis; 2. Taracheitis bronchitis; 3. In bronchiectasis;

4. In pulmonary tuberculosis

When the vocal cords are damaged (tuberculosis, trauma, paresis), the cough becomes muffled due to compression of the excitatory nerve fibers. When the vocal cords become inflamed or swollen, the cough becomes muffled.

Cough chemicals:

1. Broncholine Shalfey. The drug is in the form of a syrup, the active ingredient is ephedrine (C₁₀H₁₅NO), glaucine. Ephedrine dilates the bronchi and relieves swelling. Glaucin stopped coughing. Adults can take 1 tablespoon 3-4 times a day, children 3-10 years old can take 1 teaspoon 3 times a day.



2.
Figure 1. Structure of ephedrine.

2. Kodelak. It is the most effective cough medicine. Contains codeine (C₁₈H₂₁NO₃). Adults take 1 tablet 2-3 times a day, in the form of syrup for children and can take up to 5 ml per day.

3. Synecode. As an antitussive agent, the active ingredient butamirad (C₁₈H₂₉NO₃) blocks cough, but does not reduce respiration. Adults can take 15ml 3 times a day before meals, while children 6-12 years old take 1ml 3 times a day. Children aged 3-6 years can take 5ml 3 times a day.

The role of ground pepper in the treatment of cough.

Peel a squash, grate it and put it on the breast for 2 hours a day. • Take 300 g of the root of the meat grinder, pour a liter of boiling water and infuse for 24 hours. Pass through a sieve, add 300 g of honey and bring to a boil over low heat. Then put in a glass jar and store in refrigerator. Drink two tablespoons 3-4 times a day for half an hour before a meal.

Drink 1 tablespoon of juice 2 times a day with a tablespoon of water. Mix the juice with honey (1: 3 ratio) and drink 3-4 glasses a day. A teaspoon of sebar is poured over a flower with a glass of boiling water and infused for an hour. Drink 3-4 glasses a day with the addition of pepper and honey juice (1: 3 ratio).

300 g of peppers, 1 kg of tomatoes and 50 g of garlic are passed through a meat grinder. One tablespoon is taken three times a day before meals.

If left untreated, coughing can lead to bronchial asthma. Bronchial asthma (Greek suffocation means shortness of breath)

It is a disease caused by chronic recurrent infections and non-infectious (atopic) causes. During its development, the bronchi change in a reactive state

and are expressed as immunological or non-immunological changes.

In the clinical course, the inner lining of the bronchi becomes inflamed and a large amount of mucus is released, which can lead to bronchospasm. ETHOLOGY: Heredity plays an important role in the origin of the disease. There are also factors that can cause the disease.

These are:

- Increased internal and external sensitivity of the bronchi
- Changes in the autonomic nervous system
- Disorders of the immune and endocrine systems
- Internal factors

Exposure to various foreign substances (allergens), climate change, agitation, severe fatigue are a group of external factors. At the same time, the amount of foreign substances in the body varies. These include primarily infectious allergens (viruses, bacteria, fungi, yeast, etc.) or non-infectious (dust, drugs, odors, certain foods, wool odors, insect and ant bites, etc.), chemical and mechanical substances (iron). - odors, trees, cotton dust, alkali, the smell of acids, etc.). The presence of weather (wet, dry), changes in temperature and air pressure are of great importance.

PATHOGENESIS - substances that degranulate cells, increase vascular activity, narrow the bronchi and have toxic properties:

1. Histamine; 2. Serotonin; 3. Bradykinin is released in large quantities. Increases the permeability of small blood vessels, leads to edema, serous inflammation and narrowing of the bronchi.

CLINICAL VIEW: 1. Breathing; 2. Dry cough; 3. Cough with difficult sputum sticky sputum; 4. Difficulty breathing; 5. Rise in body temperature; 6. Occasional seizures.

Examination of the patient reveals a forced position, red rashes on the body (ass), inflammation of the eyes and gums, difficulty breathing, bruising of the lips, hands and feet. The patient's chest is swollen and sputum-like.

DIAGNOSIS. The spiograph should be used to quickly calculate the volume of air expelled and compare it to the vital capacity of the lungs. During remission of the disease, a method of determining the sensitivity of patients to various infectious and non-infectious iodine substances is used (allergological test).

CHEMICAL PRODUCTS USED IN BROXIAL ASTHMA.

1. Euphyllin This drug is in liquid form and has an active ingredient substance aminophylline (C₁₆H₂₄N₁₀O₄) This drug is administered in a dose of 2.4% to 5 ml in adults, depending on the patient's condition, the doctor prescribes a dose.

2. Dexamithasone This drug is a suspension, the active substance is dexamithasone (C₂₈H₃₇FO₇). Patients are prescribed 1 ml of 1% by a doctor.

The importance of pepper in bronchial asthma. Take 100 g of peppers and garlic, grind and mix in a porridge. 150 g of butter and 600 g of honey are

heated in a little water vapor and mixed well. Store in a cool, dark place, with the lid tightly closed. Take one tablespoon a day, one hour before meals. Duration of treatment - 2 months. If necessary, the treatment is repeated in a month. Take 100-150 g of it through a grater and put it in a bottle, add two lemon juices and thicken. Eating half a teaspoon of this mixture every morning and afternoon brings tears to your eyes. There will be less aging in the coming days. Doctors say that the fewer the tears, the less mucus remains in the body.

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THE IMPORTANCE OF POTATO PLANTING PERIODS AFTER GRAIN CROPS AND ITS EFFECT ON POTATO FERTILITY AND VERTICELLIYOZ SAGGING DISEASE

Annotation: by choosing the right time for planting potatoes in the evening, the further cultivation of potato dressing will also lead to an increase in the quality of resistance of the potato plant to many diseases, both macro-and micro.

Keywords: Nav, agrotechnics, dressing, vegetative, crop, disease, potogen, micro organism, temperature, feed, field, growth period, seed, Bud, term.

Introduction: the role and importance of the agrarian sector in ensuring food security of the population on a global scale is increasing day by day. In particular, the rational use of the available resources and opportunities in our country, the guaranteed provision of the population with agricultural products, the further increase of productivity and competitiveness, the introduction of scientific achievements and modern approaches to the sphere is an urgent issue. The rational use of a Gro in Har is a mohum function for Har a dekhkan and fkrmer farms headmen. Bunda is mainly responsible for the correct selection of kegin repeated crops from autumn spike grain crops. Object and methods of research: before planting potatoes as a repeated crop should be selected nav. And this was determined on the basis of our studies that Sante, Binella, Condor, Marfona, Caratop, Arizona, Saviola, Picasso, Gala, Evolyushn, Mondial, Almera, Volare, Yarakli-2010, Spring-30 etc. are suitable.

This month, medium-sized and medium-sized varieties of potatoes are eaten. the work is carried out in farms located in the central regions within the period from 10-30 June. In the southern regions, 15-20 days after this, in the northern regions, it is recommended to plant yesa 15-20 days earlier.

In the preparation of land for the evening potato harvest is cleaned from the remains of the crop, laid out on the recommendation of organic and mineral fertilizers, the fields are plucked to a depth of 28-32 CM in a row, followed by scratches to a depth of 20-22 CM. Together with boronation, molalanib KRN-2,8 A is obtained and watered with the help of a softener. The fields of summer potatoes, which are separated as the

main land, are softened to a depth of 20-25 cm, then molted together with borona, and watering greens are obtained.

It is recommended to plant potatoes in a sn-4B Rotary device in the period when the field can be satisfied and irrigated areas, the earth can be reached, and the mechanism of sowing can be accessed. Potato endings grown for consumption are sown in the range of 70x25-30 cm or 90x20-25 cm.

The fields are watered 1-2 times according to the weather and Earth conditions until the seedlings are fully grown. As a result of watering, weeds also begin to grow intensively. For the purpose of their loss, it is of great importance to process mint with a round boron or a rotational boron between the rows and the top of the yegats 4-6 days after irrigation is an important measure. After 10-15 days after they have fully sprouted from the Earth, the plants are first treated with heksex, the range is softened to a depth of 15-16 CM, leaving a protective masofasi 10-12 cm. Then the yesa plant should be cleaned of weeds, lightly pitted between them. After that, it is recommended to feed the plants on the field with nitrogen fertilizer (2,8%) for the first time using krn-50 A rotary softener, and then watered satisfactorily. The second Kompleks processing (after bi-rinchi) is carried out 25-28 days later or in the period of Bud to the top of the plant.

To grow a crop higher than potatoes, the soil moisture before watering should be at least 75-80% compared to the saturated field wet capacity of the soil, so that the plant grows and develops well.

The soil moisture in the burlap soil is not less than 75-80 percent, the water depth is 50-70 CM. li layer wetlasi, potatoes per hectare from the account 450-600 m³, in marshy and Marsh-Meadow soils yesa should be watered accordingly ozroq norm. How many times watering potatoes is determined depending on what time of its ripening.

Late potatoes are eaten in the summer at the same time of the day warm. The field must necessarily be watered before or after the potato is eaten. the period of growth of the crop also begins when the air is at the same dry and the soil is overheated. The depletion period falls on autumn, at which time the air and soil temperature begin to decrease significantly, and by the end of the growth period, the precipitation-hair begins to fall. Therefore, in the evening potatoes should be eaten and watered as soon as the lawn appears.

In the evening, potatoes are watered in the growth period 8-10 days to a norm. With 2-3 weeks to harvest the harvest, watering is stopped.

Sizot Suyu is watered 12-13 times in the evening potatoes, sizot Suyu is watered 6-10 times in the earthy lands, where the chukur is located. Due to the fact that the growth period of their late sown for seeds is shorter, they are given one or two times less water.

The potato plant is extremely demanding on the main nutrient elements. In order to obtain a higher yield of potatoes, which is sown in the evening, it is recommended to give mineral fertilizers in the following quantities:

- when grown on soils of ancient irrigated brood, it is necessary to give 250 kg of nitrogen, 180 kg of phosphorus, 125 kg of potassium per hectare in pure form.

-when grown on Meadow, Meadow-marsh land, yesa is recommended to give 200 kg of nitrogen, 160 kg of phosphorus, 100 kg of potassium.

Organic fertilizer total: 75 percent of the phosphorus is recommended to give to the Earth before the main processing, the remaining 25% phosphorus, when the finished products with 50% nitrogen are fully grown. The remaining 50% nitrogen, potassium is given to potatoes closer to the plant during the period of torture. Potatoes are moisture-loving (especially during flowering and maturation), light-loving, somewhat frost-resistant plant whose buds at the end of the maturation in the soil begin to flour at 5-8°. Multiplies by endings and seeds. With the method of Meristema, the technology of obtaining seeds without a virus has been developed.

Diseases: sorrel disease-the diseased plant is sorrel, then it dries up more. When the plant is considered to cut off the stem the damaged flute tissue is brownish hue. The disease spreads more on a hot day; macrosporiosis-on the leaves appear dark spots of beetles. Then it will fold and completely cover the Leaf, such leaves will dry out. The disease also passes into the stem of the plant, forming from them elongated brown spots; black rot-PoA, as well as the lower leaves turn yellow, the upper ones are twisted in the form of a boat. Then the bottom of the stem darkens, thins, potatoes are not formed; ring rot-at the beginning of the disease, the potato Palatine is sagged, the end rot (when cut, brown ring rot is visible). Diseases such as potato nausea, Gothic, small leaves, twisting of leaves also cause serious damage to the normal growth, development and harvest of potatoes.

The measures for the Prevention of diseases include the correct Organization of crop rotation, the use of high agrotechnics and potassium fertilizers, the removal of crop residues and diseased plants, measures for the selection of seeds. In addition to these, against macrosporiosis, plants are sprinkled with 1% Bordeaux liquid, 0,3-0,5% copper chloride oxide solution and 0,5% syneb suspension. In seeds from abroad, sometimes phytophthorose triples. Against this, it is possible to use poisonous drugs that are used against macrosporiosis.

The symptoms of this disease, in which viral diseases of potatoes are common in Uzbekistan, are extremely variable. Most often on the leaves of potatoes there are mosaics, on the bun there are dark-green and light-green parts, one after the other, the leaves are twisted, sometimes thinned, almost spinning in shape. The height of the diseased plants decreases, and the midline of the poya is reduced. The root bud of the stem receives a burgundy hue, and these spots spread on the tops and branches of the paws. At the root, reddish-brown spots appear. Some viruses that harm potatoes are very stable, and they can be stored long in plant residues. From sick plants to health, some viruses pass through

working weapons, machines, equipment and equipment. The Virus is stored in the remains of the plant and damages the potato sprouts planted the next year through the roots. In the field, the virus spreads from the weeds infected with Mosaic to the potatoes.

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SOCIAL MECHANISMS IN INCREASING EMPLOYMENT

Abstract: The article explores the social mechanisms influence enhancement of women's employment. The social aspects of rural women's employment have been explored through accurate sociological research.

Keywords: Social mechanisms, effective employment of women, sociological research, gender equality, respondents.

1. Introduction. An effective social mechanism for enhancement women's employment is a set of elements that form the demand and supply of female labor force. This mechanism develops new factors of high-performance labor including social factors that have a certain effect on the supply and demand of the female workforce. Woman is a mother, a worker, an employee and a housewife, the women need a comprehensive support to combine this double burden. It is necessary to examine this process at the level of gender equality and facilitate not only employment in social production but also family problems and child rearing (see Rjanitsyna L.S.2000). Women's employment differs men's employment in two major ways. First of all, women generally earn less than men. Second of all, in many societies women are paid less than men, but they are often employed in unpaid family work. The social perceptions of the gender characteristics of women's labor and specificity in the distributions of labors are also influenced by regional factors.

The country has developed radical reform plans to improve the role of women in society and implement the necessary measures to ensure their employment. The President of the Republic of Uzbekistan noted that "there are many issues need to be solved in this area and it is necessary to strengthen the state social support for women and youth. It is sad that there are more than 13,000 women who are still living in difficult conditions and they have not been employed yet despite the practical measures taken this year".

2. Material and Methods. The main barriers of women's employment are divided into socio-psychological, economic, financial, organizational, demographic types and it addresses a number of issues that cause as a result of family affairs, child rearing, poor professional skills, the development of social infrastructure and demographic specificity and their solutions directly relate to comprehensive reforming of the labor market, management, organizational and material incentives.

There are many social problems among working-age women, such as family, housework and child-rearing, poor rural infrastructure, lack of pre-

school facilities, seasonal workplaces, poor housing, and low efficiency of public utilities in rural areas.

During the research, dialectic and systematic approach to the study of social systems and ratios determine women's employment status, unemployment, employment measures in the labor market, comprehensive assessment, accurate sociological research, comparative and comparative analysis, statistical and dynamic approaches and grouping methods.

The employment of women varies with its specific priority which is a complex socio-economic phenomenon that requires specific research. For researching general employment laws and principles are desirable to study, take into account and to rely on these principles. The research of effective employment of women also reveals the main objectives of this concept:

- Establishment of the volume, structure and proportion of demand and supply of women workforce is based on the real demands of the economy and the labor market;

- Regulating the supply and demand of women labor through labor relations, ensuring the development of balanced labor market and infrastructure, reducing the level of unemployment among women;

- Establishment of conditions for full realization of labor and entrepreneurial activity among able-bodied people, strengthening of public awareness about benefits and innovations created by the government.

It is worth to note that the investigations of women's employment provide not only with logical and functional disclosure but also the full disclosure of the regional features of the social mechanisms especially in rural areas. Reforms of the market economy of the Republic of Uzbekistan have affected the social status of women and created various difficulties, for ex, declining incomes, inadequate competition in the labor market, and insufficient level of qualification.

These differences particularly affected single-mothers, single-parent families and women with older family members. Women unemployment rates are higher than men. According to the Ministry of Labor and Employment, on average, the unemployment rate is 9.3% of the total economical active population in Uzbekistan. The women's unemployment rate is 13 % which means there are about 1 million unemployed women in Uzbekistan.

Despite the fact of all social and legal conditions for women's employment created in the country, the current situation in this area does not meet the requirements of modern economic development. In order to improve this situation, it is necessary to go beyond gender issues, most them cause general problems of formation and development of the labor market, market transformations and these issues are particularly affect to the women's employment rate.

Therefore, the laws of the Republic of Uzbekistan "On protection of women against pressure and violence" of September 2, 2019, "On guarantees of

rights and opportunities for women and men” serve as the basis for the development of government programs and strategies as an important normative document in the regulation of women's labor. The Law "On Guarantees of Rights and Opportunities for Women and Men" introduces gender-based social practices in all spheres of public life and activities, including politics, economics, law, ideology and culture, education and science. (See Collection of Laws of the Republic of Uzbekistan №36 2019. September 9, p. 23-24)The study of these mechanisms also highlights the following specific issues for women living in rural areas as well as in UN Convention on “Elimination of All Forms of Discrimination Against Women”.

3. Results and Discussions. Accurate sociological studies based on the sociological assessment of social mechanisms conducted a research to explore the problems of effective social employment of rural women in Kashkadarya region, Kitab, Shahrisabz, Samarkand, Pastdargom, Urgut, Beruniy, Ellikkala, Karakalpakstan, Pakhtakor and Zarbdor districts of Jizzakh region. The objectives of these studies are: To find out the exact situations (age, education, marital status) of unemployed women in rural areas, the causes of unemployment, the main conditions of their employment, the main sources of income, the main factors of preventing employment and entrepreneurship, and measures to reduce women's unemployment and to gather recommendations on the use of the most appropriate and optimal social mechanisms. All of the selected respondents were women, with 19.5% of those aged 16-17, 28.2% of those aged 18-30, 25.5% of those aged 31-49, 16.2% of those 50-60 years and 9% - 8% of those were over 60 years old.

Those who participated in the questionnaire: What kind of labor do you do? are following: 37.4% of those answered to use unskilled labor, 32.5% of those answered to use manual labor and mechanized labor, 24.2% are mainly employed by mechanisms of skilled labor, 3.2% of those with fully mechanized labor, 2.4% of those acknowledged to work in different places.

4. Conclusions. Thus, based on the results of a specific sociological study, we need to implement the following measures to increase the employment of rural women:

- Expanding the network of rural services for the most active employed women;
- Development of textile enterprises (sewing of carpets, etc.);
- Processing the establishment of agricultural service enterprises;

Implementation of these measures will undoubtedly improve the employment of rural women and will allow their work arise to the qualitative new level.

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ROLE OF READING TASKS FOR THE DEVELOPMENT OF COMMUNICATION SKILLS ON PRIMARY SCHOOLS

Annotation. Interest in reading arises when the reader is fluent in conscious reading and has developed educational and cognitive motives for reading.

A condition for mastering reading activity is also knowledge of reading methods, methods of semantic processing of text, possession of certain skills and abilities that should not develop spontaneously.

I believe that one of the options for improving the quality of reading in primary school is the purposeful management of learning to read.

Keywords: primary education, the subject of "reading", the concept of modern education, speech competence, the "knowledge" component, the "development" component, communicative culture.

Primary education is regulated by the Law of the Republic of Uzbekistan "On Education" and the "National Training Program". One of the most promising and priority areas for modern primary education is the development of the individual on the basis of education in the spirit of universal and national values, that is, the process of education aimed at educating a comprehensively developed person.

Today, one of the most important issues is the organization of the primary education process, which combines elements of education. The way of teaching children of primary school age and assimilating elements of national and universal education from them should be put into practice. In this regard, national moral education, spiritual, mental and national delicacy and physical education should be a priority at the primary level. At the same time, in the educational texts presented in the form of educational material, it is intended to inculcate in students in various forms the norms of moral and spiritual education and national subtlety, religious and universal values. [<https://fayllar.org/beginning-education-concept-i-beginning-education-basic.html>].

Educational tools are of particular importance in terms of further specification of the content of primary education. The "knowledge" component of the learning process plays an important role in this. The "knowledge" component is formed on the basis of the "development" component.

Development component. Development "is a key component of the whole learning process. What does this mean for reading lessons in elementary school? First of all, in the science of "reading" it means making changes, that is, improving the essence, methods and techniques of science. It should be noted that this stage of development also includes independent practice.

Second, the formation of a competent reader who is able to obtain the necessary information from books (printed and screen text) and apply the acquired knowledge in practice becomes an integral part of literary reading. At the same time, the formation of reading ability in young school students begins in the process of forming reading techniques during the period of literacy teaching (reading lessons).

Speaking about the possibilities of using technology in the first stage, reading fiction presented in various book formats, including screen formats (visually), we emphasize once again that in our opinion, no type and method of children's reading should be abandoned. "The electronic version of children's books, which has been rejected by many, should not be banned, but should be skillfully combined with different types and forms of reading. In this case, the direct participation of adults serves to form a harmonious personality of the child" [8, 59].

"Study in a group." Such a model of teaching requires a certain professional activity from the teacher, within which he:

- ☐ Helping students find the information they need;
- ☐ Correcting student misbehavior;
- ☐ provide scientific assistance when needed;
- ☐ organization of work in groups; express opinions, create and maintain a positive psychological environment in the group;
- ☐ Contribute to successful professional self-determination and personal development.

Fourth, the impact of students' moral development and upbringing on education in primary school can be seen.

By competent student, we mean, first of all, the following:

- ☐ Literate, cultured student who can understand literary texts of different genres;
- ☐ knows how to communicate them in a broader life context;
- ☐ can use information from the text for various purposes.

Special attention should be paid to extracurricular activities in literature, which "... helps to form the student's personality, provides an understanding of literature as a means of preserving and conveying spiritual and moral values and traditions, good and evil., helps to form the notions of duty and honor, honesty, courage and justice "[6, 58].

You can shape such a person both in reading lessons and in extracurricular activities on this subject. However, such measures can be implemented systematically. For example, in the process of reading and

analyzing literature of different types and genres, a young student becomes acquainted with different types and characteristics of heroes, identifies motives for action and criteria for their evaluation by society. Such activities help the child to form a model of personal behavior in society, allow the person to develop and feel comfortable in society. Getting acquainted with folklore allows young students to reveal the basics of the way of life of our ancestors, to get acquainted with the history of our country, and lyric poetry as a unique literature encourages you to immerse yourself in the world of images and emotions. reflects core life values. The scientific and educational literature, first of all, reveals the basic laws of the relationship between man and nature, and convincingly proves with facts the impossibility of contradictions between nature and man on earth and in the world.

Communicative culture plays a leading role in the overall cultural and professional development of the individual and is certainly one of the priorities of education, considered as a special object of modeling pedagogical systems in the unity of their structural and functional components, the most important of humanities education provided as an integral part.

The development of communicative culture in primary school students is one of the important problems of primary school, because the development of communicative culture at the primary school age allows children to realize their potential more successfully.

At the current stage of development of pedagogical science in the psychological and pedagogical literature, the concept of "communicative culture" is associated with the concept of "communicative skills", the ways of its formation are described in psychological-pedagogical and methodological works.

The study of this problem is especially important because children's speech at primary school age is still not formed, it is this period that is conducive to the development of an individual's moral qualities, including communication culture and its components, cultural behavioral skills and abilities.

The problem of developing a communicative culture in young school students is solved in the educational process, which includes both the learning process and the educational process.

Thus, communicative culture can be one of the conditions for successful adaptation of the child's personality to the life of society and therefore deserves comprehensive study and analysis, the problem of developing communicative culture in primary school students is not yet fully understood.

Communicative culture is a set of knowledge about the laws of interpersonal communication, the ability and skills to use their tools in different life and work conditions, personal communicative qualities.

Communicative culture is a part of an individual's core culture that ensures that he or she is ready to define his or her life, to establish a harmonious

relationship with the reality around him or her. It is a means of creating a person's inner world, the richness of its content, a means of solving the problems that arise [7].

The stages of development of teachers' school communication can be summarized as follows:

Step 1:

- readiness of students to participate in classroom communication;
- answer the questions in full;
- Ask questions based on the content of the problem or topic;
- question and answer interpretation;
- sending messages;
- Speak logically and consistently.

Step 2:

- simplicity and clarity of speech;
- practice the ability to make your statement understandable to everyone;
- be able to express their ideas figuratively, vividly and concisely;
- be able to use examples to prove an idea;
- use rhetorical questions;
- ability to communicate with a partner and interlocutor;
- Ability to adjust the volume and speed of speech.

Step 3:

- ability to have a group conversation;
- ability to continue the conversation;
- ability to communicate constructively;
- ability to build and conduct a debate;
- Ability to participate in conferences, games and tournaments.

In the process of developing a communicative culture, it is important to follow these steps, drawing students' attention to the rules and norms of cultural communication between people who are accepted in society.

The key to success in the modern world is communicative activity, good adaptation to social reality, social competence and the ability to interact effectively with people and manage different communication processes.

Therefore, one of the main tasks of a teacher in primary school is to bring up not only an educated, well-rounded person, but also a communicative person.

From the above, we can see that the development of communication skills in primary school students has its own characteristics. They are characterized by a change in the child's thinking character, memory and attention with the onset of learning activities, a new position in society; learns new rules of behavior; encounters a new way of interacting with adults for the first time, understands the system of business relationships.

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THE EFFECT OF REMOVABLE PROSTHESES ON THE ORAL MUCOSA

Annotation: The review presents clinical, morphological and cytological changes in the mucous membrane of the supporting tissues of the prosthetic bed on the impact of removable dentures, theoretical and clinical aspects of these problems, as well as possible solutions in orthopedic dentistry using materials with shape memory.

Keywords: prosthetic bed, removable dentures, materials with shape memory.

Removable dentures are combined irritants that have a mechanical, chemotoxic, sensitizing and thermally insulating effect on the mucous membrane of the prosthetic bed (MMPB) and its neuropeptor apparatus, the strength and nature of which depends on the physicochemical properties of the bases, design features, manufacturing quality and terms of use of the prostheses. The latter are manifested by burning sensations, tingling, dryness, pain in the area of the supporting tissues of the prosthetic bed, sometimes the tip and back of the tongue, lips and cheeks, which leads in a number of patients to the inability to use dentures.

Prosthetic stomatitis occurs more often in women, especially over 50 years of age, due to a decrease in the protective barrier function of the epithelium in the hard palate, less often the alveolar process of the upper jaw and very rarely the alveolar part of the lower jaw. At the same time, in the same patient, the location, intensity and area of inflammatory phenomena may vary. Recent studies have shown that the problem of the relationship between a dental prosthesis and a prosthetic bed has not lost its relevance in modern conditions. Clinically, focal inflammation when using removable dentures manifests itself in the form of single or multiple spot hyperemia, sometimes large spots that have no regularity in size and localization. As the process develops further, bleeding erosions and decubital ulcers, hyperplastic growths accompanied by soreness appear against the background of loosening and swelling of the mucous membrane. Superficial focal inflammation is more often localized in the area of the glandular zone, frenules, transitional folds and alveolar ridges. Decubital ulcers are located mainly in the area of transitional folds and along the "A" line, less often - alveolar ridges and hard palate. Papillomatous growths are more often localized in the central part of the hard palate. Diffuse diffuse

inflammation is characterized by the same clinical signs, but topographically and anatomically occupies the entire surface of the prosthetic bed, coinciding with its boundaries, has a cherry-red color, puffiness and looseness. MMPB inflammation without violation of the integrity of the epithelium is observed in patients using removable prostheses, as a rule, from 1 to 3 years. Erosions and hyperplasia in these cases develop in terms of 3 or more years, when there is a discrepancy between the surface of the base and the prosthetic bed. The causes of focal inflammation of MMPB are: poor fixation and balancing of prostheses, roughness, porosity, inaccurate correspondence of the basis to the relief of the prosthetic bed due to shrinkage and reduction by 0.02-0.5% of plastic during polymerization, which contributes to mechanical irritation, as well as macro-shifts and uneven pressure of the prosthesis on the supporting tissues during chewing. The etiology of diffuse MMPB inflammation is chemically toxic or allergic in nature. As noted by Vasilenko Z.S., technical measures to improve the quality of polymerization of acrylic plastics and reduce the amount of residual monomer in dentures are not very effective in patients with spilled chemotoxic inflammation of the supporting tissues of the prosthetic bed. There is an opinion that completely denies mechanical factors and indicates that inflammatory changes can also occur with high-quality prostheses, linking this exclusively with the general condition of the body.

MMPB inflammatory phenomena are promoted by poor hygienic condition, contamination of the surface of acrylic plastic prostheses by microorganisms and their waste products, which reduces local immunity. This circumstance creates a kind of focus of toxicoinfection, which can be the cause of pathological changes of a local and general nature in the patient's body. According to a number of authors, one of the main causes of intolerance to basic materials, irritation and inflammation of MMPB is a residual monomer - methyl methacrylate, contained in plastic in a concentration of 0.2-5.2% even with prolonged polymerization and remaining in the prosthesis for up to 12 months. Other components included in the basic plastics are considered relatively harmless and rarely cause allergic reactions due to the low concentration of their content (hydroquinone - 0.01%, benzoyl peroxide - 0.2-0.5%, etc.), and dyes, due to difficult solubility, are considered biologically indifferent.

In these situations, the clinical picture corresponds to contact chemical-toxic nonspecific inflammation, manifested in the form of hyperemia, spot hemorrhages, edema, feelings of dryness and burning, paresthesia of the mucous membrane of the oral cavity and tongue. In rare cases, the phenomena of intolerance to the basic material can manifest in the form of eczema, glossitis, swelling of the lips, acute dermatitis of the face and hands, bronchial asthma and other allergic conditions. It should be noted that one of the causes of inflammation of the mucous membrane of the prosthetic bed is the negative pressure under the basis of the orthopedic structure, which can have a damaging effect. There are atrophic and hypertrophic prosthetic stomatitis. In the atrophic

variant, atrophy, erythematosis of the mucous membrane on a large part of the supporting tissues are detected. Pathomorphologically, the surface of the mucous membrane is covered with a multilayered flat non-corneating epithelium, the spiny layer is thin, acanthosis may be observed in some areas. Lymphohistiocytic infiltration is observed in the connective tissue base. Sometimes macrophage cells are embedded in the thickness of the epithelium. With hyperplastic stomatitis in the mucous membrane, in addition to signs of productive inflammation, pronounced erythematous changes are noted, the foci of which are localized more often in the center of the hard palate and the top of the alveolar ridge, at the same time an intensive growth of yeast fungi is detected on the mucous membrane.

Microbiological examination of smears from the surfaces of removable dentures made of acrylic plastics, carried out in the near and long term after orthopedic treatment by L.M. Perzashkevich et al. (1984), showed that yeast-like fungi of the genus *Candida* were isolated in all patients, while their gradual increase was observed in direct dependence on the duration of use of prostheses. At present, considerable information has been accumulated and a sufficient number of papers have been published on morphofunctional features, histochemical and ultrastructural studies. Under the influence of removable plate prostheses, thickening of the epithelial layer and thinning of the own plate of the mucous membrane occurs within a period of 2 to 8 years. The cells of the basal layer become low-prismatic. The granular and horny layers gradually thin out and disappear. There is a pronounced picture of acanthosis. Epithelial outgrowths are very diverse in shape and size. Lymphocytes are found in the epithelium. In connective tissue, the number of cellular elements of the fibroblastic series increases, but the interstitial substance prevails over the cells. The number of infiltrates from plasma cells and histiocytes increases, their perivascular clusters are detected.

With an increase in the period of use of prostheses (5-8 years), the number of focal infiltrates from lymphocytes and plasma cells increases, which occur not only along the vessels, but also in other parts of the connective layer. Elastic fibers of connective tissue and blood vessels MMPB become thicker, coarser, some of them lose their continuity. In muscle-type vessels, the internal elastic membrane is hypertrophied. In the middle shell of the vessels, the number of elastic elements becomes less, and in adventitia it is more. The collagen fibers of the connective tissue are fragmented, mucoid swelling, hyalinosis, sclerosis, fibrinoid dystrophy. During the use of removable prostheses for 10 years or more, morphological changes in the mucous membrane of the prosthetic bed increase and are characterized by a different combination of atrophic and hyperplastic processes. The epithelial layer thickens unevenly, the horny and granular layers disappear. There are pronounced dystrophic changes in the cells of the surface layer (dyskeratosis, parakeratosis), which is often rejected. In these cases, the epithelium of the prosthetic bed is a narrow strip of loosened

basal and spiny cells infiltrated by lymphocytes. In some situations, there is an exposure of connective tissue papillae along with their hypertrophy and papillomatosis. In all areas of MMPB, a picture of chronic inflammation is manifested. The sizes of spiny cells increase, and their intercellular spaces decrease, the phenomena of acanthosis are everywhere expressed. Epithelial outgrowths reach a large size and a diverse shape. Epithelial pearls of varying degrees of maturity are found in the layer of spiny cells. Connective tissue is infiltrated by plasma cells and histiocytes. The number of collagen fibers in the connective tissue base increases with increasing terms of use of prostheses, they become thinner, fragmented, often hyalinized, their bundles are located randomly even in the papillae of their own layer. Elastic fibers tend to thicken and fragment. In the blood vessels of the muscular type, elastosis is noted. In the middle shell of the vessels, the number of elastic fibers becomes smaller, and in adventitia - more.

This shows that the installation of structures made of certain materials causes changes in the microflora of the mouth. Approximately 70% of patients develop stomatitis and signs of catarrhal inflammation. For this reason, doctors recommend regular visits for prevention, timely detection of the problem and treatment. With proper oral care, the risk of complications is significantly reduced.

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FORECASTING IN THE FIELD OF MUSIC EDUCATION: GOALS, OBJECTIVES, FUNCTIONS, «TECHNOLOGICAL» APPROACHES

Annotation: Uzbek pedagogy is today at a difficult, contradictory stage of its development. Experts' assessments of this stage vary significantly. Some believe that the current state of the domestic system of upbringing and education can be considered a crisis; others disagree with this point of view, preferring more calm, balanced, even optimistic assessments. Some talk about a profound reform of Uzbek pedagogy, generally positively characterizing the content and direction of these reforms; others object, insisting that there is, rather, the appearance of a content-structural restructuring of the domestic education system, rather than restructuring as such.

Key words: vocal school, piano school, genesis, artistic and creative pedagogy, education.

The article reveals, as in other spheres of life, the contradiction in pedagogy appears in the form of dialectical unity and interaction of opposites, falling under the principle of the universal interconnection of objects and phenomena of the surrounding world. It is the contradiction that serves in pedagogy as a source of movement, development, renewal of the essential foundations, types and forms of the corresponding activity, while at the same time possessing a pronounced specificity.

There are also differences in assessments of a number of trends characteristic of Uzbek pedagogy in recent years and associated with the approval of the principles of humanization, democratization, liberalization, diversification of education, etc.

Such a scatter of judgments and opinions about what is happening is quite understandable - this always happens at critical stages in the development of society and its individual institutions. This, however, does not mean that one should abandon attempts to comprehend the realities of time, to identify objective laws that determine certain metamorphoses in modern pedagogy. Not understanding these patterns, not having defined the "diagnosis" of the current situation, not identifying cause-and-effect relationships and relationships, etc. it is hardly possible to regulate the processes currently taking place in pedagogy. It is impossible, in other words, to optimize these processes, to direct them in the right direction. And what is no less important, it is hardly possible to foresee the further development of events - even in the near future. And this is fraught with

serious complications for pedagogy, because "predictive conclusions, supported by specific data, are extremely important to substantiate the need to transform the teaching and upbringing of young people, for specific decisions to further improve education" (IV Bestuzhev-Lada).

This work is devoted to the analysis of the processes that characterize the current state of affairs in domestic pedagogy. Treating the realities of today as a kind of prediction for the future (at least for the immediate future), the author sets as his main task to investigate the possible development of events in this area in the short and medium term, to identify the logic and priority directions of this development.

In the Uzbek scientific and pedagogical literature, the opinion is expressed that "even in the most solid prognostic developments devoted to global problems of the development of civilization in the XXI century (.), Educational forecasts are not paid practically any attention." (B.S. Gershunsky).

There is, of course, some exaggeration here. However, it must be admitted that the prognostic aspect in modern pedagogy is really poorly studied and requires special attention today. Both theory and practice of teaching need appropriate "contributions" and further development. Hence - the relevance of this work.

The research was carried out mainly on materials related to teaching music. In this regard, it is important to pay attention to the following: "art pedagogy" (which includes teaching music), for all its specificity, is an integral part (section) of general pedagogy. It would not be an exaggeration to say that many fundamentally important didactic positions and attitudes are refracted in it in a peculiar form. This is one side of the issue.

The necessary criteria and categorical apparatus can be worked out here only in the mainstream of multilateral, complex work; otherwise, they risk being more or less local, subject-specific, limited in their range of action. That is why the materials obtained in the context of musical pedagogical research should organically enter the mainstream of large-scale, transdisciplinary pedagogical research, acting as important structural components of the latter. The aforesaid defines the object, subject, tasks and tasks of this work.

Research object: the Uzbek system of musical upbringing and education in its dynamics, in its content and structural transformations, determined by the realities of time; in its internal relationships with other branches of pedagogical practice, more broadly - with the socio-cultural processes taking place in the modern Uzbek society.

The purpose of the study is to examine the current state of the Uzbek professional music education; identify the main trends and factors that determine the socio-cultural and psychological-pedagogical realities of the time; substantiate forecasts regarding the further development of Russian musical pedagogy.

- to analyze the evolution of doctrines and concepts that are important in the context of this work; to consider the genesis and historical and pedagogical prerequisites for the emergence of the main ideas that determine the current situation in the domestic system of musical education and training;

- to identify and systematize predictive approaches to musical educational processes in the short and medium term; substantiate the transdisciplinary status of forecasting in the field of education;

- to clarify the scientific and practical ideas about the advanced level of musical pedagogy; characterize and systematize the parameters that determine this level, analyze the ways and means of achieving it in teaching practice;

- to identify the contradictions that characterize the modern system of musical upbringing and education in Russia; consider various options for overcoming these contradictions, identifying the most promising of them; to develop specific methodological recommendations aimed at optimizing music lessons in professional educational institutions of the middle and higher level;

- check in the course of experimental work the main methodological and methodological provisions (guidelines, recommendations) developed in the course of this research.

Among the studies devoted to Uzbek pedagogy as of today, the works of A. Bodalev, V. Kraevsky, Vlednev, A. Novikov, N. Nikandrov, S. Smirnov, E. Shiyanov, etc. should be highlighted., characteristic of the current teaching and educational and educational system, the changes taking place in it are analyzed, the factors influencing these changes in one way or another are identified, the role of pedagogy in the integral structure of modern human science is determined. The studies of psychologists who consider a complex set of problems directly related to the teaching and upbringing of modern youth (A. Asmolov, A. Derkach, E. Krupnik, E. Levanova, B. Sosnovsky, D. Feldstein, etc.). Similar or similar scientific research on the material of foreign pedagogy and psychology has been carried out in recent years by A. Dzhurinsky B. Wulfson, M. Klarin, Z. Malkova; these and other authors in many ways enriched the ideas of Uzbek specialists about the processes taking place in the world at the turn of the XX-XXI centuries.

Turning to pedagogical prognostics, it should be borne in mind that in almost all cases it is not absolute, but relative. From this point of view, predictions (futurological research of all kinds and varieties) fall under the same universal laws as scientific truths. To go from the particular to the general, from the singular to the integral and complex, never considering this or that position as the Absolute - this is the only correct, scientifically sound way in predictive practice.

At the same time, it is necessary to distinguish forecasts for such indicators as "short-term - medium-term - long-term". In other words, pedagogical predictions and predictions can be calculated for a relatively short period of time, or they can be longer in their chronological range. It should be

noted in this regard that the shorter-term forecasts, the shorter the period of time that they cover, the higher the coefficient of their reliability and vice versa.

Pointing to the relative nature of the forecasts, to their incomplete "one hundred percent" reliability, it is necessary to take into account the fact that in a number of cases the forecasts are nevertheless amenable to verification. Thus, educational experiments in the field of teaching music, as well as other forms of experimental work (observations, pedagogical observations, polls, expert assessments, etc.) allow, in general, to judge the prospects and validity of many prognostic calculations and orientations.

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LINKING A MODERN INTERACTIVE METHOD TO THE METHOD OF AUDIO SLIDE PEDAGOGICAL TECHNOLOGY

Annotation: The modern method is steadily reforming the education system of the Republic of Uzbekistan, which has chosen the path of independent socio-economic development. Especially after the adoption of the Law "On Education" and the "National Training Program", the work in this area has become widespread. The emphasis on acquiring knowledge and skills based on the requirements of these documents has intensified. Due to this, new scientific and methodological approaches began to enter the education system.

Keywords: Method, education, introduction, process, educator, student, listener, feedback.

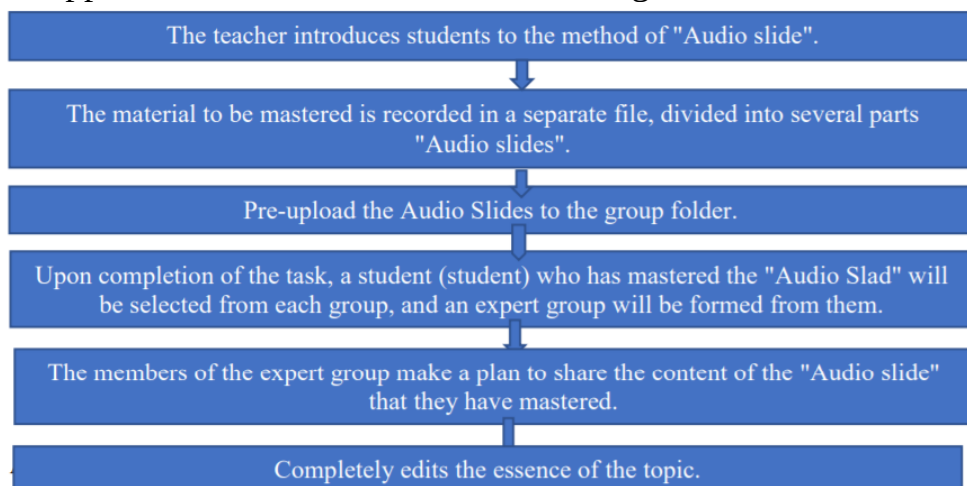
Expanding the scope of introduction of new pedagogical methods and information technologies in the educational process, the introduction of best practices in this area.

Appropriate, purposeful, effective use of interactive methods by teachers in the process of teaching and learning. provides ample opportunity to nurture their skills.

“SLIDE METHOD”

SLIDE - a white or color photographic image drawn on a transparent base (glass plate or film). (Photographic image from one side to the other) method allows the student to illuminate the essence of the topic by dividing a particular topic into several parts.

The application of the method in the training is carried out as follows:



АУДИО СЛАЙД ВОСИТАЛАР

Audio slide tools allow you to learn and master information through hearing and seeing. Nowadays, more and more audiovisual means are used, which are simultaneous means of hearing and seeing: movies and other audio-visual images.

In fact, in practice, a complex use of existing tools based on a creative approach can give the best results, depending on the existing conditions and situation.

AUDIO SLIDE COMMUNICATION TRAINING

This audio slide communication training is designed to help students think independently, express themselves freely, and develop a culture of debate in the classroom, usually in small groups.

AUDIO SLIDE COMMUNICATION TRAINING STAGE

Before the lesson, the teacher introduces the students to the rules of communication, discussion.

STEP 1 - The teacher determines the state of mastering the work of students in the course of the previous lesson. It raises the topic and assesses the level of mastery, taking into account the views of the audience.

STEP 2. - The listeners in each group will be provided with the necessary materials, evidence, examples, clear ideas, visual aids to prove their point, if possible, a video, articles, speeches of thinkers and scientists, etc. They choose one person from the group to defend, while the rest can add their own opinions. The teacher gives time to the group taking into account the preparation opportunities of the students.

STEP 3. - When the groups are ready to defend, the teacher gives the floor to one of the groups to defend (defense can be voluntary). The representative of the group, speaking on behalf of the group, begins to defend the topic given to them on the basis of prepared materials, evidence. When the group representative finished,

the rest of the group can comment further.

STEP 4. - At this stage, as in Stage 3, the teacher gives the floor to the next group member. The second group, like the first group, defends its subject. When the defense is over, the teacher moves on to the next stage of the lesson. During both defenses, the teacher tries as much as possible not to express his / her opinion and questions, not to ask questions, to manage the communication without favoring any group, the requirement to maintain order and conduct communication during the group defense, tries to achieve full compliance with the rules. At this stage, basically, the two groups will have to operate freely, independently.

STEP 5. - The teacher begins to ask students additional questions.

Questions asked by groups can be asked in order to further clarify the arguments, examples, opinions expressed during their defense, as well as to

further emphasize and prove the views of their groups and encourage others to agree with them.

The audience freely tries to influence everyone with their speeches, to approve their opinions. The teacher creates the conditions and opportunities for such a situation, that is, he leads the discussion sincerely.

STEP 6. -The teacher summarizes the opinions expressed by both groups after the questions, comments, and affirmative statements of both parties to each other and expresses his / her opinion and comment on the issue and tries to give the necessary answers to the questions received by the group listeners.

At the end of the lesson, the teacher concludes the lesson by analyzing the activities of both groups during the lesson.

The duration of this training is determined by the circumstances.

FROM THE INDEPENDENT PREPARATION OF STUDENTS NEXT LECTURE METHOD

Students will be fully provided with audio slides, social literature, lecture notes, hands-on activities, and other necessary materials. Materials related to the course process without abbreviating, we present the method of delivery to students with relevant proofs and a sufficient number of problem solving in the example of the following topics.

These audio slide topics were given to students for independent study at the beginning of the school year.

Stages of work:

1. Preparatory stage.

1. Lessons are conducted in an interactive way on the basis of strict requirements, students are taught to perform tasks systematically, to use modern computer technology, to work on audio slide methods, programs.

2. Students summarize the topics using the suggested resources.

3. Each student composes 5 questions using the basic phrases and control questions on the literature, especially the lecture slides.

4. Each student independently or using the relevant literature composes his own problem on the topic.

2. Regulation phase

1. The leader, together with the students of the small group, reviews the questions they have created and creates another new slide instead of the repetitive questions.

2. All leaders compare the lists of questions prepared together and add new ones instead of repetitive questions.

3. Issues created by students are considered and regulated in the same way.

4. Compiled questions and issues are reviewed by the teacher and corrected and supplemented.

5. A final list of structured questions and issues will be made.

3. Active phase

1. Students begin the exercise of answering structured questions aloud without stopping.

2. Begin the exercise of creating an algorithm for solving structured problems and solving it.

3. In addition to homework in practical classes, the above topics are asked one after another, and students are given points, taking into account the overall result. Misunderstood questions will be answered.

4. The final stage

1. The teacher entering the auditorium must first make the students stand upright as in the pamphlet, keep them upright for a moment after greeting them, stare at them and exert their spiritual influence, and only then allow them to sit down.

2. While the teacher is checking the audience's readiness for the lesson, visiting the students, filling out the journals, a beautiful student writes a beautiful letter in the right corner of the board, the date, the topic and its plan. It is better if the theme and plan are displayed on the screen using a technical tool.

3. The teacher directs the repetition of past and present lessons, linking them to new ones, explaining a new topic, and summarizing by constantly asking students questions (brainstorming) and getting answers from them. It is important to ensure that all students answer the questions in a chorus. If a student answers incorrectly, the overall tone is distorted and suddenly felt by the whole audience. This situation encourages the student to work better on themselves in the future.

4. Demonstration and demonstration materials are widely used in the lesson.

We called such an audio slide lesson "Lecture after independent preparation of students." If the audio slide is conducted in this way, it will be possible to deliver it to students in a short time without cutting a large amount of educational material, with relevant evidence and a sufficient number of examples and problem solving.

The study material is mastered by students at a high level of consciousness.

Students will develop the skills to work on the book and its text, to write questions and find answers to them, to formulate and solve problems, to develop logical, algorithmic thinking and oral speech. The ideas of collaborative pedagogy will be realized.

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IMPLEMENT OPERATIONAL ACTIONS USING DIGITAL CARDS IN SETTLEMENTS

Abstract: One of the priorities of state policy in the field of defense is to increase the effectiveness of protection of the population of our country from various emergencies. The role of the population in the process of population location and territorial organization, production facilities, and public relations with the environment is enormous. It will be necessary to take operational measures within. The article analyzes the complexities of the rapid (rapid) evacuation of the population to a safe area and what should be considered in the professional implementation of their evacuation without casualties and develops recommendations.

Keywords: Tactical characteristics, emergency, accident, catastrophe, natural disaster, weapons of mass destruction, reconnaissance, intelligence, digital card.

Introduction. The large-scale reforms being carried out in our country are of great importance for the security and peaceful life of citizens, including the military sector. There is a great need to use the latest generation technologies in the military to ensure the rapid and efficient operation of the industry. In the modern advanced foreign experience in the military field, new methods of using digital cards in the implementation of operational activities are widely used. In recent years, our country has also established cooperation with leading countries in the development of science and technology to increase the military potential of New Uzbekistan. In particular, in cooperation with the CIS countries, military field exercises, various military competitions, exchange of experiences are being carried out. The study and introduction of digital maps in the military field, along with increasing the strength of our National Army, will contribute to the development of the science of military topography.

The tactical features of the area are crucial in combat and emergencies, including in evacuating the population to a safe area. This, in turn, provides an in-depth study of the tactical characteristics of the place, and thus to achieve efficiency and superiority in combat situations. In a war situation, there is a need

not only to evacuate civilians but also to protect their homes from weapons of mass destruction, natural disasters, accidents, various catastrophes, to develop tasks of rapid and safe movement in the desired direction using maps.

Relevance of the topic. To increase the efficiency of the Armed Forces of our country, to develop effective tactical features that can be used in combat situations, an in-depth study of geographical conditions and settlements is relevant. By the 1990s, the threat of nuclear war had diminished, the use of biological weapons had been curtailed, new types of modern weapons had been discovered, and they were aimed at destroying economic facilities rather than being dangerous to humans. The amount of damage caused by various accidents, catastrophes, and natural disasters in the countries is also increasing. Of course, in such a situation, it is possible to turn the situation in a positive direction by considering all ways to eliminate the damage. Currently, there are interactive maps that are part of the digital maps to study the geographical conditions of the selected area and define the tasks in the area, which are characterized by the fact that you can specify the location, distance to the destination, and time to reach the destination. An interactive map helps you identify landmarks that are close to the area you are looking for on the ground, navigate in different directions, and resize the area. This card is effective in carrying out operational actions in emergencies. However, these interactive maps, like topographic maps, do not show the obstacles, road features that impede the movement of equipment in military operations or emergencies. The inability of the interactive maps to fully reveal the tactical features of the location does not ensure that the combat troops can perform the tasks assigned to them to the maximum extent.

The 3D maps created in the ArcGIS program are characterized by a clear representation of natural and anthropogenic barriers that are difficult to cross. It is important to accurately enter the dimensions of combat machines on 3D maps, to know the essence of the colors used in the graphics program, to pay attention to the mixing of colors. The reason is that the color in the observation and masking of the place hurts the complete study of the place. Of particular importance is the availability of officer cadres who can use 3D cards professionally. In general, it is important to provide military personnel who use cards professionally for combat operations and operational movement of the army in emergencies.

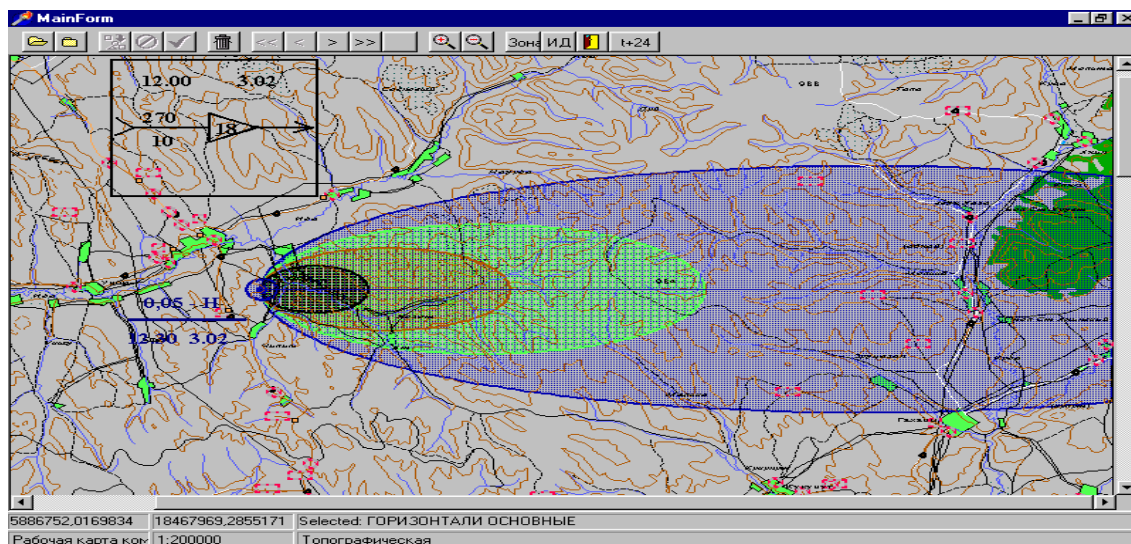


Figure 1. Distribution of radiation on a digital map as a result of the use of weapons of mass destruction on the ground (under the influence of wind)

It is necessary to have in-depth knowledge and skills in distinguishing the characteristics of natural and man-made phenomena in different emergencies, to make quick and clear decisions in the rapid evacuation of the population.

Research Methodology. Theoretical analysis, visual, comparative methods were considered in the study of the work, i.e., historical and modern combat situations were analyzed to more fully cover the tactical features. Maps published in historical and different years; topographic, digital, and three-dimensional maps were visually observed and compared with each other [1. P. 114].

To increase the effectiveness of the study of tactical features of the place, it is necessary to pay attention to the following:

- development of proposals for the selection of suitable positions for the army and equipment, depending on the location, depending on the facilities located in the area;
- effective implementation of topographic, aerial photography, digital relief maps with deep tapping, formation of a system of full location of troops and equipment in combat and emergencies, as well as in motion;
- Development of methods for studying digital maps for various geoinformation tasks based on location information: rapid movement in unfamiliar areas in combat situations, development of a scheme of movement in safe areas for evacuation, and ensuring its effectiveness.

Literature review (Level of study of the topic). Gulyamova L.X. The textbook of geoinformation systems and technologies covers theoretical and practical issues of geoinformation systems and technologies, cartographic bases, databases, features of digital data, specific features of the use of spatial data. There are also ways to represent the conditions of the place on digital maps, the following recommendations for relocating people in different areas:

availability and update of statistics on the evacuation of the population to a safe area in combat and emergencies, the launch of interactive maps to improve public services. Area modeling includes computerized memory of hazardous indicators for the population, including population location, social and economic indicators, daytime or school attendance, number and age of people living at night, availability of communications and transport, and evacuation-free movement patterns [2. P. 128].

Z. N. Tadjieva's textbook "Population Geography" describes the basic terms of population geography, geographical patterns in the distribution of the world's population, the natural growth and mechanical movement of the population, the characteristics of regional diversity. It also provides information on the number and composition of the population in the regions, the laws of reproduction, migration, location, settlements and their formation, types, and factors influencing the formation of urbanization, depending on local conditions[3. P.246]. From the point of view of our research, the main recommendations are given in the following recommendations for achieving efficiency in operational activities in combat and emergencies:

- the main trends in the evacuation of the population to a safe area in combat and emergencies - the increase in the spatial scale, dynamics, and resilience of combat operations - require the collection and processing of information describing the situation and necessary for the commander. In turn, such a process ensures that the commander makes the right decision on the spot;

- using topographic, digital maps, and satellite imagery to fully explore the location, the number, size, building material, schools, and hospitals that are close and safe to relocate will be studied;

- the general description of the evacuation area is studied: open area and level of intersection, conditions of passage, masking and observation, identification of the protective effect of the site and the scope of impact in the event of a man-made explosion, identification of objects, roads;

- the textbook studies the population, birth, migration, urbanization process as criteria, and considers it necessary to take into account these criteria in the resettlement of the population in combat and emergencies.

Analysis and results. Road networks passing through the mountainous areas of the Tashkent region of the Republic of Uzbekistan based on the above information and the data of the atlas of local lore of the Tashkent region; urban and rural buildings; vegetation and soil cover in mountainous areas were analyzed. To reach the designated area in a short time, it is advisable to use the following information on the road surface, the width of the road, and the shortest route to the destination.

Depending on the type of road surface and its condition, the average speed of movement of troops along the column on highways ¹⁹

<i>The coating type</i>	The average speed in km / h			
	The new coating	Renovated coating	With unrepaired coating and damaged areas	
			Up to 10% of the total road	More than 10% of the total road
<i>Cement concrete</i>	50	-	-	-
<i>Asphalt concrete</i>	50	40-50	20-35	10-20
<i>A mixture that binds gravel and small stones</i>	50	40-50	20-30	10-20
<i>Gravel and small stones</i>	40	30-40	20-30	10-20
<i>Rocky floor</i>	45	30-40	20-30	10-20
<i>The gravel laid on the road</i>	35	25-35	15-25	10-20
<i>A simple way (bed)</i>	30	20-30	10-20	5-12
<i>Uncoated (ground cover)</i>	25	15-25	8-15	5-10
<i>Made of wood</i>	25	20-25	8-10	5-6

Determining the speed about the width of the carriageway and two-way traffic of a fixed vehicle ²⁰

<i>Width of the road, m</i>	8	7,5	7,25	7	6,5	6,25	6
<i>Constant speed, km / h</i>	50	45	40	35	25	20	10

The total length of roads in the Tashkent region is 6.6 thousand km (including 5.9 thousand km of paved roads). By comparing the data in the table above and the paths through the map, it is possible to determine the speed of the combat technique in the future in the selected direction.

In a combat situation, residential buildings located on the ground perform the functions of defense, protection, and masking. Fire resistance and stability of the building material are some of the main requirements of building construction [4. P. 10]. The effect against firearms, artillery, and nuclear weapons was studied based on the building material. Impact wave and light radiation resistance The impact pressure on the building material is as follows: wooden buildings at 0.2 kg / cm², multi-story brick buildings at 0.35-0.45 kg / cm², reinforced concrete buildings at 0.6-0.8 kg / cm² will be destroyed. The windows, doors, and roofs of the building will be destroyed by a shock wave at 0.1 kg / cm². Also, in light radiation, wood materials start to burn at a light pulse of 5-8 cal / cm² and the duration of the fire is 40-60 minutes. The duration of the fire in plastered wooden buildings is 1.5-2 hours. Brick, stone, concrete buildings are highlighted on topographic maps in dark flame color, and the duration of the fire in these buildings is 2-3 hours[6. P. 30]. The shock wave resistance of these buildings will also depend on their location. Square-shaped

¹⁹ Ivankov P.A., Zakharov G.V. "Terrain and its influence on the fighting of troops" M., Military, 1969. page-23

²⁰ Ivankov P.A., Zakharov G.V. "Terrain and its influence on the fighting of troops" M., Military, 1969. page-28

buildings will be more resistant to longitudinally constructed buildings, a situation that can also be observed in urban defense[6. P. 30]. The shock wave resistance of these buildings will also depend on their location. Square-shaped buildings will be more resistant to longitudinally constructed buildings, a situation that can also be observed in urban defense [5. P. 86]. Of course, information about the buildings is analyzed through satellite images, i.e. information such as the number of apartments, the floor of the buildings, the distance between them must be entered into a digital map in advance.

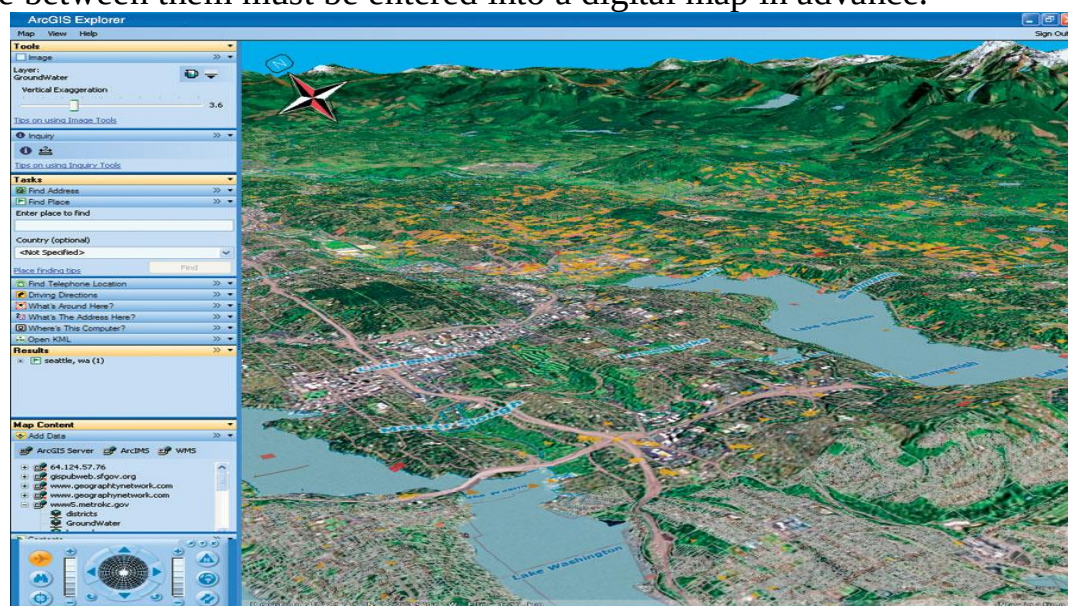


Figure 2. A digital card configured in ArcGIS

Based on the above information, a specific area is selected in the digital relief map created in the GIS program, on the three-dimensional map of this area can be visually analyzed the situation on the ground using the network analysis method, as well as develop protection measures in future situations. Using three-dimensional modeling in the research process allows you to describe the best realistic view of the place, the environment around the objects, and their location relative to each other.[8. P. 15]. It is advisable to use ArcGIS software to display all the details of the relief [9. P. 13], this program has a high advantage in the description of the relief with the ability to perform more than a hundred tasks compared to other programs, the development of plans of tactical tasks and the application of network analysis method to these works are performed on-site automated optimal solutions.

Conclusion/Recommendations. In conclusion, we can say that the full and effective implementation of the tasks set for the combat army can be achieved by studying the landforms that affect the tactical characteristics of the place in combat and emergencies. To do this, it is planned to use a digital model of relief, which clearly and visually demonstrates the combat situation, on a large scale in the region or selected areas (mountainous, hilly areas) and in

practice to conduct reconnaissance, location, rapid selection, and search of targets. Based on the above, we make the following suggestions:

- the continuous study of ground conditions in combat and emergencies from maps and available data, gaining professional skills in developing a scheme of movement to safe areas;

- military and working personnel have a certain period (3-5) years of experience to carry out communicative action in combat and emergencies;

- Establishment of exchange of experience to regularly learn the best practices of the world in this area;

- Our country is currently using satellite signals from other countries for rent, and the low number of satellites also reduces the accuracy of the data, which is why it is necessary to develop the field of space geodesy in our country;

- Focus on the development of innovations in this area, as well as the effective use of existing ones.

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PROBLEMS OF ORCHESTRA PERFORMANCE IN THE PRACTICE OF TRAINING SMUGGLERS

Annotation: The ease with which it invades the human mental world, rebuilds thoughts and feelings, forms a moral image - all this already in ancient times prompted the inclusion of music as a compulsory subject in the system of education and upbringing.

Key words: school of playing the double bass, the first double bass players, double bass, philharmonic society, high skill, professional musician.

Music also occupies a significant place in modern schools, both as a separate subject and as a means of teaching native and foreign languages for students of different age groups. Music has a great influence on any student, but music has a special methodological value for teaching adolescents.

Materials of the history of the contrabass art dedicated to contrabass players from different countries - soloists, accompanists of groups of the world's largest symphony and opera orchestras, teachers - draw attention to a certain stereotype of factual and biographical data. They invariably testify that in the person of the best double bass players there has always been a connection between performance and pedagogy. At the same time, the direct influence of this connection on the process of developing the capabilities of the instrument, its ascent to an equal position among other members of symphonic and chamber ensembles is clearly traced.

Therefore, in working with adolescent students, it is necessary to take into account the specifics of youth consciousness, their belonging to the youth subculture with their own value orientations and preferences, the main of which is love for rhythmic youth music. A number of studies have been devoted to the problems of using music in teaching foreign languages in relation to different age groups (from kindergarten to adult education) (Kitaygorodskaya, 1987; Aitov, 1991; Orlova, 1991; Achkasova, 1997, etc.). However, adolescence remained outside the field of vision of researchers, although it is this age category that is psychologically and methodologically difficult and requires a special linguodidactic study.

Teenage associations with their own group of values, often different from the established values of the "adult world", form a specific subculture, and a foreign language teacher who works in line with the comparison of the cultures of the native and studied languages should know well the specifics of the youth subculture, the center of which is undoubtedly the modern rhythmic youth

music. Music contributes to the fact that in a certain way, with the help of a pulsating rhythm, lead to the emergence of a new mental state, the effect of a certain altered state of consciousness (N.P. Bekhtereva, V.D.Shadrikov, etc.). Not to observe this phenomenon in a detached manner, but to try to use it for educational purposes for more effective teaching of a foreign language - this is the task facing a researcher dealing with students of adolescence.

In connection with changes in the political, socio-economic and cultural spheres of Russia, the labor market has sharply increased the need for specialists, including those of the middle level, who are proficient in foreign language as a means of intercultural communication and are well trained in the field of foreign language oral speech. When teaching foreign language students of adolescence, the specificity of this category of students is not sufficiently taken into account.

In this regard, the topic of our research, dedicated to teaching adolescent students a foreign language with the help of youth music of different genres, is presented topical and relevant.

Thus, the relevance of our study is determined by the following factors:

1) the increased demands of society in the 21st century for the quality of teaching foreign language students, including students graduating from an incomplete secondary school, to continue their education in secondary educational institutions;

2) insufficiently high level of foreign language of current graduates of incomplete secondary school;

3) the imperfection of the methodology of teaching foreign language oral speech in grades 8-9 of the school, built largely without taking into account the specifics of the specified adolescence.

The object of the research is the process of teaching foreign language oral (monologue) speech to graduates of incomplete secondary school.

The subject of the research is the methodology of forming the skills of monologic skills in the FL of adolescent students with the help of youth music.

In this work, we set ourselves the following goal: the creation of a scientifically grounded methodology for teaching foreign language monologue oral speech of adolescent students using thematic multi-genre screensavers of youth rhythmic music.

To implement the main goal of the study, the following tasks were set and solved:

- to characterize the cognitive styles of adolescents;
 - to determine the place of rhythmic music in the youth subculture;
 - to analyze the analytical component of musical and speech perception;
 - to identify universal "elementary" music that can turn a teenager from a passive listener into an active participant in a communicative musical act;
- select thematic multi-genre musical intros containing text and musical material and develop a universal algorithm for mastering it;

- to develop a set of exercises for teaching monologue speech of adolescents, accompanied by rhythmic music in the style of "rap", youth rock opera and musical;
- to select a dictionary of musical terms for the implementation of elements of musical-poetic and emotional-evaluative analysis;
- to select such musical screensavers to increase the psychological comfort of the educational process, protect the psyche of adolescents from overloads, which are not only a means of teaching IL, but, at the same time, an element of health-saving technologies;
- to experimentally test the effectiveness of the developed methodology in the practice of teaching monologue oral speech to adolescent students (grades 8-9 of secondary school).

The research hypothesis is formulated as follows: the process of teaching a foreign language oral (monologue) speech of adolescent students will be more effective:

- if the training will be carried out in an emotional polysensory environment with some altered state of consciousness, created in the foreign language lesson with the help of thematic musical screensavers of the modern youth subculture;
- if students complete a set of cognitive and communicative tasks of two types: exercises with short authentic monologic statements by adolescents, accompanied by rhythmic rap music; assignments for the development of textual materials of the libretto and arias against the background of music in the genre of rock opera and musical for the implementation of elements of musical-poetic and emotional-evaluative analysis in their monologues.

The theoretical significance of the research lies in the theoretical substantiation and development of the scientific foundations of the methodology for using youth music of different genres for the purpose of teaching monologue speech in the FL of adolescent students.

The practical significance of the work lies in the development and experimental testing of methods for teaching a foreign language monologue speech using thematic multi-genre screensavers for adolescent students studying English; development of recommendations for teachers of foreign languages; in creating a sound application - a series of thematic screensavers of different genres of music.

The following provisions are submitted to the defense:

1. The effectiveness of teaching a foreign language to students of mid-adolescence largely depends on the teacher's knowledge of the specifics of the youth subculture and his ability to use it for methodological purposes in the process of teaching foreign languages.
2. Authentic monologic statements of adolescents on the foreign language about the problems that concern them are methodologically expediently superimposed on rhythmic youth music in the style of "rap", and the main

musical theme of a rock opera and musical serves as the basis for teaching them the elements of musical-poetic and emotional-evaluative analysis.

3. The developed algorithm for working with thematic musical multi-genre screensavers is an effective means of developing a foreign language oral speech and a reliable health-preserving technique.

Approbation of work. The main provisions and conclusions of the dissertation research became the subject of the author's scientific reports, with which she spoke at the All-Russian scientific and methodological conference "Multilingualism of the North Caucasus and the problems of ethnolinguodidactics. Theory and practice of teaching foreign languages on the threshold of the XXI century "(Pyatigorsk, May 2001); at the All-Russian scientific and methodological conference "Theory and practice of teaching foreign languages and cultures in different conditions" (Pyatigorsk, May 2002), the International scientific and practical conference "Communication: theory and practice in various social contexts" (Pyatigorsk, June 2002.); at the intra-university scientific-practical conference "Some aspects of linguistic problems in the mainstream of humanitarian research" (Armavir, April 2001); at the regional scientific-practical conference "Actual problems of teaching foreign languages at school and university" (Armavir, April 2002).

There are 6 publications on the topic of the thesis. The developed methodological manual "Musical Teenagerese" - a series of thematic music screensavers for English lessons in the senior grades of schools, colleges, gymnasiums and other educational institutions is used in the practice of teaching foreign languages in schools. Pyatigorsk and Armavir.

The structure of the thesis. The dissertation research is presented on 194 pages of the main text, contains an introduction, two chapters, a conclusion, a list of used literature and an appendix.

The introduction substantiates the relevance of the research topic, outlines its subject, object, goal and objectives; scientific novelty and practical significance is determined; a hypothesis and basic provisions are formulated, which are submitted for defense.

The first chapter consists of 3 paragraphs and is devoted to the consideration of the theoretical foundations of the use of different genres of music in teaching a foreign language.

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BUYRAK-TOSH KASALLIGINI ANIQLASH VA DAVOLASH USULLARI

Annotatsiya. Ushbu maqolada buyrak-tosh kasalligi va uning kelib chiqish sabablari yoritilgan. Shuningdek, buyrak-tosh kasalligining zamonaviy tibbiyotda uretroskopiya, ukstrakorporeal zarba to'lqini litotripsiyasi (ESWL), perkutan nefrolitotripsiya va xalq tabobatida Astosh, Ayritosh, Oltin vodi, Shifo bosim, Antivir biologik faol oziq-ovqat qo'shilmalaridan foydalanish va davolash usullari haqida ma'lumot berilgan.

Kalit so'zlar: nefrit, pielonefrit, buyrak etishmovchiligi, buyrak-tosh kasalligi, xalq tabobati, shaftoli danagi, petrushka damlamasi, qora no'xat.

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METHODS OF DIAGNOSIS AND TREATMENT OF KIDNEY STONES

Annotation. This article describes kidney stone disease and its causes. Also, information on the use and treatment of urethroscopy, extracorporeal shock wave lithotripsy (ESWL), percutaneous nephrolithotripsy and folk remedies Astosh, Ayritosh, Golden Valley, Healing Pressure, Antivir biologically active food compounds in modern medicine of kidney stones' given.

Keywords: nephritis, pyelonephritis, kidney failure, kidney stones, folk medicine, peach kernels, parsley tincture, black peas.

Buyrak juft a'zo bo'lib, qorin bo'shlig'ining orqa devorida umurtqa pog'onasining ikki yonida joylashadi. Uning shakli loviyasimon, botiq yuzasi buyrakning darvozasi hisoblanadi. Buyrak arteriyalari kirib, buyrak venalari, siydik nayi va limfa tomirlari chiqadi. Bu yerda siydik chiqaruv yo'llari – buyrak kosachalari, jomlari va siydik chiqaruv naylari joylashadi. Buyrak biriktiruvchi to'qimadan iborat kapsula bilan qoplangan. [1].

Buyrak kasalliklari turli xil bo'lib, uning alomatlari ham turlicha:

- tanadagi shish, bel va boshda og'riq paydo bo'lishi, nafas qisilib, yurak urishi ko'tarilishi, qon bosimi oshishi — nefrit kasalligiga dalolat;

- yuqori tana harorati, terlash, mushaklarda og'riq, ko'ngil aynishi va qayt qilish, tez-tez hojatga chiqish va bunda og'riq his qilish, siydik rangining xiralashishi — pielonefrit alomatlari;

- buyrak etishmovchiligi, esa siydik ajralmasligi, bosh og'riq, ko'ngil aynishi, asab tizimi buzilishi, ko'rish qobiliyatining pasayishi, ich ketishi va qayt qilish bilan namoyon bo'ladi. Bunday holatlarda zudlik bilan shifokorga murojaat qiling.

- siydik rangining o'zgarishi, unda o'ziga xos hid paydo bo'lishi va o'tkir og'riq esa buyrakdagi toshlardan dalolat beradi [2].

Bundan tashqari, buyrak-tosh kasalligi inson organizmida moddalar almashinuvining buzilishi tufayli kelib chiqadi. Shuningdek, yetarli miqdorda suyuqlik ichmaslik sababli organizmda suv almashinuvining buzilishi, peshob yo'llarida paydo bo'ladigan infeksiyalar, peshob hajmi kamayib, tosh paydo qiluvchi moddalar miqdori organizmda ko'payganida, ba'zi dori preparatlaridan foydalanganda buyraklarda toshlar paydo bo'ladi [3]. Ko'pchilik golf to'pi kattaligiga etib boradigan katta buyrak toshlari haqida dahshatli voqealarni eshitgan, ammo aksariyat hollarda ularning diametri bir necha millimetrdan kam, shuning uchun jarrohlik amaliyotiga talab etilmaydi. Lekin, hatto kichik buyrak toshlari ham ikki kun davomida juda og'riq berishi mumkin. Bu esa buyrakdagi toshning kattaligini aniqlash va uni davolashga undaydi. Buyrak-tosh kasalligi qorin, bel va to's sohasida keskin og'riqlar berishi, ko'ngil aynishi, peshob rangining to'qlashishi, siydik ajralishining qiyinlashishi buyrakda tosh paydo bo'lganligini bildiradi.

Buyrak-toshlari paydo bo'lishining sabablariga yana quyidagilarni kiritish mumkin:

- Inson ingichka ichaklari juda ko'p kalsiyni o'zlashtirishi;
- Buyrak ratsionida kalsiy yoki boshqa minerallar juda ko'pligi;
- Inson tanasida buyrak toshlarini hosil qilish ehtimolini oshiradigan ma'lum bir kasallikni meros qilib olgan holatda bo'lishi.

Buyrak toshlari xavfini oshiradigan boshqa omillarga quyidagilar kiradi:

- Yetarli suyuqlik ichmaslik (ayniqsa yozda);
- Yetarlicha mashq qilmaslik yoki harakatsiz turmush tarzi;
- Gipertenziya, bu odamlarda buyrak toshlari paydo bo'lish ehtimolini deyarli 3 baravar oshiradi;
- Stress;
- Noto'g'ri ovqatlanish odatlari;
- Metabolik sindrom;
- Semirib ketish.

Buyrak-tosh kasalligining taxminan 85% i buyrak toshlari siyish paytida o'tib ketadigan darajada kichikdir. O'tish odatda birinchi alomatlardan keyin 72 soat ichida sodir bo'ladi. Og'riq qoldiruvchi vositalarni qabul qilish va kuniga kamida 6-8 stakan suv ichish, qo'shimcha ravishda yotishdan oldin va tunda ikki stakan suv ichish, odatda toshning osonroq o'tishiga yordam beradi.

Dori-darmon vositalari bilan davolashda tosh organizmda harakatlanayotganda sizga og'riq qoldiruvchi vositalar kerak bo'lishi mumkin. U o'tib ketgandan so'ng, toshlar yana paydo bo'lishining oldini olish uchun yana dori-darmon vositalari kerak bo'lishi va bunday dorilar o'z ichiga giyohvand moddalarni olishi mumkin:

- Nosteroid yallig'lanishga qarshi dorilar (NSAID);
- Qattiq og'riqni nazorat qilish uchun giyohvand moddalar;
- Allopurinol, giperurikemiya nazorat qilish uchun;
- Gidroklorotiyazid, I turdagi kaltsiy toshlari uchun;
- Sellyuloza natriy fosfat, I toifa kaltsiy toshlari uchun va ichakning so'rilishini kamaytirish uchun;
- Ortofosfatlar, III turdagi kaltsiy toshlari uchun.

Shuningdek, dori-darmonlarga javob ta'sir etmaydigan kuchli og'riqli bemorlarga, og'ir qon ketishi va doimiy isitma, ko'ngil aynishi yoki sezilarli siydik obstruksiyasi bo'lgan bemorlarga jarrohlik amaliyotlari tavsiya etiladi. Operatsiyadan keyin tibbiy yordam ko'rsatilmasa, toshlar 5 yil ichida bemorlarning 50 foizida qaytalanish holatlari kuzatiladi. Bunday davolash usullariga quyidagilarni kiritish mumkin:

- Uretroskopiya. Siydik chiqarish kanalining pastki uchdan bir qismidagi toshlarni aniqlashning diagnostik usuli.
- Ekstrakorporeal zarba to'lqini litotripsiyasi (ESWL). Shok to'lqinlari yordamida 1 sm gacha bo'lgan toshlarni parchalash uchun ishlatiladigan ambulatoriya usuli.
- Perkutan nefrolitotripsiya. Katta yoki zich buyrak toshlarini olib tashlash uchun jarrohlik muolajasi [4,5,6].

Shu bilan birga, shifokor tomonidan bemorning umumiy holatidan kelib chiqib, zamonaviy tibbiyotga yordamchi sifatida xalq tabobati usullaridan ham foydalanish mumkin. Bunday davolash usulidan hozirgi kunda keng ishlatilayotgan *Astosh*, *Ayritosh*, *Oltin vodi*, *Shifoi bosim*, *Antivir* biologik faol oziq-ovqat qo'shilmalaridan tartib bilan iste'mol qilish yuqori samara va natija olib kelishiga erishish mumkin. Shuningdek, quyidagi usullar ham buyrak-tosh kasalligini davolash va uni oldini olishda tavsiya etish mumkin:

1. Shaftoli danagi xalq tabobatida buyrak va qovuqdagi toshlarni yemirish va eritish xususiyatiga ega. Mag'zidan esa peshob haydovchi vosita sifatida foydalaniladi.

2. Abu Ali ibn Sino qovunning shifobaxshlik xususiyatlari haqida to'xtalib, uning salqin joyda quritilgan po'chog'ining damlamasi buyrak va qovuqdagi toshlarni maydalash xususiyatiga egaligini ta'kidlab o'tgan.

3. Buyrak, qovuq, jigarda tosh bo'lsa, qaynoq petrushka damlamasidan ichilsa, foyda beradi. Xalq tabobatida petrushka buyrak va qovuqdagi toshlarni eritib haydovchi va siyishni osonlashtiruvchi omil sifatida xizmat qiladi.

4. Xalq tabobatida buyrak og'rig'ini davolash uchun piyoz sharbatini shakar bilan aralashtirib, kuniga bir osh qoshiqdan 2 mahal ichish tavsiya qilinadi.

5. Abu Ali ibn Sino "Mayizli damlama buyrak va qovuq xastaliklarida ichib turilsa, yaxshi shifo beradi" deb aytgan. Buning uchun yarim litrli choynakka bir choy qoshiq quruq choy va yarim stakan mayiz solinadi. Qaynoq suv quyib, o'rab qo'yiladi. Keyin shu damlamadan 1-2 piyola ovqatdan oldin ichib turish tavsiya etiladi. Ushbu damlamani bir oy davomida iste'mol qilish buyrakdagi shamollashni qaytaradi.

6. Zaytun barglari antioksidant ta'sirga ega bo'lganligi uchun, buyraklardagi suvni haydashda ishlatiladi.

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MEDICINAL USE AND CULTIVATION TECHNIQUES OF NAMATAK

Annotation: The study of medicinal plants dates back to ancient times, and many scientists are still doing research. As a result, the fruits, flowers and other parts of medicinal plants are widely used in folk medicine and modern medicine. Rose hip is one of such plants, ascorbic acid is used in vitamin A deficiency, liver and gallbladder diseases, and in lowering cholesterol.

Keywords: Medicinal plants, rose hip, leaves, flowers, fruits, seeds, vitamins, ascorbic acid, nutrients, agronomic techniques for growing oils, unshudring's disease, etc.

Introduction.

Not everyone today knows that rose hip is used for many diseases. Peppermint is superior to synthetic drugs in its anti-viral and immune-boosting properties. Based on the following information, you can get acquainted with the useful properties of rose hip and cultivation techniques, methods of harvesting and drying fruits.

Rose hip (*Rosa*) is a thorny shrub 1.5-3-3, sometimes up to 6 meters tall, belonging to the family Rosaceae. The leaves have simple or complex lateral petals, which is located in a row on the stem. The petals are white, pink and red. The flowers are bisexual actinomorphic, pollinated by insects. The cup and the petals are 5 pieces. The fruit ripens in autumn. It is a fake fruit with many seeds.

The flesh of rose hip contains up to 18% of vitamins C, P, K, B vitamins and flavanoids, organic acids, sugars, pectin, nutrients, lycopene, salts of potassium, iron, manganese, phosphorus, calcium, magnesium. The seeds contain vitamin E and oils.

In folk medicine and medicine are used mainly its fruits and roots. A "pure" syrup is made from the flesh of the fruit, that is used in diseases of the liver and gallbladder. It reduces cholesterol levels. Vitamin A, an immune booster. The seeds are rich in vitamin E and fats. Caratolin is used for burns, topical wounds, eczema, skin diseases, ulcerative colitis and a number of other diseases. When in a cold weather, the amount of vitamin C in the fruit decreases.

There are 13 species of rose hip in Uzbekistan.

Rosa beggeriana Schrenk.

Rosa rugosa Thunb.

Rosa davurica Pall.

Rosa zangezura P. Jarosch.

Rosa canina L.

Rosa majalis Herrm.
(Rosa cinnamomea L.)
Rosa micrantha Smith.
Rosa tomentosa Smith.
Rosa acicularis Lindl.
Rosa fedtschenkoana Regel.
Rosa corymbifera Borkh.
Rosa psammophla Chrshan.
Rosa kokanica (Regel.) Regel..



Growing technology

Rose hip is a polycarpous plant with many seeds and fruits. According to the literature, the results of experiments show that rose hip seeds are among the most difficult to germinate. In fact, in nature, young shoots of this plant are rare. In Uzbekistan, rose hip seeds are harvested in the first half of August, when the fruits of the plant begin to turn yellow-red. The fruits of the plant are separated from the seeds and mixed with 1 part seed to 3 parts sand. The mixture is placed in a bag 60-70 cm deep, covered, moistened every 10-15 days and, if possible, once a month, the seeds are removed from the pit and re-buried with mixing. When seeds are stratified in this way, their germination increases. Prepared seeds are sown in autumn at a depth of 30-35 cm, fertilized with manure and phosphorus fertilizers, sown on flattened lands (in early spring), in furrows with a row spacing of 65-70 cm. Two or 55-65 cm furrows with a seedling spacing of 10-15 cm are sown with 3-4 seeds at a depth of 1.0-1.5 cm. Sprinkling 1 cm of finely rotted manure or wood chips on the sown seeds will also help retain moisture. At the same time it protects the seedlings from the cold. With the onset of spring, the first seedlings sprout in the first decade of March. In March, the plant is cleared of weeds and processed between rows. It is watered and cultivated 3-4 times a month. Feeding 50-60 kg of nitrogen per hectare in May-June and July promotes good growth of seedlings.

Due to the rapid spread of fungal powdery mildew on the rose hip plant, sulfur powder is sprayed twice a month from April onwards. Some rose hip plants can also be planted in rows.

To do this, the seeds prepared by the above method are sown in late autumn in November-December or in February, the soil is loosened by 5-8 m in length and 1.0-1.5 m in width, and the seeds are sown in February.

The seeds are sprinkled with rotted manure or wood chips 1.5-2.0 cm thick. When there is little rainfall, the fields are irrigated. Even after germination, the seedlings are fed with nitrogen fertilizers and watered frequently. In May, the seedlings are sprayed with sulfur powder. With good care, in the first decades of May, the seedlings will grow up to 10-15 cm in height, 6-8 leaves on the stem and 10-12 cm of roots. These seedlings are planted at 1.0-2.0 cm roots, 60-65 cm row spacing, 10-15 cm seedling spacing, watered and watered frequently.

10-15 days after planting, the seedlings are treated between rows, fertilized with nitrogen fertilizers and periodically sprayed with sulfur. Seedlings are cleaned of weeds in June and July and watered every 10-12 days. The seedlings will be ready in late autumn. Seedlings can be planted in autumn or early spring with a row spacing of 5-6 m and a spacing of 2-3 m. The wetlands will need to be controlled for fungal and viral diseases, fertilized with nitrogen fertilizers, and fertilized with organic fertilizers in the fall.

Methods of vegetative propagation

Vegetative propagation of rose hip species is more convenient than propagation from seed, and it is observed that they yield faster. In this method of propagation, cuttings are made from plant stems 30-35 cm long. They are tied up on three sides and buried in the ground. In early March, cuttings are planted at 70-75 cm row spacing and 30-35 cm seedling spacing. 10-15 cm of cuttings should protrude from the soil. The plant is well cared for two years. By the third year, in the first ten days of March, plantings are planted at a distance of 5-6 m and seedlings at a distance of 2.0-3.0 m from the prepared land. When planting, care should be taken to cultivate and harvest between seedlings and rows.

Irrigation is carried out near the furrows.

The soil in the furrows is irrigated vigorously until it is completely moist, then cultivated, and large weeds growing from the pits are removed by hand. It should also be borne in mind that the root system can be damaged when cultivation is carried out at a deep depth or with deep manual pruning. Where the root is damaged, the number of buds increases, which impedes the growth of the plant species, and the yield of the bush decreases.

The resulting tubers should be removed slowly. If its root system is well developed, it can be planted in place of dead seedlings. If the roots are not well developed and cut, they can be transplanted until they are well developed. With strict adherence to the recommended agronomic techniques, the variety will bear fruit in the second year after planting. Seedlings bear fruit in 2-3 years and later.

Rose hip stems grow for up to 5 years, after which they are replaced as they grow. Old stems are cut from time to time. Or every 6-7 years, all the stems of the crop are removed and the rejuvenated crop will start flowering and fruiting a year later.

Harvesting and drying of rose hip fruits

Rose hip fruits are harvested before they are fully ripe, turning red and freezing. Harvesting is not recommended when the crop is fully ripe (September). Ripe fruits are difficult to dry, and ascorbic acid levels have dropped dramatically as a result of freezing temperatures. Rubber or tarpaulin gloves can be used to pick the fruit.

An average of 1 ton of peanuts can be harvested from fertile fields. It is possible to collect 20-25 kg of peanuts every working day.

It is recommended to dry rose hip fruits in special drying devices at 80-90 ° C for several hours or in the cold on hot autumn days. Stirring is required from time to time during the drying of the fruit. Sun-drying can impair the quality of the raw material.

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COMPLEX TREATMENT OF HEMORRHOIDS IN PREGNANCY AND POSTPARTUM

Annotation: Hemorrhoids - a disease that arises due to the expansion of the cavernous bodies of the rectum as a result of the blood flow of venue. The most frequent causes of hemorrhoids in women are pregnancy and childbirth that have previously existing chronic constipation, pressure on the waters of the intestine from the uterus side, as well as an increase in pressure in the system of the carrier vein, etc. [1, 2].

Keywords: pregnancy, hemorrhoids, treatment.

Бавосил -бу тўғри ичак каверноз таначаларининг венулалар орқали қон оқиб кетишининг бузилиши натижасида уларнинг кенгайиб, катталашини хисобига пайдо буладиган касалликдир. Геморроидал тугунлар анус каналидаги ички тугунлар ва анус яқинидаги орқа пешоб терисидаги ташқи тугунлар шаклида жойлашган каверноз таначалар хисобланади. Бавосил ривожланишининг асосий омили тугри ичакнинг каверноз таначалар томирлар орқали қон оқимининг бузилиши, унинг дистал ва анал каналида кейинги гиперплазияси ҳисобланади. Геморройнинг юзага келишида ва авж олишида бир неча омиллар, шу жумладан инфекция омилларнинг таъсири, ирсий мойиллик, артерио-венноз шунтларнинг функциясини бузилиши, алкоголь, ўткир, аччиқ таомларни кўп истеъмол қилиш, чекиш, совуқ қотиш, корин ички босимини оширувчи сабаблар-хомиладорлик, узок давом этувчи йўтал, оғир юк кўтариш тик турган ёки ўтирган ҳолатда узок вақт ишлаш, семизлик, узок вақт ич кетиши, дефекация вақтида қаттиқ кучаниш шулар жумласидандир.

Аёлларда бавосил ривожланишининг энг кўп сабаби ҳомиладорлик ва туғруқ, олдиндан бўлган сурункали қабзият, катталашган бачадоннинг ичак деворларини эзиши, шунингдек, портал вена тизимидаги босимнинг ортиши ва бошқалар. [1, 2]. Статистик маълумотларга кўра, кўп туққан аёлларда геморрой бир марта туққанларга нисбатан 5 марта купрок учрайди. Бавосил ҳомиладор бўлмаган 7,7%, ҳомиладор аёлларнинг 25,7%

ва туғруқдан кейинги даврда 49,8% да учрайди. Ҳомиладор аёлларда геморрой кўпинча туғруқ ва туғруқдан кейинги даврда [4-6] мураккаблашади. Ташқи бавосил беморларнинг 10% да кузатилади [2, 3, 5]. Ҳомиладорлик даврида аёлларда тез-тез учрайдиган қабзият туғруқдан кейинги даврда одатда 3-5 ҳафта давом этади. Бу даврда айниқса оғрик зураяди. Геморрой икки шаклда намоён бўлиши мумкин: касалликнинг ўткир ва сурункали куриниши. Аслида, бу шакллар бир хил жараённинг босқичлари. Баъзи ҳолларда ўткир яллиғланиш перианал соҳанинг шишиши ва тугун некрози билан бирга келади. Геморрой тромбози проктолог назорати остида антикоагулянт терапиянинг бошланиши учун кўрсатма ҳисобланади. Касалликнинг сурункали кечиши такрорланувчи кон кетишлар, ички тугунларнинг чикиб қолиши билан характерланади.

Ўткир ва сурункали бавосилни консерватив даволаш: ўткир бавосил симптомларини бартараф этиш, асоратларни олдини олиш, сурункали касалликнинг хуружини олдини олишга қаратилган. Қўлланиладиган дорилар яллиғланишга қарши, аналгетик, гемостатик таъсирга эга бўлиши, каверноз таначаларда қон оқимини ва қон микроциркуляциясини яхшилашга қаратилган. Мақолада ҳомиладор аёллар ва туғруқдан кейинги даврда бавосилни комплекс даволаш ҳақида маълумотлар келтирилган.

Мавзунинг долзарблиги: касалликнинг этиопатогенези, ривожланиши, консерватив ва жарроҳлик даволаш усуллари, касалликнинг ривожланишининг олдини олиш ва асоратларни ривожланишига оид кўплаб ҳал қилинмаган муаммолар билан боғлиқ.

Аёлларда бавосил ривожланишининг энг кўп сабаби ҳомиладорлик ва туғруқ, олдиндан бўлган сурункали қабзият, катталашган бачадоннинг ичак деворларини эзиши, шунингдек, портал вена тизимидаги босимнинг ортиши ва бошқалар. [1, 2]. Статистик маълумотларга кўра, кўп туққан аёлларда геморрой купроқ учрайди. Бавосил ҳомиладор бўлмаган 7,7%, ҳомиладор аёлларнинг 25,7% ва туғруқдан кейинги даврда 49,8% да учрайди. Ҳомиладор аёлларда геморрой кўпинча туғруқ ва туғруқдан кейинги даврда [4-6] мураккаблашади. Ташқи бавосил беморларнинг 10% да кузатилади [2, 3, 5]. Геморрой икки шаклда намоён бўлиши мумкин: касалликнинг ўткир ва сурункали куриниши. Аслида, бу шакллар бир хил жараённинг босқичлари. Баъзи ҳолларда ўткир яллиғланиш перианал соҳанинг шишиши ва тугун некрози билан бирга келади. Геморрой тромбози проктолог назорати остида антикоагулянт терапиянинг бошланиши учун кўрсатма ҳисобланади. Касалликнинг сурункали кечиши такрорланувчи кон кетишлар, ички тугунларнинг чикиб қолиши билан характерланади.

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каверноз таначаларда қон оқимини ва қон микроциркуляциясини яхшилашга қаратилган.

Тадкикотнинг мақсади:

Хомиладор ва туғруқдан кейинги даврда аёлларда бавосил касаллигининг этиопатогенези, ривожланишининг барча таркибий қисмларига таъсир қурсатиш орқали диагностика ва даволашнинг замонавий усулларини қўллаш, бунинг натижасида беморларни даволаш самарадорлигини ошириш.

Текширув материаллари ва усуллари

Бизнинг назоратимиз остида 170 нафар бемор бўлган. Уларни 3 гуруҳга бўлинди. Ушбу беморлар хомиладор бўлишни режалаштираётган даврда проктолог кўрувига борган. Уларда ректоскопия, бармоқ билан қурув, колоноскопия текширувлари ўтказилган ва сурункали бавосил таъхиси қўйилган.

1-гуруҳ: 57 нафар бемор хомиладор бўлгунча сурункали бавосилни қўзғалишини олдини олиш учун даволанган. Хомиладор ва туғруқдан кейинги аёлларда бавосилни комплекс даволаш ва асоратларни олдини олиш учун назоратга 3 гуруҳ беморлар олинди.

Назоратдаги 2-гуруҳ: 58 нафар бемор хомиладор бўлгунча сурункали бавосилни қўзғалишини олдини олиш учун даволанишдан бош тортган ва туғруқдан кейин мурожаат қилган.

3-гуруҳ 55 нафар бемор хомиладорлик фонида бавосил касаллиги зурайган, туғруқдан олдин ва кейин кечки профилактик даволаш ўтказилган.

Шуни таъкидлаш керакки, хомиладор аёлларда бавосилнинг клиник белгилари намоён бўлиши аста секин кечади. Касалликнинг бошида анусда ноқулай ҳис-туйғулар пайдо бўлиб, айниқса дефекациядан кейин кучаяди. Кейинчалик оғриқ, бавосил тугунларнинг қўпайиши, қон кетиши, анал қичиши ва бошқалар каби аломатлар қўшилади. [6-8]. Туғруқнинг иккинчи даврида хомиланинг боши чиқаётган лахзада геморроидал тугунларнинг механик сиқилиши, айрим ҳолларда катта хомилалик ўзоқ вақт давомида кучанда ички тугунлар механик таъсир туфайли ашқарига чиқиши, қисилиши содир бўлади. Вена оқимининг бузилиши ва тўқималарнинг гипоксияси тўғридан-тўғри ректумнинг каверноз бўшлиқлар артериовеноз анастомозларни очиш учун қўшимча шароит яратади. Туғруқдан сўнг анус сфинктерининг босқичма-босқич қисқариши кузатилади, ички тугунлар камаяди ва мустақил равишда тузалади, аммо сфинктернинг тез қисқариши билан тугунларнинг қисилиши ва ўткир бавосил ривожланиши мумкин [5, 7, 9]. Сурункали бавосилнинг ўткир ва дастлабки босқичларида консерватив даво амалга оширилди. Терапиянинг мақсади оғриқ ва яллиғланишни бартараф этиш, ректумда қон айланишини нормаллаштиришдир.

Консерватив даво қуйидагиларни ўз ичига олади: ■флеботониклар ва антикоагулянтлар билан тизимли даволаш,

■ маҳаллий оғриқсизлантирувчилар

■маҳаллий резистентликни оширувчилар

Маҳаллий терапия мақсадида постеризан, гепатотромбин Гдан фойдаланилди. Постеризан билан маҳаллий терапия консерватив даволаниш учун зарур бўлган барча эффектларга эга: тўқималар регенерациясини яхшиловчи, оғриқ қолдирувчи, яллиғланишга қарши, маҳаллий резистентликни оширувчи ва қон томирлар деворини мустаҳкамловчи. Фармацевтика компанияси Dr. Kade томонидан ишлаб чиқарилган. Препарат икки шаклда мавжуд: малҳам ва шамлар. Малҳам эрталаб ва кечқурун таъсирланган терига ва шиллиқ қаватга, шунингдек, ҳар бир дефекация ҳаракатидан кейин юпқа қилиб суртилади.. Ректал шамчалар эрталаб ва кечқурун қўлланилди. Даволаш курси 2-3 ҳафта давом этди.

Ҳозирги кунга қадар препаратнинг ҳомилага зарарли таъсирини кўрсатадиган ҳеч қандай маълумот топилмади. Шу билан бирга, постеризан форте препарати, барча дорилар каби, ҳомиладорлик ва лактация даврида фақат шифокорнинг рецепти бўйича қўлланилиши керак.

Гепатромбин Г бу-анти тромботик, яллиғланишга қарши, тўқималар регенерациясини яхшиловчи комбинацияланган сиртга қўлланквчи препарат.

Таркиби: гепарин, преднизолон, полидоканол.

Гепарин – бевосита таъсир қилувчи антикоагулянт. Маҳаллий қўлланганда тромб шаклланишини олдини олади. Шишни, яллиғланишни камайтиради, маҳаллий қон айланишни яхшилайдди.

Преднизолон яллиғланишни, кичишиш ва ачишишни камайтиради

Полидоканол тўқималар грануляция ва эпителизация жараёнини стимуллайдди, оғрикни камайтиралади.

Гепатромбинни қўллашга кўрсатмалар: тромбоз, тромбофлебит, тендовагинит, веналарнинг варикоз кенгайиши. Маз кунига 2 маҳал суртилади. Даволаш курси 7-10 кунни ташкил қилади.

- Венотониклардан: Турбомикрон G- венотоник ва вазопротектор препарат. Веналар деворини тонусини оширади, димланишни олдини олади ва утказувчанликни камайтиради.

Таркиби 500 мг флавоноид, 450 мг диосмин, 50 мггесперидин кўринишида флавоноид.

Аёлларда ҳомиладорлик ва тугрукдан кейин бавосил касаллигини уз вақтида аниқлаш, унинг асоратларини олдини олиш учун тугри овкатлантириш, шахсий гигиенага амал қилиш, асоратлар кузатилганда юкорида кайд этилган маҳаллий давони куллаш ижобий натижаларга олиб келди.

Хулоса.

Аёлларни хомиладорлик вақтида бавосил ва унинг асоратларини олдини олиши долзарб муаммо ҳисобланади. Кенг қамровли профилактикани йўлга қўйиш ва хомиладор аёлларда касалликни ўз вақтида аниқлаш ва комплекс даволаш, нормал хомиладорликни олиб бориш ва бўлиши мумкин бўлган асоратларни камайтириш муҳим йўналиш ҳисобланади. Биз тадқиқотимиз жараёнида хомиладорлик ва эрта туғруқдан кейинги даврда бавосилни ва геморроидал тугун тромбозини олдини олиш учун комплекс чора тadbирлар ишлаб чиқилди. Улар:

1.Хомиладорликни режалаштираётган ҳар бир аёл проктолог кўрувидан ўтиш керак.

2.Хомиладор бўлгунча аёлларда бавосил бўлса кам инвазив усуллар орқали актив даволаш зарур.

3.Хомиладорликни 35-36 ҳафталарида туғруқ даврида ўткир геморроидал тромбозни олинди олиш учун комплекс даволаш зарур.

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ONTOGENETIC PECULIARITIES OF THE FORMATION OF THE ROSTOS-STERNAL COMPLEX IN ALLOXANIC DIABETES MELLITUS

Abstract: Diabetes mellitus, commonly known as diabetes, is a metabolic disease that causes high blood sugar. The morphofunctional active point in the formation of the chest is the sternocostal complex. Changes in the shape and functional structure of the chest affect the functional state of the chest cavity organs. The lack of data on the morphofunctional properties of the sternocostal complex leads to serious shortcomings and errors in the prevention and treatment of injuries and deformities in certain areas.

The study was carried out on 42 white laboratory rats weighing 150-200 g. The animals were kept in living conditions according to a standard diet (with food and water). For the study, the animals were divided into 2 groups.

The material for the study was the breast components of 7–14–21–30–45 days of age in young rats born to mothers with experimental diabetes. For histological analysis in the study, it was necessary to obtain a sternocostal combination of rats of the experimental group. The results of control and morphological studies of the sternocostal complexes in the offspring of experimental rats in the dynamics of growth of early postnatal ontogenesis showed that maternal alloxan diabetes leads to a change in the mechanism of development of the sternum during pregnancy and lactation of a mother with diabetes.

Key words: Chondrocyte, Sternocostal complex, experimental diabetes, rats.

INTRODUCTION

The morphofunctional active point in the formation of the chest is the sternocostal complex. Changes in the shape and functional structure of the chest affect the functional state of the chest cavity organs. The lack of data on the morphofunctional properties of the sternocostal complex leads to serious shortcomings and errors in the prevention and treatment of injuries and deformities in certain areas.

MATERIALS AND METHODS

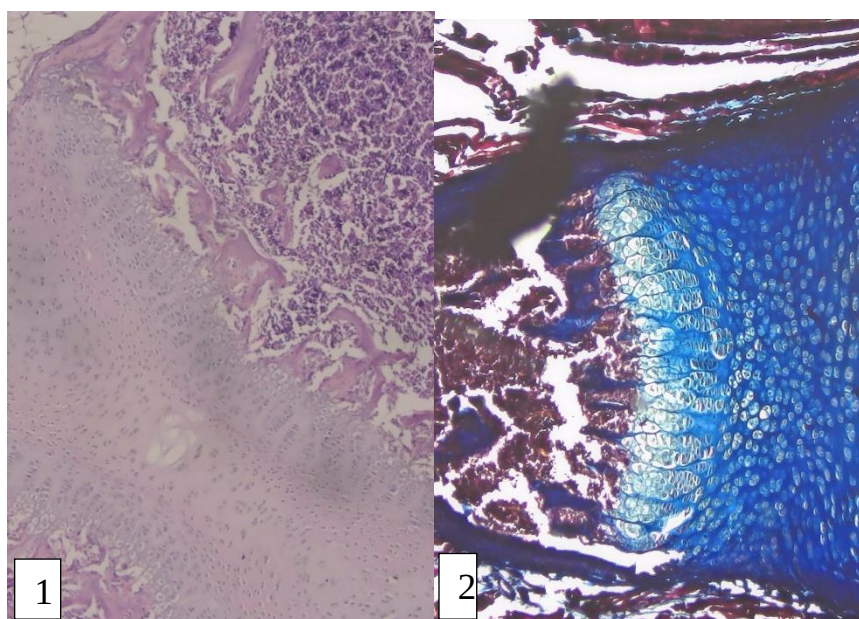
The study was carried out on 42 white laboratory rats weighing 150-200 g. For the study, the animals were divided into 2 groups. On the fifth day of gestation, the rats were induced experimental diabetes mellitus using the alloxan

model. In the experimental group, a mixture of alloxan 150 mg / kg was injected intraperitoneally by a single intraperitoneal injection.

The material for the study was the breast components of 7–14–21–30–45 days of age in young rats born to mothers with experimental diabetes.

RESULTS AND DISCUSSION

In fact, the growth zone in all bones plays an important role in the formation and growth of bones, so the state of the structures of the sternocleidomastoid ridge has been studied. In morphological examination for histological examination of the thorax regions of the sternum complex of rats in the initial period of observation, the normative formation of ribs in the control animal during this period corresponds to the observation period (Fig. 1).



Control. 45th day of observation. Experiment. 45 days of observation. Masson's

Staining method-hematoxylin-eosin. staining by the PIC method. Increased 200 times.

Magnification 200 times.

At a later date (45 days), chondrocytes have a spherical or round nucleus surrounded by cytoplasm. The growth zone is represented by proliferative cells, which are columnar and consist of 10-12 cells in each column. These chondrocytes differ from the adjacent columns by a clear set of fibrils oriented longitudinally along the layers of the main matrix material. In some chondrocytes of this zone, mitotic patterns were revealed. Specific cases of mitosis were revealed in rats of the main group [6]. Cartilage cracks are found between the columns of chondrocytes. In places, local dystrophic changes in chondrocytes are detected, the vascular wall thickens, fibrous structures decrease, and plasmorrhagic foci appear around the vessels (Fig. 2).

CONCLUSIONS

During the observation periods, the process of differentiation in the bone trabeculae slows down sharply, and therefore the range of the growth zone of the sternum expands in the distal and proximal directions. The data obtained indicate that during pregnancy in rats with maternal alloxan diabetes, the development of all structural structures of the growth zones of the sternocostal complex is delayed.

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TO DEVELOP STUDENTS' SKILLS IN SOLVING LOGIC PROBLEMS IN PHYSICS

Annotation: This article notes that the development of the logical doctrine in Central Asia had a direct impact on the formation of the worldview of Farabi, Ibn Sina, Ibn Rushd, Beruni and other progressive thinkers. The importance of using logic in physics lessons is shown, given the fact that in recent years logic has not been used enough in education in the formation of the scientific and intellectual worldview of students, quick thinking and mental abilities of students.

Keywords: logic, logic, reasoning, tabular method, graphical method, logical problems.

In academic lyceums, the role of physics in the formation of students' scientific outlook, understanding the essence of physical phenomena and laws through deep observation, increasing student activity and interest in science, and solving problems in computational work is of particular importance. It is known that in recent years, four methods (quantitative, qualitative, experimental and graphical) are used to solve problems in physics. Each of these methods is selected in such a way as to allow students to better understand the content of theoretical material, to memorize and apply physical formulas in the problem-solving process, to engage students in science by solving interesting problems in the classroom, to confirm theoretical data through experiments, used in the training process.

However, there is also a type of issues that are rarely used in the educational process in recent years. However, these issues teach students to think fast, to relate the laws of physics to each other, to consider interactions, to harden the mind, to make the right decisions in difficult situations. These are logical issues.

In the process of teaching physics, the academic lyceum system teaches students the laws of right thinking in the formation and consolidation of new knowledge about physical phenomena, laws and laws, concepts and quantities,

and through them to gain in-depth study and analysis of natural phenomena. the use of logical problems in teaching to do is the main goal.

Logical problems in physics teach students natural phenomena; reveals the content of knowledge of mechanics, electromagnetism, optics, quantum physics, correct (true) thinking in the study of physical concepts through the methods of induction and deduction, knowledge of truth, including observation and discussion of the laws that show the relationship between ideas.

A brief analysis of the scientific works of other scholars on the subject.

V.V.Sergeev in his research work "Development of logical thinking in solving problems in physics", G.G.Ruzavin "Scientific theory: logical methodological analysis" expressed his views on the development of logical thinking.

The first ideas about logic originated in the countries of the ancient East, especially India and China. In ancient Greek philosophy, the problems of logic were first considered to some extent in Parmenides' On Nature, in the aporia of Zeno of Eleusis, and in the teachings of Heraclitus. Aristotle describes logic as a science that "identifies unknown knowledge from known knowledge" and "separates true thought from false thought".

In Aristotle's doctrine of logic, reasoning takes the lead. The development of logical teachings in Central Asia had a direct impact on the formation of the worldview of Farabi, Ibn Sina, Ibn Rushd, Beruni and other progressive thinkers.

Tasks related to logic, like mathematics, are called "mental gymnastics". However, unlike mathematics, logical tasks in physics are fun gymnastics, which allows you to try and practice thought processes from an sometimes unexpected side. To solve them requires a quick mind, sometimes intuition, but does not require special ready knowledge, but the practice of thinking based on the acquired knowledge and experience. Even in the most complex logic problems, there are no numbers, vectors, functions. But here a method of mathematical and physical thinking is needed: the key is to understand and comprehend the logical task. The most obvious solution that always lies on the surface is not right. But in most cases, despite the confusing situation, solving a logic problem is a much simpler matter than it seems at first glance. The process of solving problems on logic is a separate science of mathematical logic and is called "formulaless mathematics".

Logic as a science was created by Aristotle as a philosopher, not a mathematician. And logic first emerged as part of philosophy, as one of the ways of thinking. In Analysis, Aristotle created 20 schemes of reasoning, which he called syllogisms. One of his most famous syllogisms is: "Socrates is a man; all people are deadly; in which case Socrates is doomed to death. Logic (from another Greek. Logic - speech, reflection, thought) is the science of right thinking, or in other words, the "art of thinking."

There are certain ways to solve logical problems: The simplest way of thinking in which logical tasks are solved. This method is the simplest method.

In the solution process, a method of thinking is applied that takes into account all the conditions of the problem in sequence, leading to a gradual conclusion and the correct answer.

A table method used to solve text logical problems. As the name suggests, solving logical problems involves imagining the state of the problem, managing the thought process, and creating tables that help draw the right logical conclusions.

The method of graphs is to come to a single correct solution by sorting out the solutions of the problems. In physics, this is used more in solving problems related to kinematics.

The block diagram method is a method that can be applied in programming and in solving logical problems. First, the operations (commands) are separated in the form of a sequence of block diagrams, and then the order of execution of these commands is determined. This is a program in the form of a block diagram, the implementation of which leads to the solution of the task. It is widely used in physics to solve problems related to the "laws of alternating current", to draw equivalent schemes¹ to find common resistances.

The billiard method is derived from the theory of trajectory (one of the sections of probability theory). To solve the problem, you need to draw a billiard table and explain it with the movements of a billiard ball in different ways. In this case, records of possible outcomes should be kept in a separate table.

Each of these methods is used to solve logical problems in different areas.

In the process of the academic lyceum system, it is effective to use logical problems to attract students' attention, develop logical thinking and intellectual abilities, and strengthen memory in the conduct of physics lessons.

Solving logical problems from physics involves a detailed analysis of the state of the problem, distinguishing between regularities, concepts and quantities, interactions between characters or objects, general and specific features, and contradictory relationships. Logical tasks for students, as a rule, all the events related to the life of famous physicists: for example, Archimedes, Newton, or Einstein's ingenuity, that is, the ability to perceive processes that we cannot even imagine or even imagine, the process of calculating how much gold was spent on making the king's crown, which Archimedes called "Eureka." It is accustomed to the discovery of the "law of universal gravitation", which means that in solving a logical problem it is necessary to feel the situation, see it visually and keep in touch.

The object of research. There was a need in academic lyceums to analyze the content of lectures on physics, practical laboratory classes, the content of textbooks and manuals on physics, to find interesting and easier ways for students to study physics, to explain natural phenomena as a whole.

Methods used in the study. The use of the following methods is effective in developing students' logical thinking skills:

- knowledge is formed using the methods of intuition, induction and deduction;

- through the processes of analysis and synthesis, the condition of the problem is revealed, its short description, the analysis of the answer is carried out and a single conclusion is reached;

- In the process of finding solutions to problems, the basic rules of the method of "mental attack" are followed, the skills of debate are formed;

- A comparative analysis of the educational process, the in-class and out-of-class activities of teachers and students, the attitude to the study of physics;

- Attention is paid to the problems of logical thinking in the curriculum of physics teachers.

The specific strategy for solving a logical problem can be summarized in the following five steps:

1. Focus and understand the essence of the issue.

2. Describe the interrelationships and connections between the physical laws that constitute the essence of the problem.

3. Solution planning.

4. Execute the plan.

5. Interpret and evaluate the solution.

The knowledge and thinking processes used at each stage will depend on the discipline of the students. Given the peculiarities of physics, we choose to define and interpret the five stages of the overall strategy for solving logical problems as follows:

1. Focus and understand the essence of the issue.

At this stage, you need to develop a logical description of the problem, first visualize the events described in the problem using a sketch, write a simple statement of what you want to know, remember the physical ideas that may be useful in the problem, and describe the approach you use.

2. Describe the interrelationships and connections between the physical laws that constitute the essence of the problem.

To prepare for a logical solution at this stage, first understand the problem correctly, first simplify the essence of the problem by describing it in terms of physical interactions, natural phenomena and necessary concepts, quantities, recall the quantities you want to find by naming certain mathematical parameters, using ideas, it is necessary to write an expression that shows how these physical quantities are related according to physical or mathematical principles.

1. Solution planning: At this stage, you turn the description of logical thinking into a set of expressions that mathematically describe the problem, using the ideas and suggestions gathered in step 2, you need to write a plan to see how they solve it.

2. Execution of the plan: At this stage it is necessary to plan, combine in a planned way to determine the optimal from the previous ideas and suggestions,

then relate all known quantities to each other, determine the numerical value of the desired unknown (target) quantity.

3. Interpretation and evaluation of the solution: Finally, it is necessary to check that the given question is really answered correctly and rationally, and to evaluate the result.

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MODERN RECOMMENDATIONS FOR IMPROVING THE ORAL SKILLS OF RUSSIAN-SPEAKING STUDENTS IN UZBEK LANGUAGE CLASSES

Annotation: The article discusses the need to develop students' literacy in oral and written texts in the state language, to create meaning in our language - to feel the primary feature, to understand that the future is the basis of a noble word in the development of all spheres of society. Teachers will also be given some tips to strengthen students' spelling skills.

Keywords: listening and comprehension, sound changes, capitalization, hyphenation, spelling dictionary analysis, syllable rules, spelling rules, conversation methods.

I know that whenever I communicate in another language I am improving in that language. But regardless of my level in a language, I'm satisfied with whatever I am able to do, since at one point I was unable to understand anything in the language. I also know from experience that my ability to speak and to pronounce well will only improve with time, as long as I remain alert to what I hear and read, and how I use the language.

Importance of listening

I mean as much as an hour a day or more, just about every day. I do this when I start out learning a new language. I also do this when refreshing in a language that has slipped. I listen in my car and while doing chores around the house. I listen while exercising or running. I rarely just sit down and focus on listening. I just listen "on the fly", taking advantage of "dead time" during the day.

Listening creates a body of experience for the brain. If the content is interesting, and the voice pleasing, listening creates an emotional connection with another language. Listening creates neural connections. Perhaps it is like the function known as mirror neurons, in that listening activates neurons in a way similar to speaking, or perhaps not, but there is no doubt that high resonance listening prepares me for speaking. It gives me phrases, improves my comprehension, lets me hear the pronunciation ever more clearly, and gives me momentum for eventually speaking. I put a fair amount of effort into searching out content that is high resonance, interesting, sufficiently challenging without being too difficult, and above all enjoyable. Typically I start with short, easier content and graduate to longer more interesting content. I also make sure that I have access to a transcript of what I am listening to so I can understand it. This

leads to the second important activity needed to develop the ability to speak well.

Read a lot different type of materials

So reading gives you words, individual words, and phrases, words in combination with other words. To express yourself you need words. To communicate you need to understand what the other person is saying, and this requires a large vocabulary, a large passive vocabulary. To have meaningful conversations with people, you need to understand what they are saying. This means that your passive vocabulary needs to be larger than your active vocabulary.

Of course you want to activate as much of your passive vocabulary as possible. But you will likely always have trouble using all the words that you know passively. You may be annoyed that you can't find words that you feel you know. But it doesn't matter. If you have the vocabulary and comprehension level to engage in lots of conversation, your speaking skills will gradually catch up and more and more of your passive vocabulary will be activated.

Most of my reading is at first limited to reading the transcripts or texts of whatever I am listening to. A lot of this is done on my iPad using LingQ. However, as I progress in the language, I develop the ability to read anything I want, albeit with a small percentage of as yet unknown words. At that point the listening and reading diverge. I engage in both activities independently. This just builds up my familiarity with the language, preparing me for effective communication.

Writing is a great way to start producing the language.

I have to confess to being too lazy to write much in the languages I am learning. About the only writing I do is with the dictation task that LingQ offers as one of the five review activities in each lesson. However, if I did take the time to write, I would improve my speaking faster. When we write, we have the time to look up words, to look up grammar rules, or word endings. We have more time to think things through. This no doubt prepares us for speaking. The difficulty is finding something meaningful to write about. If we do write, it is the activity of writing, rather than any correction of that writing, that is of greatest benefit, in my experience. So if you want to start speaking, maybe you should try to start by writing.

Speaking with partners and natives

To speak well, you eventually have to speak a lot. If you can find someone near you to speak to in the language you are learning, take advantage. If you have achieved a certain level in the language, you may have to go to the country where the language is spoken to get a lot of speaking experience.

If you aren't ready to casually converse with native speakers or are too anxious to attend language meetups, find a language exchange partner instead. This language exchange partner could be a friend who happens to be a native or

fluent speaker of your target language. It could also be a fellow learner interested in studying a language you're proficient in.

Aside from meetups, you can search for a language partner online through language exchange websites and apps, perhaps participate in some language exchange on Skype. You can also go on WhatsApp for language exchange to connect with like-minded language learners.

The great thing about online interactions is that they take away the social anxiety of being face-to-face, allowing you to discuss a variety of language exchange topics without the stress of small talk.

If this type of social interaction is just not your thing, you can always find a language tutor to help you with speaking, in addition to the rest of the language skills.

Failing that you can look for online language exchange partners of website where you can find online language tutors. I have used tutors at iTalki and at LingQ for this purpose. When I speak I don't worry about my mistakes, I even encourage my partner not to correct me while I speak. I just want to communicate. I immediately forget any corrections made during our discussions anyway. I do, however, appreciate getting a list of those words and phrases that caused me difficulty, for review after our conversation. I import these into LingQ as lessons. Sometimes the tutor records these lists for me, which is really great.

I am thus able to review words and phrases that I want to use, and struggled to use, in the context of a meaningful conversation. This is all high resonance material, and it brings listening, reading and speaking together, and ever so slightly moves me along towards my goal of speaking effectively in the language I am learning.

Effective communication, of course, doesn't mean perfect communication, nor error free communication. It just means communicating in a way that leaves both speaking partners feeling comfortable about the experience.

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THE OPPORTUNITIES OF ACCESSIBLE TOURISM FOR DISABLED PEOPLE

Abstract: This article describes the issues of the attitude and attention that need to be paid to a people with impairments in offering them some tourism services. Many organizations treat handicapped people with unfair discrimination, and the profits from this kind of tourism market are often underestimated. However, the analysis of niche market and the statistics demonstrate the true picture of possible profitable potential of handicapped tourists: the more the tourism destinations for disabled people are adapted, the higher the quality of this tourism destination will be.

Keywords: accessible tourism, disabled people, developed countries, limited mobility, opportunities.

Introduction

The growing population of elderly and disabled people around the world needs special support and services. According to United Nations (UN) statistics, 10% of the world's population is disabled. Currently, more than 50 million people have a disability in Europe and more than 600 million worldwide. More than 500 million people have physical, mental, sensory or mental deviation. World experience shows that tourists with limited mobility occupy an important segment of the tourist market. In Europe, approximately 70% of the total numbers of people with disabilities are unable to travel, both physically and financially. And 7-8% of foreign tourists in the world tourism market have a disability [1]. Disabled people want to travel just like any other healthy person. However, tourism products and services are generally poorly prepared to meet the needs of this group of people. Recently, the problem of tourism accessibility has often been discussed at International conferences for specialists in health tourism [2].

In Europe, much has been done to fully integrate people with disabilities into social life. For example, in Germany, the best conditions for the reception of disabled people have been created, and special routes have been organized for blind, hard-of-hearing tourists, wheelchair users, and Down children. Only wheelchair users are accepted here by 50 groups per year [3].

The purpose of this article is to describe the key concepts and opportunities for creating accessible tourism for people with disabilities. Tourism for people with disabilities is a relatively new and dynamically developing area of tourism. The social significance of tourism for special categories of the population is due, in particular, to the fact that the relative and absolute number of people with various types of disabilities is constantly growing. More people are taking advantage of the opportunity to travel, which means the tourism industry gets more visitors, longer stays, longer seasons, and regular income. Society as a whole benefits from new employment opportunities, increased tax revenue for the government, and an accessible environment for both residents and visitors.

Literature review

Accessible tourism (non-barrier tourism) is an activity that provides a tourist product, information, individual tourist services, taking into account the needs for access and organization of these services for people with limited mobility. Along with the term "barrier-free tourism", the definition of "Tourism accessible to All", adopted by the General Assembly in 2005 in Dakar (Senegal), is used, which is characterized as a service in the field of tourism for all categories of consumers, regardless of age, physical abilities of a particular person or the presence of a disability. And the main participants of accessible tourism are government agencies, tour operators and tour agents, representatives of tourism-related industries [3, 4].

Historical development of barrier-free tourism

With the growing role of humanitarian and social values, the rights of persons with disabilities have begun to attract more and more attention of international political and public organizations during the second half of the XX century. The beginning of organizational activities in the field of the development of barrier-free tourism and the realization of the rights of people with disabilities on an international scale dates back to 1958, when the first meeting of WHO experts on medical rehabilitation was held. In 1960, the International Society for the Rehabilitation of Persons with Disabilities was organized, which is a member of WHO and works in close contact with the United Nations, as well as with UNICEF, UNESCO and the International Working Bureau. From that moment on, the issue of the availability of social infrastructure facilities, transport became an integral part of the integration of disabled people into public life [4].

In the recommendations adopted at the 20th session of the UNWTO General Assembly dated June 11, 2013, the following definition was given: "Tourism accessible to all is a form of tourism that provides for a process of cooperation between the participants in the tourism process, allowing people with access needs, including those related to mobility, vision, hearing and cognitive functions, to function independently, fairly and with dignity by

providing them with the principles of universal design of tourism products, services and environments ”[5].

A research agenda for accessible tourism

Tourism was initially not an object of scientific research and in the public consciousness was perceived as the movement and temporary stay of people outside their permanent place of residence. The need for a clearer definition of tourism arose in the middle of the 20th century, when tourist flows increased significantly, as did their impact on the economies of countries. However, to date, there are not many studies that show the planning of accessible tourism from the point of view of disabled travelers. Some studies have conducted surveys of travelers with disabilities using the analysis of travel reviews of travelers with disabilities. A number of interviews with experts on accessible tourism were conducted to identify the most important priorities and current processes related to accessible tourism [6].

Darcy's research paper (2004) examines the rights of persons with disabilities and their travel experiences in Australia. The paper presents a detailed assessment of the scientific findings, explaining that tourism authorities and the industry limit the travel experience of people with disabilities. It summarizes the existing research on this topic, examines the state of the field concerning demand, supply, and regulation of industry practices [7]. Joint Research Center for Sustainable Tourism” Accessible Tourism: Challenges and Opportunities” provides a good introduction to accessible tourism research, structuring priorities, and recognizing past results [8]. Darcy and Dickson (2009) predicted that 30% of the Australian population will have access requirements at any given time, and most people will have limited mobility at some point in their lives [9]. While these findings are based on country-specific findings, they are highly relevant for other similar societies. A recent and comprehensive analysis of the easy access market was provided by the UK Tourism Review on Accessibility Analysis (Visit England 2010). The report makes a useful distinction between those who travel with “any disability” or with “any mobility impairment”[10]. The results of the study aimed at studying the current problems of accessible tourism using an online survey of respondents from 21 countries of the world showed that Asian citizens who have the desire to travel face greater financial restrictions and greater physical barriers, compared to people in richer countries. In the questionnaires, the majority were women (59%) than men, which is very close to the comparable Darcy questionnaire (Darcy 2009). Perhaps men are more reluctant to admit that they need help [11].

The results of the sample analysis showed a high level of employment among people with disabilities: only 30% of them were unemployed. In developed countries, several respondents noted that the reason for the restriction of their mobility was not caused by disability or age restriction of movement, but by overweight. Most respondents choose hotels from 3 to 5 stars, as they offer adapted rooms. The respondents comment suggest that the preference for

more expensive hotels is more likely due to the lack of availability of cheaper hotels than to purchasing power. The main reason for tourist trips was vacation time. In 24% of cases, business was the reason for travel, which again is consistent with the statement about the relatively good socio-economic situation of the sample. One of the biggest obstacles to travel is the lack of specialized staff in the field of accessible tourism and the ignorance of professionals. In addition, the most popular services at the destination are: airport transfers, accessible hotel reservations and accessible tours, and other services, especially wheelchairs of various types [12].

Legal aspects of tourism

Attention to the rights of people with disabilities became the basis for the development of barrier-free tourism, although international law addressed the issue of disability relatively late and passed a difficult path before the full rights and equality of opportunities were recognized for people with disabilities, including for barrier-free, unimpeded tourism. Unlike most of the documents previously adopted in this area, the Convention is not advisory in nature, but mandatory. This means that States parties to the Convention undertake obligations of a legal nature, the observance of which is monitored through the international mechanisms established by the Convention - the Committee on the Rights of Persons with Disabilities and the Conference of States Parties [12, 13].

Economic aspects of tourism

The literature extensively describes the economic aspects of accessible tourism, the expected benefits and losses of investing in and promoting accessible tourism in the future, various models of disability understanding and approaches to this topic, as well as practical technical aspects in implementing accessible tourism in various types of tourist destinations. There is an opinion that accessible tourism is a "low income". Because of the stereotype that people with disabilities have significantly less disposable income and are more likely to be dependent only from a pension. This argument has been used in the past as a deterrent to investment in accessible tourism, and as long as there are too few case studies that can be cited as examples of successful tourism businesses offering an accessible tourism experience [13, 14].

However, according to the latest statistics, the market for accessible tourism is constantly growing, making it clear that to ignore its potential is actually to ignore fruitful business opportunities. In Europe alone, the estimated revenues in this sector exceed 80 billion euros. Accessible tourism can be a competitive advantage, as is the case with the Divi Hotels resort on Bonaire Island in the Caribbean, which has become famous for being fully accessible, their presentation brochures including images with a ramp for access for those who travel in a wheelchair. Accessible tourism is already a profitable business in many parts of the world: in 2012, accessible tourism provided 3% of GDP (786 billion euros) in Europe; in Australia in 2003-2004, accessible tourism contributed about 15% of profits (approximately \$10 million) to total tourism; in

Germany in 2002-2003, the accessible tourism industry amounted to 2.5 billion euros; in the United States, annual disability travel brings in \$17.5 billion [15].

Conclusion

In this way, the future development of accessible tourism can help achieve the desired goal. The international competitiveness of accessible tourism is enhanced by improvements in human rights. Designing information systems and assistive technologies will be able to stimulate the development of "smart cities" to ensure equality of available places for a group of people with disabilities. Although people with disabilities in developed countries can participate in tourism activities, however, in less developed countries, lack of infrastructure and political instability create social barriers and poor economic development for people with disabilities. It is necessary to create direct political interaction between developed and less developed countries, to prevent a one-sided development project. Supporting continuous monitoring and policy analysis in the field of accessible tourism will enable the countries of the world to meet the needs in accordance with their standards in the future.

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REFUSE INTRODUCTION TECHNOLOGICAL PROBLEMS AND THEIR ANALYSIS

Abstract: The article analyzes the scientific and practical work on the problems of drip irrigation of agricultural crops, its advantages over drip irrigation. Based on the analysis of the work aimed at solving the problems, it was noted that there is a need for effective use of drip irrigation technology. This article provides an analysis of the results of existing scientific research, which is the basis of drip irrigation technology.

Keywords: Water, drip, irrigation, crop, agate, system, relief, technology, efficiency.

Introduction. Due to the fact that Uzbekistan is an arid region, agricultural crops are grown in the country on the basis of irrigated agriculture. It does not allow obtaining high yields without irrigation, drip irrigation is a relatively new method of irrigation used in agricultural practice, in which the crop is transferred in the form of drops using water filters, purified using special filters, the root system of the plant reaches local moisture. In intensive technologies for the cultivation of agricultural crops, i.e. in conditions where the size and quality of the crop depends on the determination of moisture and feeding regimes, the use of drip irrigation systems gives very good results.

Excess soil moisture after watering can lead to crop drowning, and the break between waterings dries up the soil and leaves the plant without water. On the other hand, drip irrigation maintains the uniformity of moisture in the root layer of the crop and its even development.

Drip irrigation has been used in Uzbekistan since 1975 as an experiment in the irrigation of orchards and vineyards. In the experimental farm SANIIRI (ISMITI) in the Zaamin district of the Jizzakh region, at first 10 hectares, then 200 hectares of vineyards, a drip irrigation system was created, developed in Uzbekistan. In 1993, the area of drip irrigation systems in the country reached 1134 hectares. In 1991-1992, a drip irrigation system based on Israeli technology was introduced at the Savoy state farm in the Andijan region for 1,000 hectares of cotton fields, of which 500 hectares were put into operation.

Materials and Methods. B. Djurakulov and Sh. in the barren meadow soils of the Surkhan-Sherabad steppe. Mirzaev conducted special studies of cotton in order to determine the effectiveness of various types of irrigation. To maintain soil moisture above 70-65% with respect to NPV, 5 times in cotton irrigation options, total 5545–5585 m³/ha, 10 times with drip irrigation, total 2945–3050, 10 times in film irrigation options, total irrigated 2140 –1840 m³/ha [3].

On the problem of efficient use of irrigation water in agriculture, many scientists, including Kh.A. Akhmedov, A.A. Rachinsky, S.M. Krivovyaz, F.M. Rakhimbaev, B.F. Kambarov, P.B. Arakelov, A.Kh. Sokhrakov, F.A. Baraev, M.Kh. Khamidov and others conducted scientific research [5, 6, 7].

Drip irrigation technology has advantages over other irrigation methods in terms of increasing yields and improving the quality of crops, saving water resources, reducing material and labor resources for agricultural activities, reducing the amount of fertilizers used for feeding crops, and completely eliminating soil leaching. Unlike other irrigation methods, drip irrigation creates optimal water-physical conditions for the plant in the developing soil layer, the plant receives water and physical substances when it needs it. It does not suffer from various stressful situations, and the plant spends its energy only on development and harvesting.

Results and Discussions. Given the shortage of water in Uzbekistan, the level of water supply has always been one of the most important factors in agricultural production. The positive results obtained in a short period of time have contributed to the rapid spread of drip irrigation in many countries of the world. This method has not attracted enough attention from land users in our country. There are many reasons for this, according to farmers, the main reason is the cost and complexity of the drip irrigation system, as well as the fact that the quality of the water intended for irrigation does not correspond to the drip irrigation technology (cloudy and turbid.). Therefore, due to the high cost and complexity of water-saving irrigation technologies, the President adopted Resolution No. PQ-4919 of December 11, 2020. The decree provides for the allocation of subsidies and loans to farms that have introduced drip irrigation technology. The modern drip irrigation system is used in the cultivation of many agricultural and horticultural crops. During drip irrigation, the space between the rows, called “ditches,” remains dry from start to finish, compared to conventional irrigation, where water is usually drained into a ditch [2, 9].

B. Turuspaev completed his thesis on the topic "Technology of drip irrigation of gardens on the slopes of southeastern Kazakhstan". In this study, we studied the dynamics of soil moisture depending on the volume of water supply and determined the water consumption of fruit plantations with drip irrigation, established the optimal size of the area with drip irrigation and the depth of moisture. completed., determine the shape and size of the humidification scheme depending on the volume of water supply, develop a

method for calculating irrigation technology and determine the requirements for the design of drip irrigation systems to ensure this technology, studied the effect of drip irrigation on the productivity and economic efficiency of gardens on the slopes of mountain terraces. [9].

S. Nurjanov "The regime of drip irrigation of cotton in the foothills" (on the example of the Samarkand region).

In research work on the development of cotton irrigation regimes in the foothills of the land, for:

determination of the optimal amount of irrigation, their distribution according to the stages of cultivation, watering and irrigation of cotton;

a number of scientific and practical studies have been carried out, such as determining the characteristics of growth and development, as well as the formation of the cotton crop depending on the irrigation regime [8].

In the dissertation of Z. Artikov on the topic "Irrigation and drip irrigation with a mixture of water and fertilizers with a mixture of water and fertilizers planted in the furrows of the Surkhan-Sherabad gorge", the introduction of drip irrigation to reduce cotton consumption. and increase the cotton harvest.

conducted a number of scientific and practical studies, such as studying the effect of drip irrigation on the growth, development and productivity of cotton in a simple way and using laser radiation.

In one part of the song field, the soil moisture is insufficiently moistened due to the fact that in one part of the song field, water drains excessively, and in another part of the song field, water is drained into the field.

With drip irrigation, the roots grow in lumps, the root of the plant does not grow deeply, it is easier to deliver water and fertilizers, it is easier for the plant to get water and fertilizers from the soil.

With drip irrigation, water is evenly distributed across the field to meet the needs of each crop at a specific time.

With drip irrigation, the optimal physical water regime of the soil for the plant is created in the soil layer where the plant root develops.

Drip irrigation systems can be used even when other irrigation methods can be used or when irrigation is not producing good results. It is enough to choose the right type of drip irrigation for the specific conditions of the area and the type of crop grown.

Conclusion.

Based on the introduction of the technology of drip irrigation of agricultural crops, it was determined that the drip irrigation method fully complies with the agrotechnical requirements of cotton growing. However, irradiation of cotton with a mixture of water and fertilizers during the growing season using laser radiation has shown that conditions exist to create opportunities to actively influence the growth, development and yield of cotton.

It was also determined that in the soil and climatic conditions of the republic, agricultural crops are supplied with the required amount of water, on

the basis of which it is possible to supply water directly to the plant without wasting waste and filtering. The assimilation of all mineral fertilizers is possible due to the fact that fertilizers are applied in solution with water, reducing crops by 60-70% and saving fuel and lubricants.

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POTENTIALS AND PROSPECTS OF MICE TOURISM IN UZBEKISTAN

Annotation: This article examines the significance of MICE tourism. The major focus of the paper is improving the role of MICE tourism in Uzbekistan. As well as, the article briefly discusses the opportunities of MICE tourism in Uzbekistan and to solve problems in it.

Keywords – Tourism industry, MICE tourism, Potential Development, Infrastructure Facilities, Convention Centers.

Tourism is the activities of people travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes. There are various types of tourism industries under the umbrella of tourism and tourism can be categorized as part of business tourism by MICE [1].

According to statistics by International Congress and Convention Association (ICCA) ICCA captured a record number of 12,558 rotating international association meetings taking place in 2017, with 346 additional meetings taking place compared to 2016. This is the highest annual figure that ICCA has ever recorded in its yearly analysis of the immediate past year's meetings data [7]. The World Tourism Council (WTC) reported that approximately 60% of tourism industry is taken up by business tourism, while business tourists themselves comprise only 25% of the total international tourist flows which indicates high solvency of this segment. This situation makes MICE tourism market more attractive. The global MICE industry was valued at \$752 billion in 2016, and is projected to reach \$1,245 billion in 2023.

It should be noted that the creation of promising forms of tourism development in our country is one of the priorities of state policy. In order to increase the flow of domestic and foreign tourists, ministries and departments regularly cultural and entertainment, sports, exhibitions, and other international events are being organized. An analysis of the dynamics of the number of foreign citizens visiting Uzbekistan showed that over the past two years there has been an increase in the flow of foreign persons by 2.6 times. So, in 2017 their number was 2.8 million people, and in 2019 it reached 6.3 million people [8].

The goal of the largest part of foreign citizens who entered Uzbekistan is to visit relatives (73.2 %). According to statistics, 0.8% of tourists visiting Uzbekistan for MICE purposes in 2019 [8]. However, the big cities of Uzbekistan that Tashkent, Samarkand, Bukhara, Khiva and Navoi could be

center of MICE tourism. There are many opportunities for developing MICE tourism in these regions [4].

The purpose of this paper is to analyze the potential of the development of MICE tourism in Uzbekistan and its prospects of successful development in Uzbekistan. The research objectives are as follows:

- study the potential and prospects of MICE tourism in Uzbekistan;
- making a suggestion development and promotion guidelines for MICE tourism in Uzbekistan.

Our research findings indicate that the most powerful method is that according to the experiences of leading countries, organizing Convention Bureau CB/ Convention and Visitors Bureau CVB. The Convention and Visitors Bureau (CVB) is a non-profit organization providing information, resources and support to the hospitality and tourism sector [2].

By researching the current situation of MICE tourism in Uzbekistan, we found out some main drawbacks like poor infrastructure facilities: transportation, road conditions, accommodation, the lack of active cooperation of companies and other organizations in Uzbekistan with the International Congress and Convention Association in order to develop and promote MICE tourism, the lack of marketing research to develop MICE tourism, lack of FDI (Foreign Direct Investments) and so on.

And also some measures could be taken to mitigate the problems. For example, first of all, organizing Convention Bureau (CB)/ Convention and Visitors Bureau (CVB) and the long-term economic development plan on MICE tourism should be adopted. Additionally, creating the MICE tourism brand of Uzbekistan and building Convention Centers in Samarkand, Bukhara, Khiva, and other tourism centers of Uzbekistan as well as conducting marketing research regularly to develop MICE tourism.

World practice of tourism development shows that in order to turn this industry into a high-income sector, it is necessary to unite and strengthen the efforts of all participants in the public and private sectors. In this, the role of government is to ensure the coordination and planning of development policies in the field of tourism at the international, governmental and private sector levels.

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EARLY CORRECTION AND TREATMENT OF FACIAL NERVE NEUROPATHY, ELECTRONEUROMIOGRAPHY

Annotation: Neuropathy of the facial nerve today is an extremely relevant pathology of the peripheral nervous system. The number of people suffering from this disease is constantly growing. The frequency of neuropathies of the facial nerve is, for example, in European countries 20 cases, in Japan 30 cases per 100 thousand population. According to WHO, the most common type is mononeuropathy of the facial nerve, which ranks second in frequency among diseases of the peripheral nervous system. The incidence ranges from 8 to 240 cases per 100 thousand population in different countries of the world.

Key words: neuropathy, electroneuromyography, peripheral nerves, occupational polyneuropathy.

INTRODUCTION: The relatively high frequency of damage to the facial nerve is due to its topographic and anatomical features. The facial nerve unites two nerves: the facial itself, formed by motor nerve fibers, and the intermediate nerve, which is sensory taste and autonomic (parasympathetic) nerve fibers. In the fallopian canal of the temporal bone, three branches extend from the facial nerve: the large petrosal nerve, the tympanic string, the stapedia nerve. After exiting the styloid foramen, many motor branches branch off from the facial nerve to the facial muscles.

The intermediate nerve contains afferent fibers (gustatory sensitivity), going to its sensitive nucleus, and efferent (secretory, parasympathetic), emanating from its autonomic nucleus. The labyrinthine section, 3 mm long, runs from the internal auditory opening to the geniculate canal of the facial nerve. It begins in the medial part of the upper fossa of the bottom of the internal auditory

canal, then goes under the anteroposterior surface of the pyramid. Here the canal passes between the place of transition of the main cochlear curl into the second and the ampulla of the superior semicircular canal. This part of the channel has a horizontal direction perpendicular to the axis of the pyramid. The intra-rocky part of the canal is located near the labyrinth, which causes the danger of nerve damage in labyrinth pathologies.

The tympanic region occupies an interval from the knee of the facial nerve canal to the pyramidal protrusion. Its length is 8–11 mm. It does not run parallel to the axis of the pyramid, but goes in front and above - back and down. Its beginning is covered with a spoon-shaped process. The main part of this section passes between the elevation of the external semicircular canal and the oval window. Passing from the labyrinth wall of the tympanic cavity to its posterior wall, the canal of the facial nerve forms the inferior medial side of the aditus (threshold). Injury to the facial nerve during radical ear surgery, during the removal of tympanic granulations, usually occurs in this place. The tympanic-tympanic region is the part of the facial nerve canal located in the posterior wall of the tympanic cavity within the pyramidal eminence. This part of the canal is closely connected with both the tympanic cavity and the mastoid process. On the back wall, the channel is covered with a pyramidal elevation.

There are many reasons for damage to the facial nerve. The first place among them is occupied by the inflammatory factor: neuritis, otogenic damage. The second place is taken by iatrogenic causes, which is due, on the one hand, to the complexity of the topographic anatomy of the facial nerve, and on the other hand, to the need for frequent interventions, the peculiarity of the growth of neoplasms of the ear and the base of the skull. The frequency of damage to the facial nerve during otological operations ranges from 0.2 to 10%. In some cases, after the operation, its function is steadily impaired, despite the preservation of the anatomical integrity. The presence of paresis of the facial muscles before the operation, as well as the size of the tumor more than 3 cm, are poor prognostic signs regarding the preservation of the function of the facial nerve. The use of microsurgical techniques in the removal of tumors of the cerebellopontine angle currently allows the anatomical integrity of the facial nerve to be preserved in most patients, but its function is preserved or restored only in no more than 50% of patients.

The facial nerve is also often damaged during neck surgery, maxillofacial surgery and surgery on the parotid salivary gland, since it is located in the thickness of its tissue, where it forms the so-called parotid plexus.

Post-traumatic injuries of the facial nerve rank third. Facial nerve injury occurs in about 15% of patients with traumatic brain injury and a fracture of the base of the skull. Traumatic injuries of the facial nerve account for 5-7% of all lesions. Transverse fractures of the temporal bone pyramid are complicated by damage to the facial nerve in 30-50% of cases, longitudinal fractures in 10-25%, but 70-90% of facial nerve paresis are restored on their own.

The facial nerve can also be damaged by wounds and closed injuries to the face and neck. The incidence of damage to the maxillofacial area among head injuries is 16.5%. Considering the high level of general traumatism and its tendency to increase, the problem of traumatic injuries of the facial nerve is undoubtedly relevant and socially significant. Of all lesions of the facial nerve, 6.5% are based on single causes, among them - rare infectious diseases, diseases of the central nervous system, metastatic lesions.

So, etiologically, the following types of lesions of the facial nerve can be distinguished - idiopathic neuropathy, or Bell's palsy (the most common form - up to 75% of cases), when the exact etiological causes cannot be established. This form is characterized by seasonality, the development of the disease after cooling and with common colds.

MATERIAL AND METHODS: To find the correlation between neurophysiological and neurosonographic (NSG) parameters of the facial nerve of children with idiopathic neuropathy of the facial nerve (NFN) in the acute period with good and poor prognosis of recovery of facial nerve function. Sixty-five children with NFN (mean age 11.5 ± 4.9 years) and 57 children of control group (mean age 12.5 ± 5.2 years) were examined. All children with NFN were studied using NSG with the measurement of the diameter of the facial nerve in the area of processus stylomastoideus and in the parotid gland. Stimulation electroneuromyography of the facial nerve with the registration of the M-response from the m. orbicularis oculi and evaluation of the degree of paresis of facial muscles using the 6-point House-Brackmann scale on the 10-15 day were performed. On the 30th day after manifestation of paresis, children with NFN were divided into two groups: the good recovery group 1 ($n=54$) and the poor prognosis recovery group ($n=11$). Correlation between NSG and electroneuromyography indicators with good and poor prognosis of recovery of facial nerve function was analyzed.

RESULTS AND CONCLUSION: Children with NFN were observed during follow-up. divided into two groups: 1st group ($n = 54$) - favorable restoration of nerve function (complete restoration of the function of facial muscles was observed during 1 month) and group 2 ($n = 11$) - unfavorable recovery (prosoparesis of varying severity and long-term restoration of facial muscle function – more 1 month). On the 10-15th day from the onset of the disease, ENMG was performed in all children with NFN at the Neuron-Spectrum-5 multifunctional complex (Neurosoft,). The study was carried out in the supine position on beds at room temperature. A standard stimulation ENMG was performed with registration of the M-response from m, orbicularis oculi on both sides with supramaximal stimulation of the facial nerve below the earlobe. The amplitude of the negative peak was recorded and evaluated M-response (mV). The ENMG coefficient was calculated (ENMG) in relation to the amplitudes of the patient's M-response side to healthy in%. NIS of the facial nerve was performed in all children with ILI (on side of the lesion) on the 10-

15th day from the onset of the disease, as well as children of the control group (on both sides).

NSG performed in real time using a General Electric ultrasound system, Logiq E9(USA) linear sensors with a frequency of 15 MHz. The study was carried out in the supine position, head on the pillow is turned to the left for research on the right and vice versa. NSG was performed with a linear sensor in two scanning zones: 1st zone - area of the SHS, the sensor is located in the frontal plane just below the palpable SHS to obtain a longitudinal image the facial nerve at the site of its exit from the SHSO; 2nd zone - the area of the OSI, the sensor is located in the sagittal plane below the earlobe to obtain a longitudinal image of the facial nerve inside the OSZH.

The nerve was defined as a linear hypoechoic tubular structure with hyperechoic walls. Differentiation of the nerve from the vessel produced using the color Doppler method mapping. Measurement of the diameter of the nerve was carried out in the thickest part with the inclusion of hyperechoic walls with a 2-fold repeated measurement or more. Measurement results have been rounded to the nearest 0.1 mm. All children and their parents gave voluntary informed consent to participate in the study. Statistical data processing was carried out with using the Statistics 10 software package. Assessment of the significance of the difference in mean values and the frequency of manifestation signs in different groups were carried out using nonparametric Mann – Whitney U-test. Analysis predictive value of ENMG and NSG indicators carried out using the ROC analysis of the package programs MedCalc 15.2.2 ("MedCalc Software", Belgium). The values of the areas under the ROC curves (AUROC), the values of sensitivity and specificity were evaluated. Models with good (with AUROC 0.7-0.8) and very good (at AUROC > 0.8) predictive ability at optimal sensitivity levels and specificity. The clinical picture in children with NFN was somewhat different, but it was always manifested by various types of prosoparesis severity, loss or decrease in the superciliary and chin reflexes. Clinical assessment of the severity of the lesion of the branches of the facial nerve at the time of treatment of patients with ILI showed that 58 (89%) children, regardless of the timing of treatment, had IV the degree of paresis of facial muscles on a scale House — Brackmann. In the clinical picture of NFN in 2 (3%) children experienced taste disturbances in the anterior 2/3 tongue, dry eyes, in 8 (12%) - taste disturbance and lacrimation, in 55 (85%) - nerve damage in the lower part the fallopian canal near the SHSO. In children from group 1, there was a complete recovery of the function of facial muscles within 1 month, whereas in the 2nd group - prosoparesis of varying degrees severity and long-term (more than 1 month) recovery facial muscle function. In group 2, 1 month after the onset of prosoparesis, 1 (9%) child had grade V paresis, 4 (36%) children had grade IV paresis, and 6 (55%) had grade III paresis degree.

Analysis of variance for mean values ENMG and NSG parameters of the facial nerve in the control group and in two groups of children with ILI revealed

significant differences between the 1st and 2nd groups in the diameter of the nerve in areas of SHSO and ENMG ($p < 0.01$). Wherein the diameter of the nerve in children in the 2nd group was thicker on average by 30% (by 0.5 mm), and ENMG was reduced on average by 50% compared to the 1st group. There were no differences in NSG parameters between the 1st group and the control. ROC analysis of the diameter of the nerve in the area ShSO and ENMG m. orbicularis oculi in relation to development the unfavorable prognosis of the restoration of function in children with ILI showed a significant relationship between their values. At the same time, the values of the nerve diameter in the SHSO ≥ 1.8 mm, ENMG m. orbicularis oculi $\leq 21\%$ turned out to be models with very good predictive power (AUROC > 0.8). Based on the data obtained, 85% sensitivity and 77% specificity of the method for measuring the diameter of the nerve in the area of the SHS with the help of NSG in the prognosis of unfavorable restoration of the function of the facial nerve in children with NFN.

As a result of the analysis, combinations of NSG and ENMG patterns of favorable and unfavorable, recovery prognosis functions of the facial nerve in children with NFN in the acute period diseases. A favorable prognosis is characterized by diameter of the facial nerve in the area of the SSO < 1.8 mm, ENMG m. orbicularis oculi $> 22\%$, and for unfavorable - ≥ 1.8 mm, ENMG m. orbicularis oculi $\leq 21\%$.

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EXPERIENCE IN THE DIAGNOSIS AND TREATMENT OF INTESTINAL INTUSSUSCEPTION IN CHILDREN

Resume: Intestinal intussusception is the most common type of acquired intestinal obstruction in children, while in the absolute majority this pathology occurs in infants [1-3]. Intestinal intussusception refers to a mixed form of mechanical obstruction (a combination of obturation and strangulation). This pathology is caused by discoordination of intestinal peristalsis with the formation of spasm sites, which contributes to the introduction of one part of the intestine into another, while more often the introduction occurs during peristalsis.

In infants, this pathology develops against the background of anatomical and physiological features, which include mobility of the ileum and cecum, immaturity of the Bauginia flap [2; 3]. It is due to these features that invagination in children under one year of age most often develops in the area of the ileocecal angle. In addition, the age-related physiological immaturity of the intestinal enzymatic apparatus contributes to the development of this pathology.

A significant role in the occurrence of intussusception belongs to the violation of the feeding regime of the child and factors contributing to changes in intestinal peristalsis - intestinal infections

Key words: intestinal intussusception, diagnostics, surgical treatment, children's age.

Relevance. Even at the beginning of the 20th century, invagination in children was considered a rare and so dangerous pathology that some surgeons suggested refraining from surgery and waiting for the rejection of the dead invaginate through the rectum[2]. Conservative treatment was primitive and consisted in pumping air into the rectum, introducing gas-forming powders and even boughs, regardless of the patient's age and the prescription of the disease[5].

In subsequent years, interest in this pathology in children naturally increased. In the publications of foreign and domestic surgeons, the results of treatment of a significant number of patients were analyzed. In all the works of

domestic and foreign authors, attention was paid to the more frequent occurrence of intussusception in infants[1].

In this regard, many anatomists, physiologists and pathophysiologists have thoroughly studied the features of the structure and function of all parts of the digestive tract of a child, presenting their data in monographs, dissertations and articles[3].

They showed the versatility of the etiology and pathogenesis of invagination in children of different ages. These sources of information, their number and volume are not really offered to students to prepare for classes on the topic of intestinal intussusception in children. At the same time, familiarity with their essence and conclusions is necessary for pediatricians, and sometimes adult surgeons for the primary diagnosis of this type of intestinal obstruction, since these specialists are often doctors of the first contact with a sick child [2].

Timely referral of the patient to a specialized pediatric surgical department for the final diagnosis and determination of the method of treatment of this pathology depends on them. Considering this, we consider it expedient to present in one textbook, in a form accessible to students, the age, anatomical and physiological features of the intestine in children that contribute to the introduction of the proximal part of the intestine into the distal one, paying special attention to the structure and function of the ileocecal angle, in which various types of invagination most often occur[4].

Taking as a basis a summary of the data on invagination in the textbook and methodological recommendations of the Association of Pediatric Surgeons, supplement them with information about the clinical features of the manifestation and diagnosis of atypical forms of invagination [3].

For clinical residents and pediatric surgeons to offer methods developed in our clinic for the treatment of severe, neglected forms of intussusception in children[5].

The purpose of the study. The purpose of this study is to analyze the results of diagnosis and treatment of intestinal intussusception in children.

Material and methods of research. The work is based on the analysis of observations of 38 children with intestinal intussusception aged from 4 months to 7 years inclusive, who are being treated in the surgical department of AOMPDB from 2020 to 2021. There were 21 boys and 17 girls. The most frequent invagination developed in children under 1 year of age (24 people, 58.0%).

The results of the study. When collecting anamnesis, the presence of an error in nutrition was revealed in 5 children (12.4%). In 2 (6%) cases, intussusception developed against the background of acute respiratory infection, in 3 (7.5%) patients - against the background of intestinal infection.

Clinical manifestations of intestinal invagination were pronounced in almost all cases.

Paroxysmal abdominal pain, which was expressed by periodic anxiety, was observed in 37 (99%) patients. The pain attacks lasted from 5 to 15 minutes. The time intervals between seizures were equal to 10-20 minutes. Repeated vomiting was observed in 30 (83%) patients, at the beginning of the disease – with stomach contents, then - with an admixture of bile, in 11 patients vomiting with stagnant contents was noted. In 8 observations (22%), an increase in body temperature to subfebrile values was noted. In 6 (12%) patients, there was a discharge of blood from the anus, and in the majority - in the form of "raspberry jelly".

Upon admission to the pediatric surgical department, the condition of 5 children (11.7%) was regarded as satisfactory, in 29 (79.0%) - of moderate severity. 4 (10.1%) patients were admitted to the hospital in serious condition. A serious condition was noted in children who were admitted to the hospital within more than 48 hours from the onset of the disease.

Bloating was detected in 29.8%. The invaginate was palpated in the form of a tumor-like mobile, cylindrical, moderately painful formation in 57.8%. The presence of Dansa's symptom was noted in the medical history of 89 children (23%). In 90.6% of patients, the abdomen was soft during palpation, in 9.4% of children, the tension of the muscles of the anterior abdominal wall was determined.

In the total blood count of 31 children, the number of leukocytes did not exceed $10.0 \times 10^9/l$, 21 patients had leukocytosis from 12.0 to $15.0 \times 10^9/l$, in 4 cases - from 16.0 to $25.0 \times 10^9/l$ (these children were admitted to the hospital later than 48 hours from the onset of the disease, while 3 patients of them were admitted later than 72 hours).

All observed children underwent ultrasound examination of abdominal organs. In 31 patients (81%), ultrasound examination was supplemented with X-ray - irrigation.

Conservative disinfection is carried out in the operating room under general anesthesia. Before manipulation, it is necessary to perform palpation of the abdomen to determine the invaginate. Then an intubation tube is inserted into the rectum of the patient, after which the cuff is inflated in order to create a seal during the injection of air into the intestine.

With the help of a Richardson balloon, air injection begins, while the flow of air into the colon is monitored: at the beginning, an asymmetry of the abdomen is observed during the passage of air to the invaginate, with further air injection, provided the invaginate is straightened, the abdomen becomes symmetrical due to the passage of air into the proximal parts of the intestine. At this time, the palpatory invaginate ceases to be determined. Then a Richardson balloon is disconnected from the tube to remove excess air from the intestine. The child is placed in the ward. After full awakening of the patient, an overview radiography of the abdominal cavity is performed, which indicates the presence of gas in both the colon and small intestine.

Disinvagination from laparoscopic access was performed in 8 cases: in 10 only disinvagination was performed, and in 20 children disinvagination was combined with appendectomy. In these patients, the appendix was involved in invaginate.

In 3 observations, it was not possible to perform disinvagination from laparoscopic access due to the extent of the invaginate and pronounced intestinal edema. These patients underwent laparotomy followed by disinvagination.

15 children were operated using laparotomy access (Volkovich-Diakonov access). Disinvagination and appendectomy were performed in 11 of them, and disinvagination was performed in 4 cases.

4 children who were admitted more than 72 hours after the onset of the disease in a serious condition were operated from laparoscopic access after preoperative preparation. Iliac-colon intussusception was revealed. After disinvagination, necrosis of the ileum was diagnosed. The conversion to a median laparotomy, resection of the ileum with the imposition of an end-to-end anastomosis was performed.

In two patients, after disinvagination performed from the Volkovich-Diakonov incision, it was found that the cause of pathology was Meckel's diverticulum. The diverticulum was removed by means of wedge-shaped resection of the ileum with the imposition of an anastomosis.

No fatal outcomes were observed during intestinal intussusception. There were no complications in the postoperative period. All children were discharged in satisfactory condition.

Conclusion.. In the diagnosis of intestinal intussusception in children, in addition to the clinical picture, ultrasound and X-ray examinations are important.

The absolute majority of children with this pathology with timely admission to a surgical hospital can be treated conservatively.

Organic intestinal pathology is a fairly rare cause of intestinal intussusception.

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THE ROLE OF HYGIENE IN PROMOTING A HEALTHY LIFESTYLE

Abstract: This article discusses the role of hygiene in organizing a healthy lifestyle. the importance of personal hygiene in health care has been revealed.

Key words: healthy lifestyle, hygiene, health, fitness, sports.

A healthy lifestyle a lifestyle of an individual with the aim of preventing disease and promoting health. Lifestyle is a certain type of human activity, which includes a set of various types of activity, people's behavior in everyday life. The way of life also captures the features of communication, the mentality of people, which determines their behavior. The way of life is formed under the influence of socio-economic, cultural and natural conditions, but it is not reduced to the sum or totality of certain circumstances. It acts as an integral structure, which includes both objective aspects (methods of joint activity, social connection of people that determine the nature of their communication and behavior) and subjective (goals of communication, interests and motives of activity, value orientations).

Living conditions are all factors mediating and determining the way of life (material, natural, social, political, spiritual, moral, cultural). The standard of living is determined by the provision of housing, medical care, the duration of working and free time, and the structure of income.

The quality of life in social and medical research is the quality of those conditions in which the daily life of people is carried out (the quality of living conditions, food, education, level of comfort). From the valeological point of view, the quality of life should be considered not just as a characteristic of living conditions, but as their compliance with human needs, the degree of satisfaction with the conditions of life. In this case, the same parameters of living conditions for different people will differ depending on their personal priorities, their own value system. The way of life is the order, the rules of work, everyday life, social life, within the framework of which the vital activity of people takes place.

Lifestyle – individual characteristics of behavior, communication, mentality of a person. The lifestyle, from the point of view of valeology, is the most significant characteristic of the lifestyle, since it no longer affects the conditions of life, but the very life of a person and to the greatest extent determines his health. This characteristic is personified and determined by historical, national traditions, education and personal inclinations. Each person,

at an equal level and lifestyle for a social group, has an individual way of satisfying his needs, contributing or hindering the preservation of health.

A healthy lifestyle refers to concepts about which each person has their own idea, from an ordinary point of view. The basic social principles of a healthy lifestyle - the lifestyle should be aesthetic, moral and strong-willed. The biological principles of a healthy lifestyle - the lifestyle should be age-related, energetically provided, strengthening health and rhythmic.

In addition to a healthy lifestyle, one can also distinguish a correct and forced lifestyle as characteristics of the lifestyle of a person with health limitations. The level of life is primarily an economic category that represents the degree of satisfaction of the material, spiritual and cultural needs of a person. The quality of life is understood as the degree of comfort in meeting human needs (mainly a social category). The lifestyle characterizes the behavioral characteristics of a person's life, that is, a certain standard to which the psychology and psychophysiology of a person is adjusted (a socio-psychological category).

Hygienic principles of a healthy lifestyle and ways of their application: reducing the intensity of exposure to harmful factors, adaptation of the body to adverse effects, correction of the functional reserves of the body. A healthy lifestyle is based on personal and public hygiene and, of course, medical supervision.

Hygienic lifestyle rules correct alternation of mental and physical labor, physical education, regular meals, alternation of work and active rest, good sleep. Personal hygiene includes hygienic requirements for caring for the body and mouth, giving up bad habits that destroy health and fitness.

- reducing the intensity of exposure to harmful factors
- rationing of environmental factors on the body
- individual protection
- adaptation of the body to adverse influences,
- physical fitness
- hardening
- correction of the body's functional reserves
- Spa treatment
- therapeutic and prophylactic nutrition
- rational mode of work and rest

Personal hygiene. Prevention of skin diseases. Hygienic requirements for clothing and footwear.

Personal hygiene is a section of hygiene that studies the issues of maintaining and promoting health by observing the norms and rules of hygiene in everyday life. Compliance with the rules of personal hygiene is the key to maintaining health. Primary prevention is very important: prevention of the occurrence of diseases through the development and implementation of

scientifically grounded principles of work, life, rest and nutrition. Personal hygiene has developed rules for the care of skin, mucous membranes, hair, and oral cavity. As well as the rules for maintaining cleanliness and hygiene in housing. Recently, with the development of progress, the physical activity of people has sharply decreased. Physical inactivity makes a significant contribution to the development of CVD. PH involves a variety of physical activities. Hardening is of great importance (scientifically grounded use of water, sun and air, for the prevention of diseases (primarily colds). PH includes rational nutrition and the correct mode of work and rest and sleep. PH develops hygienic requirements for the materials from which household items are made. To household appliances The traditional section of PG - hygiene of clothes and shoes, as well as psychohygiene - is just beginning to develop and acquire independence.

Prevention of skin diseases. It is worth talking about the function of the skin as an organ. And given that we are passing hygiene, to mention how important it is to keep the skin clean, protect it from injury, etc. To preserve its water, mineral and vitamin composition. For this, various fat-based creams are used, which make the skin soft and elastic, facilitating the penetration of certain drugs into it.

Hygienic requirements for clothing and footwear. There are several types of clothing: household, children's, professional, sports, military, hospital.

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DEVELOPMENT OF ORGANIC AGRICULTURE

Annotation: In recent years, the volume of exports of fruits and vegetables in our country has exceeded 1.4 million tons, an increase of 1.5 times compared to previous years. Increasing quality and safety requirements for products on the world market require additional measures to strengthen the position of domestic products in international markets.

Key words: agriculture, industry, products, international standards.

Organic agriculture is a global trend today. In 2019, the trade turnover in international markets for organic agriculture amounted to 96.7 billion euros, with 2.8 million producers engaged in this type of activity on 71.5 million hectares.

According to experts, the world market for organic products has grown by an average of 15% per year over the past five years, and in 2022 the trade turnover is expected to reach \$ 212 billion.

In order to further increase the capacity of agricultural processing, systematic work is underway to widely introduce international standards in the industry.

- According to the Institute of Organic Agriculture Research, the law on organic agriculture has been adopted in 103 countries and is being developed in 6 countries.

- According to the World Federation of Organic Agriculture statistics of the International Federation of Organic Agriculture Movement, in 2019 Uzbekistan was included in the list of 10 countries in the world with favorable conditions for fruit growing and has favorable land for organic fruit production.

The availability of favorable conditions and opportunities has a positive impact on the environment, human health, production of high-quality products, as well as increasing the export potential and expanding the geography of the regions due to the lack of attention to the development of organic agriculture in our country.

Organic and Global G.A.P. Serious attention is paid to the adoption of international standards in order to develop production, regulatory and coordination systems in accordance with international standards, improve the quality and safety of agricultural and forestry products, expand the geography of exports.

At present, 1276 standards related to the agricultural sector have been implemented. Of these, 309 are international and 6 are foreign standards. About seventy UN standards for agricultural products have also been adopted.

Adoption of 10 international standards of ISO 28000 series is being completed in the activities of all enterprises and organizations involved in the organization of the value chain of agricultural and food products.

In 2020, 164 Global G.A.P.s, including 155 Global G.A.P. and a plan for the introduction and certification of Organic standards was approved. At present, 10 certificates have been issued and the necessary documents have been received from 135 enterprises. Such work will not only improve the quality of agricultural products in our country, but also help ensure its competitiveness in world markets.

Consistent relations in the field of organic farming should serve the development of our society and improve the living standards of our people.

The cultivation of organic products in agriculture should be based on the following basic principles:

- Maintaining the health of soil, water, plants and animals, as well as the balance between them, taking into account the system and circulation of nature and its resources;

- Conservation of biodiversity;

- Increasing human responsibility for energy and natural resource use;

- Ensuring the cultivation of agricultural products and food processing in accordance with the methods of organic production;

- No use of genetic engineering systems in organic production.

In order to implement the main directions of state policy in the field of organic agriculture, public administration bodies should take the following organizational and legal measures:

- Develops and ensures the implementation of annual, medium-term and long-term government programs that provide specific measures to support and develop organic production (financial assistance, soft loans, subsidies, taxation, etc.);

- Adoption and implementation of projects and programs in cooperation with organic product manufacturers;

- Introduction of innovative methods and technologies of organic production, encouragement of introduction of advanced experience in organic production;

- Providing information and consulting assistance to organic producers;

- Assist in the search and implementation of innovative projects to support organic production;

- Provision of state and international grants for the development of certain sectors of organic production and the implementation of pilot projects, including the provision of benefits to producers of traditional agricultural products in the transition to organic agriculture;

- Creating conditions for the participation of producers of organic products in the formation of service infrastructure and ensuring the activities of private farms of the population.

Implement state support for manufacturers of certified organic products and raw materials in the form prescribed by law by authorized and accredited conformity assessment and inspection bodies;

In order to develop the production of organic products and raw materials, to provide incentives for local producers of organic products and raw materials in public procurement;

In order to ensure compliance with the requirements of regulatory documents in the field of technical regulation by enterprises growing organic agricultural products, the implementation of science-based rotation schemes and the placement of crops and the use of raw materials (organic fertilizers, plant protection products and veterinary organic means) not to put The transition to the production of organic products is carried out in accordance with the rules of development and treatment of organic products.

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DISADVANTAGES OF OVEREATING

Annotation: This article contains some information about deleterious effects of overeating and it also composed of critical consequences of overeating.

Key words: overeating, food fast-food, obesity, sugar, cholesterine, home-cooked meal, advertisement.

There is no doubt that overeating more than enough is considered harmful and major cause of emerging many illnesses. According to researches, chronic overeating may promote obesity and insulin resistance, two major risk factors for metabolic syndrome — a cluster of conditions that increases your risk of heart disease, stroke, and diabetes. Taking this into account, government must prohibit certain type of food such as fast food. In fact, year by year semi-finished food or fast food products are becoming more popular among folks. Fast Food Restaurants Experience Massive Surge in Customers in 2021. The demand for fast food is on the rise in the United States. From January 1 to April 30, 2021, fast food restaurants experience 33.06% rise in the number of visits nationwide. This statistic was unveiled by the data scientist at TOP Data. The primary reason for this is that those type of food advertisements, taken leading place on TV, radio or even on billboards in streets because advertisers have already realized that announcement of food products is main source of income and they do not care whether their advertisement is beneficial or harmful. Eating more calories than you burn in daily activities and exercises — on a long-term basis — can lead to obesity. Over time, these extra calories add up and cause more weight gain. But it's not always just about calories in and calories out or having a sedentary lifestyle. While those are, indeed, causes of obesity, there are some of them that you can not take control of. Gaining weight increases your risk of developing diabetes since you carry excess weight, especially around your abdomen. Additionally, your endocrine system which controls diabetes is affected by the extra pounds which in turn affects your pancreas and insulin production and can lead to insulin resistance. Besides, stopping periods while breathing in your sleep, cancer, heart diseases, high blood pressure may be caused by eating more than normally. Especially, overeating is the biggest diet-

related risk factor for type 2 diabetes, according to the American Diabetes Association. Although many people mistakenly believe that eating too much sugar leads to diabetes, the truth is that eating too much of any type of food may raise your risk of diabetes. That's because most of the food you eat is converted to sugar (glucose) in your body. Consuming sugary foods may increase how fast your blood glucose level rises, but overeating any food increases the total amount of sugar you have in your blood. Between 2015 and 2016, approximately 39.8% of adults in the United States had obesity, according to the Centers for Disease Control and Prevention (CDC). Furthermore, lots of food products are produced with attractive cover like nylon cover, bubble wrap, or beautiful cardboard boxes and also they add more than enough sugar and other artificial ingredients to their products. According to researchers' report after becoming popular food advertisement, average level of cholesterol in youngsters' blood increased. What is more, before food advertisement appeared, almost all people had eaten home-cooked meal. As a result, only adults used to be faced with diabetes. In fact, over 20% of the youngsters suffer from higher sugar level in blood. To conclude, it should be mentioned that food advertisement must be reformed and government needs to enforce advertisers not to announce harmful food products. By doing this, it is much easier to prevent overeating among population.

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LANGUAGE OR LINGUISTICS AS A SCIENCE OF LANGUAGE

Abstract: Linguistics, or linguistics, is the science of language, its social nature and functions, its internal structure, the laws of its functioning and historical development and classification of specific languages.

Keywords: relationship, aspects of language, Synchronous and Diahronous, Circle of tasks, natural sciences, mental approach, social phenomenon, symbol system.

Introduction: Modern science consists of three main sections of natural science (or natural sciences, which study the phenomena and laws of the development and existence of nature), social, or social sciences, that is, the sciences of society, and philosophy, which studies the most general laws of nature, society and thinking. Linguistics as a science of human language belongs to the social (humanitarian) sciences.

On the relationship of language with other sciences: Linguistics is related to the social sciences:

❖ with history, since the history of the language is part of the history of the people. These histories provide a concrete historical consideration of the changes in the language, the data of linguistics are one of the sources in the study of such historical problems as the origin of the people, the development of the culture of the people and their society at different stages of history, contacts between peoples.

❖ Linguistics with archeology, which studies history from material sources - tools, weapons, jewelry, utensils, etc., and ethnography - the science of the life and culture of peoples.

❖ Linguistics comes into close contact with ethnography when studying the dialect vocabulary - the names of peasant buildings, utensils and clothes, objects and tools of agriculture, crafts.

❖ The connection between linguistics and ethnography is also manifested in the classification of languages and peoples, in the study of the reflection of national self-awareness in the language. This line of research is called ethno linguistics. Language in this case is considered as an expression of the people's ideas about the world.

❖ Linguistics is closely related to literary criticism. The union of linguistics and literary criticism gave birth to philology.

❖ Linguistics is also associated with psychology. The psychological direction in linguistics studies mental and other psychological processes and their reflection in speech, in the categories of language. Psycholinguistics emerged in the middle of the 20th century.

On the relationship of linguistics with the natural sciences.

Of the natural sciences, linguistics is most closely related to physiology. Pavlov's theory of the first and second signal systems is especially important for linguistics. Impressions, sensations, and representations from the environment as a general natural environment are "the first signaling system of reality, which we have in common with animals." The second signaling system is associated with abstract thinking, the formation of general concepts. "The word made up the second, especially ours, signaling system of reality, being the signal of the first signals."

Linguistics is also associated with such a natural science as anthropology. Anthropology is the science of the origin of man and human races, of the variability of the human structure in time and space.

The interests of linguists and anthropologists coincide in two cases: first, when classifying races, and secondly, when studying the question of the origin of speech.

On the connection between linguistics and philosophy. Philosophy arms language, as well as other sciences; methodology contributes to the development of principles and methods of analysis.

Aspects of language - Linguistics is a multidimensional science, since language is a very diverse and complex phenomenon. Linguistics as a science is divided into general and particular. Within the framework of general linguistics, typological linguistics is distinguished, the task of which is to compare unrelated languages. Private linguistics is the science of individual languages, for example, The Uzbeks studies is the science of the Uzbek language, English studies is the science of the English language, etc.

Synchronous and Diachronous aspects of private language. Private linguistics can be studied in a synchronic and diachronic sense. The synchronous research plan involves the study of the facts of the language, referring to the same time. The diachronic plan of study involves the study of the facts of the language in their development.

Circle of tasks solved by language - In conclusion, we would like to outline the range of tasks that linguistics should solve:

- ✓ Establish the nature and essence of the language.
- ✓ Consider the structure of the language.
- ✓ To understand language as a system, that is, language is not isolated facts, not a set of words; it is an integral system, all of whose members are interconnected and interdependent.
- ✓ Study the issues of language development in connection with the development of society; How and when did both come about;

- ✓ To study the issue of the origin and development of writing;
- ✓ Classify languages, that is, combine them according to the principle of their similarity; how closely related languages German and English stand out; Russian, Ukrainian and Belarusian.
- ✓ Develop research methods. You can name such methods as comparative-historical, descriptive, comparative, and quantitative. The latter method is based on mathematical statistics.
- ✓ Linguistics strives to be closer to life, hence its applied nature.
- ✓ Study of issues related to language interference. Linguistic interference is understood as the penetration of knowledge of the native language or one of the studied foreign languages into the knowledge obtained in the study of a new foreign language.
- ✓ Consider the connection between linguistics and other sciences (history, psychology, logic, literary criticism, mathematics).

Naturalistic (biological) approach to language. The development of a naturalistic approach to language is associated with the name of the outstanding German researcher August Schleicher (1821-1868). The most distinctly naturalistic philosophy of Schleicher's language is set forth in such works as "Darwin's theory and the science of language" 1863, "The meaning of language for the natural history of man" 1865. According to the basic position of the naturalistic direction, linguistics adjoins the naturalistic sciences. The difference between the natural and historical sciences is whether the will of people can or cannot influence the object of science: in the natural sciences, laws that do not depend on the will of people dominate; in the historical sciences, it is impossible to avoid subjectivity. In his work "Darwin's theory and the science of language», Sh. Directly indicated that "the laws established by Darwin for plant and animal species are applicable, at least in their main features, to the organisms of languages." The influence of Darwin's theory is most clearly manifested in Schleicher's transfer of the position of the struggle for existence in the plant and animal world to language. III is convinced that in the present period of human life, the winners in the struggle for existence are mainly the languages of the Indo-Germanic tribe. Sh. Transfers into languages the law of variability of species established by Darwin. In his opinion, those languages that, according to botanists and zoologists, would be species of the same genus, in linguistics are recognized as children of one common basic language, from which they originated through a gradual change. Schleicher also sees the proximity of language to natural organisms in the ability of language to evolve. In this regard, Schleicher declares: "The life of the language does not differ significantly from the life of all other living organisms - plants and animals." Like these latter, it has a period of growth from the simplest structures to more complex forms and a period of aging, in which languages are increasingly moving away from the reached highest stage of development and their forms are damaged. For all its shortcomings, the naturalistic direction in linguistics should be regarded as a

stage in the progressive movement of the science of language. The desire of representatives of this direction, in particular Schleicher, to apply the exact methods of the natural sciences to the study of language should be considered valuable.

Erroneous in Schleicher's concept. and his followers were too straightforward transfer to the language of laws inherent in biological organisms, which really grow, develop, and then grow decrepit and die. Languages, of course, also arise, develop and sometimes die. But this death is not biological, but socio-historical in nature. A language dies only with the disappearance of a society speaking it, a collective of people.

However, despite the erroneous nature of the naturalistic concept in linguistics, one should always take into account the fact that the comparison of language with a living organism contributed to the establishment of a systemic view of language as an object with its own structure.

Mental approach to language. Another well-known point of view on the nature and essence of language is that language is a mental phenomenon. One of the most prominent representatives who represented a psychological point of view on language was Gaiman Steintal (1823-1899). The most clear and consistent psychological concept of Steintal is presented in his work "Grammar, Logic and Psychology, Their Principles and Relationships". Steintal considered language to be a mental phenomenon, which develops on the basis of the laws of psychology. He denied the role of thinking in the formation of language, attaching importance to the psyche. Schleicher's logic, completely ruled out, arguing that "the categories of language and logic are not compatible just as little can be correlated with each other as the concept of a circle and red." Thus, Steintal categorically denied the participation of thinking in the development of language. Steintal focused all his attention on the individual act of speech, considering language as a phenomenon of a mental order.

Language is a social phenomenon. Finally, there is a point of view that language is a social phenomenon. The language of an individual is dependent on the environment and is influenced by the speech of the collective. If small children find themselves in the living conditions of animals, then they acquire the skills of animal life and irrevocably lose everything human. The Dane Helmsley in his book "Prolegomena to the theory of language" gives an exhaustive description of language as a phenomenon: "The language of human speech is an inexhaustible supply of various treasures. Language is inseparable from a person and follows him in all his actions. Language is a tool through which a person forms thought and feelings, moods, desires, will and activity. Language is a tool through which a person influences people and others influence him. Language is the primary and most essential foundation of human society. However, he is also the ultimate necessary support of the human personality, the refuge of a person in the hours of loneliness, when the mind

enters into a struggle with life and the conflict is generated by the monologue of a poet or thinker.

However, language is not an external phenomenon that only accompanies a person. It is deeply associated with the human mind. It is a wealth of memory inherited by an individual and a tribe. Language has so deeply taken root in the individual, family, nation, humanity and life itself that sometimes we cannot refrain from asking if language is not just a reflection of phenomena, but their embodiment, the seed from which they grew. For these reasons, the language has always attracted the attention of a person, they were surprised at him, he was described in poetry and science. Science began to view language as a sequence of sounds and expressive gestures available for accurate physical and physiological description. Language is viewed as a sign system and as a stable formation used as a key to the system of human thought.

Language as a symbol system. Language is viewed as a system of signs. Sign - can be defined as a kind of material unit that creates language as a phenomenon. With regard to language, the term sign can be defined by the following points:

- ✚ The sign must be material, that is, it must be accessible to sensory perception, like any thing.

- ✚ The sign does not matter, but is aimed at meaning, for this it exists.

- ✚ The content of a sign does not coincide with its material characteristics, while the content of a thing is limited to its material characteristics.

- ✚ The content of the mark is determined by its distinctive features, analytically distinguished and separated from the nondiscrimination ones.

Language functions according to Bühler. Austrian psychologist, philosopher and linguist Karl Bühler, describing in his book "Theory of Language" various directions of language signs, defines three main functions of language: Functions of language according to Bühler:

- ❖ function of expression, or expressive function, when the state of the speaker is expressed.

- ❖ The function of calling, addressing the listener, or appellative function.

- ❖ The function of presentation, or representative, when one says or tells something to another.

Functions of language by Reformatzkiy. There are also other points of view on the functions performed by language, for example, as A.A. Reformatzkiy understood them:

- ❖ Nominative, that is, the words of the language can call things and phenomena of reality.

- ❖ Communicative; Suggestions serve this purpose.

- ❖ Expressive, thanks to her the emotional state of the speaker is expressed.

Within the framework of the expressive function, one can also single out the deictic (pointing) function, which combines some elements of the language with gestures.

Theory of the emotional origin of the language and the theory of interjection.

Its most important representative was J-J Rousseau (1712-1778). In his treatise on the origin of languages, Rousseau wrote that "the first sounds of the voice caused the passions." According to Rousseau, "the first languages were melodious and passionate, and only later did they become simple and methodical." According to Rousseau, it turned out that the first languages were much richer than the subsequent ones. But civilization has spoiled man. That is why the language, and according to Rousseau's thought, has deteriorated from being richer, more emotional, and direct, to become dry, rational and methodical. Rousseau's emotional theory received a kind of development in the 19th and 20th centuries and became known as the theory of interjections. One of the defenders of this theory, the Russian linguist Kudryavsky (1863-1920) believed that interjections were a kind of first words of a person. Interjections were the most emotional words in which primitive man put different meanings depending on a particular situation. According to Kudryavsky, in interjections, sound and meaning were still inextricably linked. Subsequently, as the interjections turned into words, the sound and meanings diverged, and this transition of interjections into words was associated with the emergence of articulate speech.

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PHRASEOLOGICAL UNITS, PROVERBS AS MEANS OF VERBALIZING CONCEPT «FRIENDSHIP»

Annotation: In this article, verbalization of the concept Friendship analyzed at lexical level. Represented keywords of studying concept Friendship will be the foundation of our lexical analysis. Cognitive analysis of the concept without phraseological units (PU), proverbs is impossible, because phraseology, “reflecting its semantics long process of development of people's culture, captures and transmits from one generation to cultural attitudes and stereotypes, models and archetypes”.

Keywords: Verbalization, concept, cognitive analysis, friendship, phraseological units, proverbs.

Phraseological units, according to M.I. Rasulova “directly reflect in the language of the culture of the people speaking it, they fixed everything that characterizes the lifestyle of the people, its national psychology. Therefore, any language phraseology deep national and familiarity with it leads to a deeper understanding of the history and character of the people”. As you know, PU unlike simple words are characterized by imagery, evaluative, expressive, cultural identity.

The purpose of this section is to identify and comparison of cognitive-conceptual signs represented in phraseological units that represent the concept of the study, nominal and describing the various manifestations of this concept in the language on a material of English and Uzbek languages.

As already noted, the concept of the structure of the core and periphery are allocated. The core concept conceptual signs up, we have identified on the basis of lexicographic and cognitive-conceptual interpretation of PU. An analysis of the linguistic material showed that the conceptual component of the Word of the concept of structure Friendship consists mainly of a linguistic area, which is expressed by the following values of the PU:

a) Relationship: English: **be friends with**; Uzbek: do'st tutinmoq, do'stlik rishtasini bog'lamoq, do'stlik qo'lini cho'zmoq; urfdan chiqmoq.

b) To address: English: **my honourable friend; my learned friend ; my noble friend**; Uzbek: hurmatli do'stim, qadrdon do'stim (rasmiy holatda);

c) People in senior positions: **a friend at court, friends in high places**; Uzbek: yuqori lavozimdagi tanish-bilish.

Conceptual element of the concept under study at EF in all the languages and includes time zone, which is reflected cognitive-conceptual feature:

• **“Friendship” – length of time** and represented by the following EF: English: lasting friendship; Uzbek: boqiy do’slik.

• **“Friendship” – strength of relationship** and represented by the following EF: English: close friend; bosom friend; fair-weather friend; false friend; Uzbek: yaqin do’s, chin do’s, vaqtinchalik do’s (yaxshi kunlarda bor, qiyinchilikda yo’q do’s), soxta do’s.

• **“Friendship”- connection between friends** and represented by the following EF: English: mutual friend, pen friend; Uzbek: ikki bir-birini biladigan yoki bilmaydigan kishilarning do’si, xat yozishib turishadigan do’s.

In the addressing area of the conceptual part of the concept under study at EF identified a cognitive-conceptual sign: Friend - used to address or refer to smb. This feature is mainly represented in the English language the following values of EF:

1) my honourable friend - used to address or refer to another member of one's own party in the House of Commons.

2) my learned friend - used by a barrister or solicitor in court to address or refer to another barrister or solicitor.

3) my noble friend used to address or refer to another member of one's own party in the House of Lords.

We can see this process in the nation that received different religions. Because religious traditions are considered as strongly effecting factors that can change the culture in all nations. For example, in Uzbek, friendship is considered spiritual and holy and sometimes a real friend is better than siblings, because not leaving a friend alone in problem is one of the basic conditions in friendship. Moreover, in the Uzbek language synonyms of the concept “friendship” can be broadly used as oshna-og’ayni, ulfat, jo’ra (between men), dugona (between men), o’rtoq (between men and women), and in the English language the concept “friendship” is mostly considered as social phenomenon, spiritual features of this concept loses its strength. That’s why such kind of situations seem indefinite each other because this kind of situation is not considered a piece of their culture. In the Uzbek language proverbs show that friendship is feeling which is spirit, valuable and believable:

1. Daraxt – ildizi bilan,
Odam – do’stlari bilan.
2. Burgut kuchi – oyog’ida,
Odamniki – do’stlikda.
3. Dushman siringni o’g’irlar,
Do’st xatongni to’g’irlar.
4. Do’st – oltining,
Dushman – qotiling.

The meaning of the concepts “friend” and “enemy” stand together in studying two languages. According to the ideas of the linguists Z.D. Popova and I. Sternin cultural and national features same acts of similar processes or

collaboration with similarities in humanity, or the ability of people to interact with the people.. Contrast to this fact, friendship is also commonly understood in the English and Uzbek languages as followings:

It vafo - xotin jafo.

It is emphasized in this proverb that the qualities of women are not enough for having real friends, the feelings like being devoted, safety, fidelity and solidarity are less in women than men. Like this, we can see such kind of situation in the proverb explained above in another proverb given below.:

Go down the ladder when thou marriest a wife;

Go up when thou chooseth a friend.

(You will go down if you are with your wife, you will go up when you have a real friend.)

The meaning expressed in the proverb “*Do’st kulfatda sinaladi*” of the Uzbek language is similar to the proverb in English “*A friend in need is a friend indeed*”, but the friend in Uzbek is examined in a problem (kulfat), that’s the problem means widely considering notion, that is, it means not only financial but also moral problem, social difficult situation. The language unit “in need” in English has synonymous meaning like “kulfat” in Uzbek too.

“*Haqiqiy do’st bir qop tuz bilan sinaladi*”- proverb in Uzbek is considered equivalent to the English proverb “*Before you choose a friend, eat a bushel of salt with him*” (Do’st tanlashdan oldin u bilan bir botmon tuz yegin). Because it is clear to all of us that it is a long time until one consumes a sack of salt, and automatically, it is enough period to test whether a friend is true or false.

As we have seen, every notion or concept has its own national and cultural qualities. These qualities contemplate using range (context) of the language unit that expresses some features considering national behavior, manner, living way and traditions. Without any hesitation, the national character appears under the effect of situations seen in daily life and cultural conditions. That is why categorization of different cultural representatives will not be the same.

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THE CLASSICAL APPROACH TO LEARNING A FOREIGN LANGUAGE

Annotation: In this article highlights of the classical approach to learning a foreign language. The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc.

Key words: classical approach, foreign language, education, quality, effectiveness, English.

In connection with the above, the classical approach to learning a foreign language has also been somewhat transformed, but the unshakable principles of the "classics" of domestic language techniques have been preserved. Sometimes they are actively used in schools of other methodological directions. The classical course is aimed at students of different ages and most often involves learning the language "from scratch". The tasks of the teacher include traditional, but important aspects of pronunciation, the formation of a grammatical base, the elimination of psychological and language barriers that hinder communication. The classics have not changed the goals, but the methods due to the new approach are already different.

The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc. - it is necessary to develop students systematically and harmoniously. The classical method partly turns language into an end in itself, but this cannot be considered a disadvantage. Such an integrated approach is primarily aimed at developing students' ability to understand and create speech. The methodology involves classes with Russian teachers, but this order, although not quite "fashionable", cannot be considered a minus: a teacher who is not a native speaker has the opportunity to analyze and compare two language systems, compare constructions, better convey information, explain grammatical rules, and prevent possible errors. The general fascination with foreign specialists is a temporary phenomenon, because the Western world has appreciated the priority of bilingualism (bilingualism). The greatest value in the modern world is represented by teachers who are able to think in the context of two cultures and convey to students the appropriate set of knowledge.

The first line in the popularity rating of methods is actively held by the communicative approach, which, as its name implies, is aimed at the practice of communication. This technique works perfectly in Europe and the USA.

The communicative technique, as its name already implies, is aimed precisely at the possibility of communication. Of the four "whales" that support any language training (reading, writing, speaking and listening to speech), special attention is paid to the last two. You will not hear particularly complex syntactic constructions or serious vocabulary in the classroom. The oral speech of any literate person is quite different from the written one. Try to take care of yourself during the day: have you used a lot of long sentences, constructions in the subjunctive mood? Unfortunately, the epistolary genre is a thing of the past, and if our descendants judge us only on the basis of e-mail and other "monuments" of online literature, then their opinion is unlikely to be flattering.

However, it would be a mistake to think that the communicative method is intended only for light small talk. Anyone who wants to be a professional in a particular field regularly reads publications on their subject in foreign publications. Having a large vocabulary, he easily navigates the text, but it costs him enormous efforts to maintain a conversation with a foreign colleague on the same topic. The communicative method is designed primarily to remove the fear of communication. A person armed with a standard set of grammatical constructions and a vocabulary of 600-1000 words will easily find a common language in an unfamiliar country. However, there is also a flip side of the coin: clichéd phrases and a poor vocabulary. Add to this a lot of grammatical errors and you will understand that the only way not to be considered, to put it mildly, an unintelligent interlocutor is increased attention to partners, knowledge of etiquette and a constant desire to improve. Those who study by the communicative method are the "light cavalry". They prance under the walls of the fortress, make swift attacks and want to tear down the flag, not noticing how beautiful the besieged citadel is.

Do not lose sight of the fact that another clear gradation of methods of teaching English has the form "our - foreign". There are not so many foreign ones. If we discard American English and the TOEFL test as a kind of indicator of the results of language learning, then there are two monopolists in the field of teaching British English - Oxford and Cambridge. Both these university centers and other educational institutions work with certain publishers, therefore, for example, a textbook developed in Birmingham or Lids can be offered under one brand or another. Both publishers strive to preserve their prestige, so there is no doubt that world-class products are coming to the Russian market. Their mutual competition is the key to quality.

The Oxford and Cambridge approaches to language are united by the fact that most courses are based on a communicative methodology integrated with some traditional teaching elements. It assumes maximum immersion of the student in the language process, which is achieved by minimizing the student's

appeal to the native language. The main purpose of this technique is to teach the student to speak the language fluently first, and then to think in it. It is also important that mechanical reproducing exercises are also absent - their place is taken by game situations, work with a partner, tasks for finding errors, comparisons and comparisons that connect not only memory, but also logic, the ability to think analytically and figuratively. Often textbooks contain excerpts from the English-English dictionary - it is English-English, and not English-Russian, French, Italian, etc. The whole complex of techniques helps to create an English-speaking environment in which students should "function": read, communicate, participate in role-playing games, express their thoughts, draw conclusions. Oxford and Cambridge courses are focused on the development of not only language knowledge, but also creativity and the general outlook of the student. The language is very tight is intertwined with knowledge of the cultural characteristics of the country, therefore, the courses certainly include a country-specific aspect. The British consider it necessary to give a person the opportunity to easily navigate the multicultural world, and this is easily done with the help of such a powerful unifying factor as English. We have not yet overcome isolation enough to understand the importance and inevitable necessity of this aspect. For Britain, for all its legendary traditionalism, globalization is by no means an empty phrase, but a serious problem that they are trying to find a solution to right now.

If we return to the problem of course organization, then this can easily be done using the example of the textbook "Headway", which occupies one of the leading places in the ratings of our courses. This is a course (or English learning system) specially developed by London methodologists John and Liz Soars for young people and adults. Each of the five levels (Elementary, PreIntermediate, Intermediate, Upper-Intermediate) has its own methodological kit, which includes a textbook, a book for students and teachers, audio cassettes, and can be mastered within about 120 academic hours. Since Liz Soars has extensive experience as an examiner when passing "The Cambridge RSA Dip TEFL", at the end of studying any level of the course, a student can try to pass the certification exam and get a certificate.

Each lesson consists of several sections. The first one is usually devoted to the development of conversational skills (for example, the fact-file of a famous person is being discussed) and the analysis of some grammatical constructions, the performance of a written task on the practice of communication, discussion of certain topics, the practice of composing dialogues based on suggested hints, listening to audio cassettes, as well as fixing and repeating the material passed in previous classes. Work on the text is usually preceded by classes in pairs, answers to questions, filling in tables. All this orients the student well to the perception of subsequent information, stimulates interest in reading. The lesson usually ends with an audio part, which is also preceded by various exercises that make it easier to perceive new material. A

distinctive feature of the Headway course is the study of grammar at two levels: first in the context of the lesson, and then more fully in the student's workbook (self-study and revision exercises). It is also summarized at the end of the textbook in a special appendix. The kit also includes the book "Headway Pronunciation", which allows you to practice both the pronunciation of words and intonation - an equally important aspect of the language palette.

So, if we summarize, or, to put it in English, make a summary, British methods have a number of distinctive features. Most of them are developed based on the integration of traditional and modern teaching methods. Differentiation by age groups and a multi-level approach make it possible to develop an individual human personality, affect its worldview, value system, self-identification, and ability to think. Simply put, the individual approach, which is now popular, is put at the forefront. All British methods, without exception, are aimed at developing four language skills: reading, writing, speaking and listening.

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THE ROLE OF THE CONVERSATIONAL METHOD IN MOTHER TONGUE TEACHING

Abstract: This article discusses the role of conversation in teaching mother tongue lessons, its value, importance and achievements. The positive aspects of the conversational method in the process of teaching and learning are also illustrated on the basis of examples.

Keywords: method, conversation, question and answer, lesson, teaching, teacher, learner.

Conversation, or question and answer, is one of the most widely used methods in mother tongue lessons. This method of teaching has a special place in all types of lessons - both in the lessons of new knowledge, and in the lessons of consolidation of knowledge, and in the lessons of testing students' knowledge through written tests, depending on its application. In other words, teaching most grammar, spelling, book characters, and speech development is unimaginable without the use of conversation.

Conversation, as a method of teaching, differs from the narration of the teacher in that if the students are only active listeners during the narration of the teacher, in the process of conversation, the organization of moments of the lesson, including the moment of the topic. participate in the resolution of language events, contributing with their answers and sometimes expressing their independent opinions. Since questions and answers play a key role in the organization of the conversation, the conversation should be conducted according to a clear plan, in which the nature, signs and symptoms of the event currently being studied in the native language are explained, followed by a definition or rule. or the definitions and rules in the textbook. Therefore, during the conversation, students gradually answer the teacher's questions, understand the essence of the topic from the examples, and at the same time express their views on it, and with the help and guidance of their teacher draw conclusions, which are the basis of language praise or rules. the corresponding rule of spelling, or punctuation. Then, this student's conclusion is compared with the definition given by the teacher in the textbook, as a result of which the knowledge gained during such actions becomes more accurate and memorable. Exercises and tasks, which will then be analyzed and resolved on the same language phenomenon, will be added and will strengthen the knowledge gained by the class in the process of conversation.

The method of conversation allows to draw the attention of all or most of the students to the topic, to determine the level of knowledge and understanding of each of them, to systematize their answers and to clarify for them the obscure places of the topic.

The conversation can last from 15 to 30 minutes, depending on the topic, prepared materials and the level of preparation and interest of students in grades X-XI. And it should be noted that if the conversation is not well-prepared, long and does not lead to understanding something new, it makes the class frustrated, the lesson dull and ineffective.

It should be noted that in mother tongue teaching there are two types of conversational methods: informative and memorable. The informant's conversation is characterized by the fact that the teacher gives the students some new information, draws on their knowledge of life or a pre-existing language event and engages them in the conversation. In this case, when there is an opportunity for students to participate directly in solving the problem, they also express their thoughts, bring their own arguments, and understand the places that are not clear to them from the comments of their teacher.

Considering the specifics of the memorable conversation, it can also be used when presenting a new topic. This is possible if the students have already learned something about the new topic. For example, in grade VIII, the first topics of the sections "Phrases and sentences", "Introduction", "Followers of sentences", and "Simple one-syllable sentences" should be explained using the informative conversation method. Because in the 5th grade, during the introductory course "Syntax and Book Symbols", students were given the first information about all these parts of syntax. For example, in grade V, students are taught the following features of a phrase: a simpler definition of a phrase, a subordinate and subordinate clause in a phrase, the means of communicating words in a phrase, and the difference between a phrase and a word. However, in grades VIII-IX, where a complete and systematic course of syntax is studied, there is an opportunity to learn more about many sections, including in grade VII on the topic of "Phrases". However, in the lesson on this topic, which is taught under the same name "Phrase", at the beginning of the statement of the topic it is necessary to test the knowledge of students on the phrase from the 5th grade with the following questions: 1) What is a phrase? 2) What do you know about the phrase? (3) Basically, how many parts or words does each phrase consist of? What are those components called? (4) How is a phrase different from a word? 5) By what means are the parts of a phrase connected? 6) What is the name of the type of connection of the components in the phrase? Connect or subordinate? Give an example of a phrase. How do the items in your illustrations relate to each other? and so on.

The teacher asks the students to answer all the questions about the phrase, answers the unanswered questions himself, gives the definition of the phrase, which is somewhat more precise and clear in the textbook of VIII grade, with

the help of students, explains it in the context of examples and from the word, also gives satisfactory information about its difference from the composition and sentence. So, this method of teaching, in which at the beginning of the presentation of the previous knowledge of students on the topic currently being studied, and then the teacher discusses new information on it, is generally called the method of informative conversation.

The method of memorable conversation is used mainly in the moments of homework, reinforcement of a new topic, in the lessons of the chapter, the beginning of the year and the year in order to test only the level of knowledge and skills of students. In all these cases, students recall their knowledge of the topic and chapters of the native language and answer questions. The teacher only completes their incomplete answers, but does not provide new information, which is the main difference between a memorable conversation and an informant's conversation. In other words, a memorable conversation in a lesson is a question and answer that only reinforces the material learned by the students. In general, in the process of using the method of conversation, the teacher's questions have a high status.

Teacher questions. The questions that the teacher asks to the students at the time of consolidation and questioning of homework, review and summarizing the materials of the studied chapters and chapters, and then, in the process of explaining a new topic, are called pedagogical questions. Pedagogical questions should be distinguished from regular questions. Questions asked by the teacher on the topic of the lesson, different sections of the subject (for example, "What is a noun?", "What is a quality?", "What are the independent parts of speech?", "Which parts of a sentence are called saraza?", "What is the meaning of the subject?", "What is a complex sentence?", Etc.) The teacher's goal is different: to test and strengthen their knowledge, skills and abilities. Also, by using some questions, the teacher draws the reader's attention to the topic, using a problem-solving approach to set different tasks for them to solve independently. Therefore, the teacher's questions should be formally, logically, and logically correct to guide students in answering and drawing appropriate conclusions. In this regard, first of all, the following didactic requirements should be observed:

- a) the question is clear to the readers;
- b) demand a full answer;
- c) contain one question, ie one question does not contain several questions;
- d) is not able to demand duplicate answers;
- e) is not a liqueur;
- e) finally, the question should arouse the reader's initiative, activity and creativity.

It should not be forgotten that in the classroom, along with the teacher's questions, the students' questions should be given serious consideration. If the

student does not understand or wants to understand the phonetics, grammar, spelling, and symbols of the book, the meaning of the word, the teacher asks: Perhaps a classmate can answer the question. In both cases, this practice is one of the ways students learn.

It is also important to know that it is less important for a classmate to ask or “ask” a question. Usually, their questions are more similar to those of the student being interviewed and do not have a clear purpose. For example: What is a name? What is the root? How many bases does the verb have? How many parts of speech? and so on. In addition, they tend to be “questioning” or asking questions without listening to their classmates. Such questioning of students often occurs at a time when the teacher is not well prepared for the lesson and can not cope with the question.

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REVOLUTIONARY MOVEMENT IN SAMARKAND (LATE 19TH AND EARLY 20TH CENTURIES)

Abstract: This article provides information about the socio-political, literary and cultural life of Samarkand in the late XIX and early XX centuries, the movement of renewal and its role in the literary life of Samarkand. Also, the issues of development of science, education, literature, art in this period, access to fiction, new social issues were discussed.

Keywords: innovation, literature, science, education, realism, social life, literary environment, realism.

In the second half of the XIX century in the spiritual life of Central Asia began the movement of education and renewal. During a certain historical period, this movement spread to Turkey, Iran, Afghanistan, India, the Caucasus, the Arab world and Central Asia, and became widespread among the intelligentsia. The Enlightenment movement, despite the diversity of its terminology among the peoples of these regions (including the Enlightenment in Iran and the Enlightenment in Tajikistan), was essentially a common phenomenon in the lives of these peoples: the ideas and goals of all these peoples they were similar. The emergence of the Enlightenment movement in different parts of the Eastern world at a certain historical period was not accidental. Asia and Europe, the East and the West, have become closer and have established economic and cultural ties. As a result, some enlightened people from different parts of the East got acquainted with the developed countries of Europe, compared it with the life of their countries, realized the comprehensive backwardness of their countries and peoples, and did little to rid their country and people of backwardness and ignorance. In order to achieve these goals, they first called on their compatriots to study science and education. It should not be forgotten that their main goal was to educate and awaken the consciousness of the people, to establish the achievements of the developed countries in the field of secular science and to lead the country on the path of development. For this reason, they began to fight against the traditional method of education, social evils, oppression, ignorance and backwardness.

Separate research on the educational movement in Samarkand has not yet been conducted in Tajik literary criticism. Some information about the history of literature of the second half of the XIX and early XX centuries, in the book "Samarkand Literary Center on the highway of history" by S. Sadiev, treatises

by A. Samadov "Life and works of Javad", "Armugoni Javdat", as well as "Madhi Samarkand", "Taronakhoi Samarkand" and others. One of the prominent researchers of the literary environment of Samarkand S. Sadiev in the book "Literary Center of Samarkand on the highway of history" covers a separate chapter, which covers the late XIX and early XX centuries "Literary revival in Samarkand" (late XIX and early XX centuries) called this a sign of the development of literature and the revival of the literary environment in this period.

It should be noted that "in Central Asia, the movement of enlightenment and its literature first appeared in the second half of the XIX century in Bukhara Sharif, the main cultural and literary center of the region" [1; 352]. Ahmadi Donish is the founder of the Enlightenment movement and its literature, which began in Bukhara with his work and creativity, and his scientific and creative activity is the forerunner of the Enlightenment movement throughout Central Asia. Ahmadi Donish was the first intelligent man in Central Asia to awaken from medieval ignorance. He looked to the life of advanced nations and in his works he called on his compatriots to learn from them and constantly strive to awaken them from their slumber. Through his works, he managed to shed light on the medieval atmosphere of Bukhara, where ignorance and backwardness prevailed, and to open the eyes of people with insight and understanding. Thanks to Ahmad Donish, an awakened intellectual awakening took place in Bukhara, and travel became the main genre of enlightenment literature, and a series of travelogues were written. Among them are "The Travels" of Mahmudkhoja Behbudi, as well as the imaginary journey of Sayidahmad Ajzi called "Mirati Ibrat". These great enlightened writers expressed their progressive thoughts and ideas mainly in these travelogues. "Enlightenment literature was characterized by a sense of patriotism, the idea of freedom and national independence. The enlighteners were compassionate patriots, ardent fighters for the independence of the country and the freedom of their people." [1; 354]. Today, when the former Soviet republics of Central Asia have gained independence, especially these ideas of enlighteners on national independence, freedom of the homeland and its development have become more valuable. The Jadids were freedom fighters who continued the work of enlighteners in the early twentieth century and raised it to a higher level. Therefore, today in the sovereign republics of Uzbekistan and Tajikistan, much attention is paid to the activities of new educators. Enlighteners such as Behbudi, Ajzi, Fitrat, Chulpon, Mirzo Siroj and a few others are especially great, whose names were blackened during the Soviet era and blackened by the slander of nationalism. Of course, the Soviets were concerned about the new patriotic ideology, which was primarily focused on the national independence of the peoples of Central Asia. So they treated the newcomers this way.

Enlightened newcomers made effective use of literature and the press in order to achieve their goals and fulfill the difficult but honorable tasks before

them. It should be noted that literature and the press served as a powerful weapon against them. As a result, powerful enlightened literature and journalism emerged. Enlightenment literature appeared in the second half of the XIX century, and in the early XX century was expanded and developed by the creative activity of modern writers. We would like to remind you that literature has been comprehensively updated, ie its content, ideas, style, genre and language. The process of enlightenment changed and renewed the Tajik literature. A new stage in its history has emerged. It should be noted that the modern Tajik literature began with this enlightening literature. Although Ayni is now considered the founder of modern Tajik literature, its foundation was laid by Ahmadi Donish.

The content and the beginning of enlightenment literature were formed by the same goals, requests and tasks of this social movement. This literature is inextricably linked with the real life, time and dreams of the peoples of Central Asia. Enlightened poets and writers with the demands of the times and social life discussed such serious and pressing issues of life as never seen in the traditional literature of previous periods. Therefore, the enlightened literature was enriched with the content and ideas of life, socio-critical thoughts and ideas, its realistic aspect was strengthened. In fact, enlightenment literature is the literature of realism. It reflects the hard life of the people, as well as the pain and suffering of enlightened writers from the language of the country and the people.

Literary critic S. Sadiev rightly noted that "The development of literary life and the growth of literature in Samarkand in the early twentieth century was largely associated with a strong movement of enlightenment and modernity. At that time, Samarkand was the largest and most popular center of the social enlightenment and innovation movement." [1; 355]. It should be noted that in this land, enlightened literature was the main force of the literary movement of the period and the main trend in the development of literature. The literature of this period differs in that it incorporates social content. It was during this period that enlightenment turned from an idea into a practical movement. When we talk about the literary center of Samarkand of this era, first of all, modern literature, bright faces of outstanding enlightened and modern writers such as Behbudi, Vasli, Ajzi and others appear. During this period, the ideas of enlightenment took root in the literature and were reflected in the works of most writers. At the beginning of the 20th century, the majority of poets and writers in the literary center of Samarkand were enlighteners and created under the influence of enlightenment ideas. On this basis, we can say that enlightenment had a great prestige. In the literary environment of Samarkand, poets such as Sayidahmad Wasli, Fakhriddin Raji, Qori Masehi Tamhid, Abdulghani Javdat, Naberahoja Khilat, Jome, Sipandi, Jurat and others have created in the tradition of traditional poetry, and to a lesser extent to some extent related to the progressive and enlightened literature.

Many poets and writers gathered in Samarkand around two great writers - Mahmudkhoja Behbudi and Sayidahmadi Ajzi, who raised the banner of enlightenment literature, and contributed to the development of new progressive literature with their creativity. Enlightenment literature was formed in Samarkand, and its representatives were organized to achieve their goals. The organization and unity of enlightened writers was based on the unity of their beliefs and goals. The lofty goals and aspirations of the people as a call to education of science and enlightenment, aspirations and efforts for the freedom and development of the homeland brought together and united enlightened writers. Enlightened writers were co-creators. They walked hand in hand and fought for noble goals. The enlighteners of Samarkand were at the forefront of this powerful social and literary process. Through their work, literature became a field of intense ideological struggle. Not only powerful and well-known writers, but also weak and inexperienced writers, who connected the destiny of their work with the ideas of enlightenment, but have not yet found a place in the literature, walked in this field. The ideological struggle of enlightened orators was not directed against traditional poetry and traditional poets, but against illiteracy, ignorance, ignorance, backwardness and uncivilization. Enlightened writers declared war on these social evils, which were an obstacle to the prosperity of the country and the well-being of its people. Their main goal was the Cultural Revolution. The use of the term cultural revolution in relation to the enlightenment movement is not unreasonable. However, it should be borne in mind that the cultural revolution of the new enlighteners was fundamentally different from the "cultural revolution" carried out by the Soviets in the thirties of the twentieth century. First of all, the goal of the cultural enlightenment revolution was to achieve the development of the country gradually and naturally, by enlightening the people. Secondly, the cultural revolution of enlightenment, in its essence, was in the interests of the homeland and the people. However, the Bolshevik "civil revolution" was carried out not only artificially and by force, but also contrary to the culture and customs of our peoples and was not in their national interests.

The main trend in the development of literature in Samarkand in the early twentieth century was the enlightenment literature. At the same time, traditional poetry has continued its development and has produced a number of powerful speakers. It should be noted that the literary revival in Samarkand during the negotiations began with the traditional poetry and continued the best traditions of Tajik poetry. However, at the beginning of the twentieth century, the development of literature was mainly associated with the enlightenment literature and the creativity of its representatives, and was based on the highest ideas of enlightenment.

In 1917, as a result of the Bolsheviks coming to power, the process of the Cultural Enlightenment, which began at the beginning of the twentieth century and was achieved in a short period of time, was halted. If the Bolshevik political

revolution had not taken place, the Central Asian enlightenment movement would have achieved its goals, fulfilled its mission and tasks before the homeland and the people, and led the country on the path of development. At that time, our country and our peoples were probably among the most developed countries and nations in the world. Unfortunately, the Bolshevik revolution did not allow the enlighteners to fulfill their mission and task before the motherland and the people, and their great and great work remained unfinished.

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FORMATION OF STUDENTS 'PROFESSIONAL CHOICE COMPETENCES ON THE BASIS OF INTERDISCIPLINE INTEGRATION

Choosing a profession is the goal of many. It is also the task of the educator to form his competencies in the selection on the basis of interdisciplinary integration. In particular, the ability of school students to always choose the right profession in the future depends on the cooperation of the school psychologist, class teacher and, of course, parents. However, the collaboration of a psychologist, educator, teacher and, of course, parents will help the student to determine the right direction in life. In the article, the author discusses them.

Keywords: circle. Professionalism, integration, competence.

Literature analysis and methodology

What is a profession?

A profession is a type of activity that places certain demands on a person.

Profession is the recognition of a person by society.

Profession is a source of livelihood and livelihood.

Profession is a living organism.

Career guidance (term) - the term means to direct, to distinguish, to determine, to choose the right path in life.

The concept of career guidance is a specific pedagogical work aimed at the conscious and free choice of students, the correct definition of the career path of professions and trades.

The word profession means a profession that serves as a source of income for people in their profession, type of activity and way of life.

The essence of vocational guidance is the conditions for the comprehensive and harmonious development of the younger generation in preparation for a conscious choice of profession.

Career orientation is the pedagogical process of the student's full development as a person who rationally limits his needs, and is not only a pedagogical self-consciously self-regulating of external socially connected thinking and behavior..

Theoretical conditions of career and career guidance is a set of different views, ideas and perceptions aimed at the effective organization of career guidance activities. It is about directing young people to careers that are relevant to their personal interests, abilities and talents, and that are relevant to society.

Blessing is in the core, Professional hand is in the mouth. Wisdom brings a lot, Craft is a sky. Behunaming's profession is laziness. A young man has less than seventy professions. Forty trades are less for a young man. He licks his fingers, and he has a craft.

Feedback and suggestions

All successful managers need to have effective planning skills. There will be a number of business areas that require careful planning, from finance to marketing and general operations. You will need to demonstrate your ability to carefully plan your business activities and successfully implement projects. One of the most important tasks of a foreign language teacher in the process of higher and postgraduate education is to develop his / her aspiration to learn, update his / her knowledge, improve his / her skills and competencies, one of which is professional and is linguistic. In the modern education system, the requirements for foreign language teachers in schools and universities have increased significantly. Trends in enhancing the general humanitarian and philological training of school and university graduates require a new quality of philological and linguistic training from the teacher himself. In today's fast-paced society, the need for professionally qualified teachers is growing. A teacher's professional competence is primarily concerned with his or her ability to solve professional problems and problems that arise in the learning process. Have the necessary amount of knowledge, skills and competencies that determine the teacher's pedagogical activity, pedagogical communication and the formation of the teacher's personality. teacher as a carrier of certain values, ideals and pedagogical consciousness "AKMarkov In addition, the qualifications of a teacher are determined, on the one hand, by his professional knowledge and skills, on the other hand, by the ratio of professional positions, psychological qualities. AK Markov considered that pedagogical activity, pedagogical communication is carried out at a sufficiently high level, the personality of the teacher is realized, good work is achieved in teaching and educating students. In addition, the qualification of a teacher is determined, on the one hand, by his professional knowledge and skills, on the other hand, by the ratio of professional positions, psychological qualities. Taking into account professional competence, AKMarkov distinguishes the following types: special, personal, individual, social. it also means the ability to use them in the process of performing their functions. In this case, depending on the situation, the willingness and ability to apply this knowledge is important. NV Kuzmina defines the concept of "competence" as the ability of a teacher to transform his or her specialty as a carrier into a tool for shaping the personality of the learner, taking into account the limitations and guidelines placed on the teaching and learning process. with the requirements of the pedagogical norm in which it is implemented. N. V. Kuzmina distinguishes the following types of competencies From the point of view of E.F. Zera, competence means not only the knowledge and experience of a specialist, but also the ability to apply the knowledge and skills accumulated in

a moment of life and use them in the performance of their professional functions. In this case, depending on the situation, the willingness and ability to apply this knowledge is important. Defines it as the ability to transform the learner into a means of shaping personality, taking into account the guidelines with the requirements of the pedagogical norm in which it is implemented. Competences are divided into the following types - special and professional competencies (in the field of science taught); - Methodological competence (in the field of ways to develop knowledge, skills and abilities of students); - socio-psychological competence (in the field of communication processes); - Differential psychological competence (on the motives, abilities, direction of students); - reflection of autopsychological competence or pedagogical activity (in the field of advantages and disadvantages of their activity and personality). In the modern world, in order to become a professional teacher, a teacher must, on the one hand, constantly learn, engage in self-education, and on the other hand, show himself in pedagogical activities. In the process of self-awareness, the teacher enters into a mastery-gift relationship.

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INNOVATIVE METHODS OF TEACHING GERMAN

Annotation. For historical reasons, teaching the German language in our country was widespread and had long-standing socio-cultural traditions. At present, the German language is increasingly being replaced by the English language. One of the main problems in teaching German was the lack of understanding of students in the need to learn German, the lack of motives among students when teaching German. Therefore, the question of how to motivate students in teaching German is one of the most urgent for me as a teacher. This article covers theoretical information on innovative methods of teaching German as well as motivating students to learn German.

Key words: teaching foreign languages, active communication, innovative technologies, independent study, abilities, skills, Internet, E-Portfolio, project work.

The quality of teaching foreign languages in our time is becoming critical, in which at the level of higher education, teaching is conducted mainly on the basis of reading fiction and special texts corresponding to the student's future profession, and everyday communication was presented only by everyday topics. This leads to the fact that with such a teaching method, only one function of the language is realized - the function of the message, i.e. Informative, in a very narrowed form, since out of the four skills of language proficiency (reading, writing, speaking, listening comprehension), only one developed, passive, oriented towards "recognition" - reading, which is unacceptable in the current realities, because a future specialist must have the skill of active communication in a foreign language. This leads us to the fact that it is vitally necessary to reorganize the process of teaching foreign languages, and in particular the introduction of innovative technologies [7, 35].

Active teaching methods are understood as activities that require a creative approach to the material and create optimal conditions for independent work of students: role-playing, business games, various types of discussions, creative projects, work with sources. The experience of including such teaching

technologies as design, organization of role-based communication and preparation of Power Point presentations in English language classes proves their effectiveness, they encourage students to creatively process the material learned with a personal and activity orientation of the learning process. The techniques used contribute not only to the mastery of the system of linguistic knowledge and the regularities of the functioning of the foreign language being studied, its functional varieties, the development of general educational skills for working with a computer, receiving, analyzing and processing information from the global network, but also the development of the student's personality, disclosing his creative abilities, independent thinking...

The task of the teacher is to create conditions for the practical mastery of the language for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies such as learning in collaboration, project methodology, the use of new information technologies, Internet resources help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of learning.

Forms of working with computer training programs in foreign language lessons include: learning vocabulary; practicing pronunciation; teaching dialogical and monologic speech; teaching writing; working out grammatical phenomena.

Telecommunication technologies are organizational, pedagogical, educational technologies, forms and methods that provide for the use of modern computer tools and information technologies in the educational process. Information technology is understood as a set of methods and technical means of collecting, organizing, storing, processing, transmitting and presenting information, expanding the knowledge of people and developing their ability to manage technical and social processes [5, 3].

The use of computer technologies in the study of a foreign language is considered as an innovative approach to the construction of education and is one of the most effective and promising systems for training students. The use of computer programs in a foreign language will allow achieving better results in the development of students' independent work. At the same time, there is an integration of such courses as informatics, pedagogy, psychology, history and culture of the countries of the studied language, the use of a dictionary. The use of computer programs reduces the time to overcome the language barrier: vocabulary and typical speech patterns are thematically laid down. Also, an important factor is amusement when using computer programs in the classroom: abstract images, immersion in the social environment of the target language, musical background, all this creates a psychological atmosphere of a positive

emotional mood of the student, which facilitates the process of memorizing a foreign language.

Another important tool for learning a foreign language is the Internet; the resources of the world wide web can be used for the following purposes:

- independent study, deepening of the language, elimination of gaps in knowledge, abilities, skills;
- self-preparation for the exam;
- systematic study of a certain foreign language course remotely under the guidance of a teacher.

All this leads to the fact that it is possible to more effectively solve a number of didactic tasks:

- to develop reading skills and abilities directly using materials on the web of varying degrees of complexity;
- improve listening skills based on authentic sound texts on the Internet;
- improve the skills of writing, individually or in writing composing answers to partners, participating in the preparation of research work, essays, etc.;
- replenish your vocabulary (active or passive) with the vocabulary of a modern foreign language;
- get acquainted with cultural knowledge, including speech etiquette, peculiarities of speech behavior of various peoples, peculiarities of culture, traditions of the country of the target language;

The most effective way to learn any foreign language is to contact native speakers of this language, namely, the Internet provides such an opportunity through chat, teleconference or e-mail. At the same time, the formation of skills in any kind of foreign language activity is based on auditory-motor skills, therefore the element of oral communication in a group or with a teacher is an integral part of the learning process, thus, the most effective method of teaching foreign languages is a reasonable combination of classical teaching activities and innovative technologies [6, 15].

So, for example, one of the popular applications of ICT (information and communication technologies) is showing presentations using Power Point: in our university this type of work is actively used when explaining grammatical material, students prepare presentations on homework, for example, retelling the text, they use this program.

The next type of use of computer technology is E-Portfolio, but this type of work is not so popular due to insufficient knowledge of this technology. The most creative teachers of our university try to involve students in drawing up the Portfolio, at least at the initial level.

Working with Handouts (printed materials from Internet sites) is extremely popular: www.studygerman.ru,

http://www.multikulti.ru/German/info_info_136, <http://www.allbest.ru/langvg.htm>.

The project method forms students' communication skills, a culture of communication, the ability to concisely and easily formulate thoughts, tolerate the opinion of communication partners, develop the ability to extract information from different sources, process it using modern computer technologies, creates a language environment conducive to the emergence of a natural need in communication in a foreign language.

The project form of work is one of the relevant technologies that allow students to apply the accumulated knowledge of the subject. Students expand their horizons, the boundaries of language proficiency, gaining experience from its practical use, learn to listen to foreign language speech and hear, understand each other when defending projects. Children work with reference books, dictionaries, a computer, thereby creating the possibility of direct contact with an authentic language, which is not possible with learning a language only with the help of a textbook in a classroom lesson.

Working on a project is a creative process. A student, independently or under the guidance of a teacher, is looking for a solution to a problem, this requires not only knowledge of the language, but also possession of a large amount of subject knowledge, possession of creative, communicative and intellectual skills. Working on projects develops imagination, fantasy, creative thinking, independence and other personal qualities.

The technology of cooperation also belongs to modern technologies. The main idea is to create conditions for active joint activity of students in different learning situations. Children are united in groups of 3-4 people, they are given one task, while the role of each is discussed. Each student is responsible not only for the result of his work, but also for the result of the whole group. Therefore, weak students try to find out from the strong what they do not understand, and strong students strive for the weak to thoroughly understand the task. And the whole class benefits from this, because the gaps are closed together.

The personality-oriented approach has become widespread in modern foreign and domestic methods. However, methodologists consider the use of this approach in its radical understanding unacceptable for the conditions of teaching a foreign language in schools and other educational institutions that work according to uniform state standards and programs.

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CLINICAL MORPHOLOGY OF THE ALGORITHM FOR THE DIAGNOSIS OF PATHOLOGICAL CONDITIONS OBSERVED IN THE RESPIRATORY ORGANS IN COVID 19

Resume: Coronavirus infection (COVID-19) is an acute infectious disease caused by SARS CoV-2 with an aerosol-drip and contact-household transmission mechanism.

Pathogenetically, COVID-19 is characterized by viremia, local and systemic immuno-inflammatory process, endotheliopathy, hyperactivity of the coagulation cascade, which can lead to the development of micro-macrothrombosis and hypoxia. Clinically, it proceeds from asymptomatic to manifest forms with intoxication, fever, predominant lung damage and extrapulmonary lesions of various organs and systems (vascular endothelium, heart, kidneys, liver, pancreas, intestines, prostate, central and peripheral nervous systems) with a high risk of complications (ARDS, ODN, PE, sepsis, shock, SPON, OSN).

The symptoms may be persistent and in some patients persist for more than 4 weeks (ongoing symptomatic (subacute) coronavirus infection COVID-19) and 12 weeks (the condition after COVID-19 is postcovid syndrome).

The article describes in detail and illustrates the features of upper respiratory tract lesions in COVID-19 patients identified during autopsies.

Keywords: respiratory lesions, clinical morphology, diagnostic algorithm, COVID 19.

Relevance. At the end of 2019, an outbreak of a new coronavirus infection occurred in the People's Republic of China (PRC) with an epicenter in the city of Wuhan (Hubei Province), the causative agent of which was given the temporary name 2019-nCoV[6,8].

On February 11, 2020, the World Health Organization (WHO) assigned the official name of the infection caused by the new coronavirus - COVID-19 ("Coronavirus disease 2019")[4,7]. On February 11, 2020, the International Committee on the Taxonomy of Viruses assigned an official name to the causative agent of infection - SARS-CoV-2[3,5].

The appearance of COVID-19 has set tasks for healthcare professionals related to the rapid diagnosis and provision of medical care to patients[2,6]. Currently, information about the epidemiology, clinical features, prevention and treatment of this disease is limited [4,7].

It is known that the most common clinical manifestation of a new variant of coronavirus infection is bilateral pneumonia, in 3-4% of patients the development of acute respiratory distress syndrome (ARDS) was registered[1,5].

According to the results of serological and phylogenetic analysis, coronaviruses are divided into four genera: Alphacoronavirus, Betacoronavirus, Gammacoronavirus and Deltacoronavirus. The natural hosts of most of the currently known coronaviruses are mammals[3].

Until 2002, coronaviruses were considered as agents causing mild upper respiratory tract diseases (with extremely rare deaths). At the end of 2002, coronavirus (SARS-CoV) appeared, the causative agent of SARS, which caused SARS in humans. This virus belongs to the genus Betacoronavirus. The natural reservoir of SARS-CoV is bats, intermediate hosts are camels and Himalayan civets[6]. In total, during the epidemic period, more than 8000 cases were registered in 37 countries around the world, of which 774 were fatal. Since 2004 No new cases of SARS caused by SARSCoV have been reported.

In 2012, the world faced a new coronavirus MERS (MERS-CoV), the causative agent of the Middle East respiratory syndrome, also belonging to the genus Betacoronavirus. The main natural reservoir of MERS-CoV coronaviruses are single-humped camels (dromedaries). From 2012 to January 31, 2020, 2,519 cases of coronavirus infection caused by the MERS-CoV virus were registered, of which 866 were fatal. All cases of the disease are geographically associated with the Arabian Peninsula (82% of cases are registered in Saudi Arabia). At the moment, MERS-CoV continues to circulate and cause new cases of the disease[2,6].

The new coronavirus SARS-CoV-2 is a single-stranded RNA-containing virus, belongs to the Coronaviridae family, belongs to the Beta-CoV B lineage. The virus is assigned to group II pathogenicity, as are some other representatives of this family (SARS-CoV virus, MERS-CoV).

The SARS-CoV-2 coronavirus is presumably a recombinant virus between a bat coronavirus and an unknown coronavirus[1,4]. The genetic sequence of SARSCoV-2 is similar to the sequence of SARS-CoV by at least 79%.

The entrance gate of the pathogen is the epithelium of the upper respiratory tract and epithelial cells of the stomach and intestines[3]. The initial stage of infection is the penetration of SARS-CoV-2 into target cells having type II angiotensin converting enzyme (ACE2) receptors. ACE2 receptors are present on the cells of the respiratory tract, kidneys, esophagus, bladder, ileum, heart, and central nervous system. However, the main and quickly achievable target is alveolar cells of type II (AT2) of the lungs, which determines the development of pneumonia[5,7]. The role of CD147 in the invasion of SARS-CoV-2 cells is also discussed.

It has been established that the dissemination of SARS-CoV-2 from the systemic bloodstream or through the Lamina cribrosa (Lamina cribrosa) can lead

to brain damage. A change in the sense of smell (hyposmia) in a patient at an early stage of the disease may indicate a lesion of the central nervous system, as well as swelling of the nasopharyngeal mucosa.

The purpose of the study. Study of the morphology of lung lesions in COVID-19 based on the analysis of autopsy data.

Materials and methods of research. The results of 200 autopsies (121 deceased men and 79 women; average age 68.5 ± 15.63 years), a unique number of pathoanatomic autopsies conducted in Andijan from March 20 to May 22, 2020 for COVID-19, were studied.

The results of the study. The pathological changes of the lungs characteristic of COVID-19, varying in their prevalence, were detected in all the deceased and consisted in the development of diffuse alveolar damage (DAP) in combination with damage to the vascular bed of the lungs (microangiopathy, thrombosis, in some cases destructive-productive vasculitis) and alveolar hemorrhagic syndrome, mainly in the first, exudative, phase of DAP. Such viral interstitial pneumonia with a vascular and hemorrhagic component was the morphological substrate of ARDS.

Clinical manifestations of acute respiratory infection (body temperature above 37.5°C and one or more signs: cough, dry or with scanty sputum, shortness of breath, chest congestion, blood oxygen saturation according to pulse oximetry, sore throat, runny nose and other catarrhal symptoms, weakness, headache, anosmia, diarrhea) in the presence of at least one of the epidemiological signs:

- return from a foreign trip 14 days before the onset of symptoms;
- the presence of close contacts over the past 14 days with a person under surveillance for COVID-19, who subsequently became ill;
- the presence of close contacts over the past 14 days with a person who has a laboratory confirmed diagnosis of COVID-19;
- work with patients with confirmed and suspected cases of COVID-19.

The presence of clinical manifestations of severe pneumonia, with characteristic changes in the lungs according to computed tomography or chest X-ray (see paragraph 3.1 and appendix 1 of these recommendations) regardless of the results of a single laboratory test for the presence of SARS-CoV-2 RNA and an epidemiological history.

A case suspected of COVID-19 when it is impossible to conduct a laboratory test for the presence of SARS-CoV-2 RNA.

Conclusion. The revealed pathomorphological features of the inflammatory process in COVID-19 (priority of endothelial damage with micro- and macrothrombosis, relatively late development of the exudative phase of inflammation and a tendency to develop pneumofibrosis) determine the long duration of therapy and the need for respiratory rehabilitation, mainly aimed at pulmonary recruitment.

At the same time, the obtained results raise a number of urgent questions about the expediency and duration of the use of a number of medicines.

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CREATIVE COMMUNICATION IS THE BASIS OF MUSICAL PERFORMANCE

Annotation: In modern conditions of improving educational and educational practice and the revival of choral singing traditions in Russia, the need for a teacher-musician, teacher-educator as a creative person, capable of productive communication with the younger generation, is actualized.

Key words: conductor training, culture of creative communication, effectiveness of conductor's professional training, students' professional training.

Among the urgent and widely discussed problems at the present stage, a special place is occupied by the problem of improving education, improving its quality, achieving a high level of competitiveness in the modern labor market. This means that the education system is moving from a traditional focus solely on acquiring knowledge, skills and abilities more and more actively towards ensuring the broad competence of its graduates, from a knowledge paradigm to the creation of various options for educational and competence models that provide future specialists with the opportunity to freely navigate in a rapidly developing space. modern culture. Historical analysis of the category of communication shows that it is present in all types of activity, being the most important part of human existence. In the teaching profession, communication becomes especially necessary, since it is inherent in the nature of this process. In musical pedagogy, communication acts as a generating tool through which continuity is carried out. In this regard, there is an increasing need to revise conceptual approaches to the professional and pedagogical interpretation of the future musician teacher as a creative person.

In the course of the growth of numerous school and student choir festivals, both at the amateur and professional level, in schools and universities, there is a tendency to revive interest in choral culture among the younger generation. With the awareness of the need for radical changes in the upbringing of children and youth, the attitude towards choral art is gradually changing. Steps are being taken to improve the conducting and choral disciplines, serious attempts are being made to unite schoolchildren and students with the help of choral art (festivals, competitions). Prominent representatives in this educational field are V.L. Zhivov is the chairman of the student choir festival "Festos" and

GA Struve is the initiator and leader of the school choir movement in the Moscow region.

The role of these competitions and festivals is quite responsible and complex. They reflect the endlessly complicated realities of modern musical and pedagogical choral education, since it is obvious that the level of modern musical culture of society largely depends on who teaches it and how.

A music teacher is shaped by a lot, and therefore the profession of a music teacher is viewed as complex and multi-component. It is no coincidence that at the opening of the First International Student Competition "Music Teacher of the XXI Century", which took place on November 21st, 2000 in Moscow on the basis of the Moscow Pedagogical State University, the Mayor of Moscow Yu.M. Luzhkov said this about the role of a music teacher: "A music teacher is a wonderful and important profession, designed to give children lessons in aesthetic joy from communicating with wonderful art, to foster a sense of spiritual unity during choral singing, to immerse listeners in the world of the mystery of sounds, to develop their imagination and imagination, form a high taste "(158).

Recently, in the system of the Tashkent State Open Pedagogical University named after M.A. Sholokhov in music and pedagogical education, there is a reorientation of the specialization of training students into a teacher-choirmaster, that is, the use of professional knowledge, skills and abilities not only within the framework of the profession of a music teacher, but also a leader a choir group of choral and music studios, a choirmaster at children's music schools and a choir director at secondary schools. At the same time, we are faced with various psychological characteristics of the personality of students when teaching this profession. One of the main problems is caused by the very specificity of the conductor's choral activity - communication with the collective. All those skills and abilities learned during the period of professional development, the student, as a future teacher, must constantly improve in the forms and methods of his practical work. Having joined within the walls of the university to search professional work, creative thinking and independent actions, a student in his future pedagogical activity will grow into a significant person.

The innovative processes of penetration of the theory and practice of musical and pedagogical choral education, taking place today at all levels of our pedagogical system (from secondary schools to universities), present unlimited opportunities for the creative initiative of a musician teacher. "From a diligent performer, he must turn into a specialist-creator, into a person with the necessary creative freedom, flexibility and independence" (2.76). This initiative should be manifested at all stages of the pedagogical process and affect not only its form, but also the content itself.

The introduction of various forms and methods of active interaction between the choir collective and the student choirmaster into the practical

activities of the choir classes of the music and pedagogical faculties has outlined an approach to defining many positions of productive learning in this area. The active role of the team and the guiding position of the teacher arouses the student's need for knowledge, for the development of skills necessary for independent educational and practical activities.

In his practical work with the choir, the student must learn to manage the rehearsal process, hear the versatility of the choral sound, and evoke the emotional response of the collective with his work. These tasks are quite complex and require, in addition to professional skills and abilities, enormous volitional efforts and the development of organizational qualities.

Thus, the student's task for the choral collective is multifunctional and depends on how developed and developed his ability for self-improvement in the creative process.

Communication in musical pedagogy, especially in the form of choral teaching, is associated with a certain specificity of the educational process. The communicative part of this process (interpersonal interaction) implies the presence of the necessary pedagogical qualities and abilities, which are decisive in the development of the creative nature of learning. The readiness for creative communication is an important indicator of the full-fledged preparation of the future teacher, which is formed in the choral classes of the music and pedagogical faculty. Therefore, the formation of creative communication in a choir class is the actual goal of our research. The forms of dialogical communication in this case become decisive, due to the creative nature of teaching.

The relevance of the research topic is due to: insufficient development of the problem of communication in the process of vocal and choral forms of education; the importance of mastering professional and pedagogical communication by students as a guarantor of their skill in professional activity; the importance of enhancing the development of students' organizational, strong-willed qualities necessary for working with a choir, especially in a shortened training period (3.5 years).

The purpose of the study was the scientific and pedagogical substantiation, development and experimental verification of the methods and techniques developed by the author for the formation of creative communication in the process of practical conductor-choral activities of students during their studies at the university.

The object of the research is the formation of professional creative communication among students of the Faculty of Music and Pedagogy.

The subject of the research is the process of forming creative communication among students in the context of practical training in a choir class.

As a hypothesis of the study, the following provisions were put forward:

The formation of creative communication among students is based on: a) the accumulation of a complex of special and general pedagogical knowledge; b) the development of musical and auditory performances and performing skills, the improvement of which forms professional creative communication and the development of certain communicative abilities necessary for the conducting and choral activities of students.

The activation and development of these qualities can be possible when taking into account a number of pedagogical conditions and means that contribute to the solution of this problem. The author refers to them:

- the use of an integrated professional and creative approach in the development of psychological qualities and the internal organization of the personality of students;

- the formation of students' individual creative style of communication as the main condition in educational and choral practice;

- development of students' skill of conscious technology of the rehearsal process in order to develop independence of creative thinking.

To achieve the set goal of the research and guided by the hypothesis, the following tasks of the dissertation work were determined:

1. To characterize the psychological and pedagogical concept of "communication" from the point of view of the choral process and to investigate this phenomenon in conducting and choral activities in the practical lessons of the choral class;

2. Based on the specifics of practical choral lessons, identify the level of communication skills and the dynamics of the development of readiness to work with a choir collective and determine the manifestation of creative independence among students with a shortened training period (3.5 years);

3. Determine the professional and pedagogical conditions for the formation of creative communication;

4. Conduct experimental work, during which to clarify and test the degree of effectiveness of the proposed pedagogical forms, methods and techniques for the formation of creative dialogical communication in the choir.

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STABILITY OF NATURAL COMPLEXES AND THEIR CONSIDERATION IN ECONOMIC ACTIVITIES

Abstract: Currently, the most urgent task of geographical research is the development of approaches to assessing the sustainability of landscapes during anthropogenic development of the territory. The article discusses the stability of natural complexes and their consideration in economic activities. In theoretical and applied geographical studies, the assessment of the sustainability of landscapes is given special attention.

Keywords: Landscape, landscape analysis, design work, natural complexes, human activities, changes in nature, anthropogenic landscapes, natural conditions.

Each natural complex is characterized by a certain stability. Natural and natural-anthropogenic stability is understood as their ability to preserve their structure under the influence of external factors. The stability of natural territorial complexes is a special natural resource, a kind of ecological capacity, since the degree of permissible economic activity in a given territory depends on the load that landscapes can withstand. In the absence of external influence, after a while, landscapes have the ability to return to their original state. For example, in the absence of agricultural work, rainfed lands restore their natural state in a short period [1, 2, 3, 6].

I.S.Shchukin defined the stability of a landscape as its ability to maintain its structure and functional features for a long time. The potential stability of a landscape is expressed in its ability to withstand external, including man-made, influences, including self-cleaning from man-made impurities, recovery after disturbances. This is largely true: only by maintaining its internal potential, "potential for itself", the landscape is able to perform socio-economic functions - "potential for a person", which are derivatives of the potential for sustainability [1].

N.A.Solntsev believed that in nature all objects and phenomena develop continuously, and therefore change in time. It is impossible to suspend this process, and it is useless to seek absolute stability. The rate of development and the process of change for different objects is different, therefore, stability is a conditional and relative concept. The degree of stability can be determined only

by comparing it with the rate of change of some other phenomena, i.e. in our case, there should be a reference landscape for comparison [2].

In turn, the stability of natural complexes and their properties should be considered in two aspects, taking into account vertical and horizontal relationships. They are due to the interaction of the following main factors [3]:

- Permeability of rocks, which are the most stable part (base) of the entire complex. It is the rocks, which have such an important indicator as resistance, as well as participating in the processes of tectonic uplifts and subsidence, that determine the type and intensity of erosion, denudation, karst, deflation and other destructive processes;

- Relief, which is essentially a redistributor of heat and moisture and determines the degree of drainage of the entire landscape, the direction of the transit flow of matter (dispersion, concentration, accumulation of products of technogenesis);

- Acid-alkaline and redox characteristics, soil fertility, which determine the ability to decompose biological components of technogenic substances and self-purification from them;

- Specific composition and productivity of plant communities that protect the landscape surface from erosion and deflation processes that determine the resistance of landscapes to man-made impacts (mechanical, chemical, etc.);

- Intensity of water exchange processes, flow rate, content of dissolved oxygen, organic and mineral substances in water, contributing to the activation of the processes of solubility and decomposition of pollutants;

- Indicator of total solar radiation, velocities, frequency and direction of winds, the sum of biologically active temperatures, etc.

The above factors not only contribute to the activation of self-purification processes of the components of the natural environment, but also determine the dynamics of landscapes, their stability and resistance to the combined impact of anthropogenic factors. Thus, they form indicators of the sustainability of the components of nature and landscapes in general.

The sustainability of landscapes directly depends on the interaction, correspondence and movement of its constituent components. For example, in sandy deserts, the relationship between the components is insignificant, therefore, as a result of external factors, the structure of the local landscape can change rapidly. Breeding livestock in such an area leads to a sharp change in the vegetation cover, and this, in turn, leads to a change in the structure of the landscape as a whole. The energetics of natural territorial complexes is manifested in the intensity of weathering and the speed of movement, accumulation and dispersion of matter and is considered in a historical aspect with the rhythm and amplitude of fluctuations that developed in the process of development in the landscape and the corresponding biota, adapted to these rhythms and amplitudes of fluctuations in the natural environment.

Sustainable anthropogenic landscapes are landscapes that, under certain conditions, are able to fulfill their socio-economic tasks. An example of this is the ability of anthropogenic landscapes to preserve their fertility, despite the influence of various natural factors [1, 2, 4, 5].

In the foothill regions, in areas of lush vegetation, there is a strong connection between vegetation and soil. In this area, due to the stability of the foothill areas, mudflows, erosion and landslides are practically not formed. With the disappearance of the vegetation cover, a sharp violation of stability occurs, which manifests itself in various unfavorable natural phenomena. Thus, in the process of economic activity, it is necessary to take into account the stability of natural complexes of landscapes [1, 2, 6].

Human economic activity is the most important factor affecting the formation of nature. In the process of his development, a person not only adapted to the surrounding conditions, but also learned to influence her. All the constituent parts of nature are closely related, and a change in only one of them inevitably affects the state of others. The cultural landscape is created as a result of a conscious and purposeful economic activity of a person and is maintained in order to meet his needs. This type of landscape includes gardens, crops, cities, reservoirs, recreation areas, etc. [2, 4, 5].

A disturbed landscape is formed as a result of unreasonable impact on nature. Ravines in sown fields, swamps near reservoirs, landslides in places of extraction and processing of mineral resources, subsidence and waste dumps are examples of disturbed landscape, and restoration work requires large material costs. Today, the above landscapes are being restored again and used for economic purposes. For example, in the United States, such places are turned into pastures, in the Ukraine they are used for agriculture, and in Germany for recreational purposes.

In irrigated areas, soil fertility is inextricably linked to the sustainability of the landscape. The landscapes at the foot of the mountains are also distinguished by their stability. In such an area, groundwater is located very deeply, as a result of which there is practically no soil salinization. As a result of improper irrigation, ravines and cliffs can form on the mountain slopes. Landscapes of flat areas, for example, steppe pastures, on the contrary, are characterized by low resistance, which can sharply decrease as a result of improper breeding of livestock, destruction of vegetation cover and technical erosion. In this case, there is an overgrowth of plant cover that is not suitable for use by livestock. For example, on sandy pastures harmala, reed, kuyonsuyak (shrub of the leguminous family), zhuzgun (shrub of the toronoflower family) are widespread - its roots grow horizontally up to 20 meters around the stem and to a certain extent support the sandy soil. In order to preserve the stability of pastures, cattle grazing should be properly organized, the land should be given a break, the destruction of plants should be minimized, and an organized movement of vehicles should be established.

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INTERNATIONAL EXPERIENCE ON INTER-BASIN DISTRIBUTION OF WATER RESOURCES

Annotation: The inter-basin water transfer and derivation projects are an effective engineering countermeasure to alleviate the pressure in water-stressed areas and balance uneven distribution of water resources. The framework proposed in this article is intended to assess the overall impact of inter-basin water transfer projects that contribute to water resource management.

Keywords: water transfer projects, water supply management, water transfer, derivation canal, water security.

Introduction. The volume of available water resources on the Earth is about 1400.0 million km³. From the 2 percent or 39,500 km³ of the available water resources, only 22.8 percent are available for use and consumption. The geographical distribution of water resources is as follows: 55 percent in Asia, 19 percent in North America, 9.2 percent in Europe, 3.3 percent in South America, and 8.8 percent in other parts of the world. Distribution of water resources by sectors of the economy: 70% in agriculture, 22% in industry, 8% in domestic use [1,2].

According to the analysis, the majority of inter-basin water distribution forms are in developed countries (127 forms, the amount of water discharged is 195 billion m³/year). The contribution of developing countries (86 forms) is estimated at \$ 400 billion. m³/year of water volume. Many of the proposed inter-basin drainage schemes (59, with a planned discharge of 380 billion m³/year) are being implemented in China and India. Certainly, inter-basin drainage is carried out through the construction and operation of large hydraulic and hydropower facilities [1,2,3].

There are schemes of inter-basin uneven water supply and distribution on water bodies by regions (table-1).

Table-1

Available and proposed inter-basin discharge forms on all continents

Continents	Number of countries	Available forms of inter-basin discharge	Proposed forms of inter-basin discharge

		Number of forms	The amount of discharged water, bln. m ³ /year	Number of forms	The amount of water to be discharged, bln. m ³ /year
Asia	10	62	393	46	315
North America	5	78	164	11	700
Europe	11	52	126	11	35
Africa	8	21	9	9	37
Australia	1	6	5	2	2
Total	35	219	597	79	1089

Materials and Methods. At present, water resources of 15.0 billion m³ per year are distributed between basins in Russia through a system of 34 hydraulic structures with a length of 3.0 thousand km. Including the Big Stavropol (180 m³/s) canal on the Kuban River and the Kuban (180 m³/s) irrigation system, the Don (250 m³/s) canal on the Don River, and the Moscow (Moscow canal) on the Volga River (125 m³/s) are being used [2].



Figure 1. Moscow Canal

In Ukraine, 588.4 m³/s of water resources are distributed between basins through 7 large canals, such as 1353.2 km long Dnepr-Danbass, Dnepr-Ingulets, Dnepr-Krivoy Rog, Ingulets, Kakhov, northern Crimea and North-Donetsk [2].



Figure 2. North-Donetsk Canal

In Kazakhstan, the Irtysh-Karaganda canal supplies water to Astana and other settlements and industrial enterprises. This canal was built in 2002 and is 458 km long, 40 m wide and 5-7 m deep. Through 22 pumping stations in the canal, the water rises to 418 meters. There are 14 reservoirs and more than 39 large hydraulic structures in the canal system [2].



Figure 3. Irtysh-Karaganda Canal

The largest inter-basin canal in China is called the Grand Canal of China. It is 1,930 km long and connects Beijing in the northeast and Hangzhou in the south. Currently, large-scale projects are being implemented in China within the framework of inter-basin water discharge forms. In particular, the design and construction of a canal project to discharge water from the Yangtze River into the northern Hai River Basin is underway. Design parameters of this canal: length 1300 km, average width 40 meters, water capacity 250 m³/s, estimated cost 59 billion [2].



Figure 4. The Grand Canal

The Suez Canal, which connects the two oceans, connects Port Said in the Mediterranean and the Suez Canal in the Red Sea. Its main part passes through the territory of the Sinai Peninsula, with a total length of 168 km and an average depth of 20 meters [2].

Results and Discussions. Scientific and technical problems of dumping water resources from the Chirchik-Ahangaron river basin to the Mirzachul region have been in the spotlight of water management scientists since the 90s of the last century, and a number of options have been proposed. The water resources of the irrigated lands of Tashkent region, as well as the water resources formed in the region provided to the needs of industry, manufacturing enterprises and for the drinking purpose are not fully untapped. Therefore, options for discharging some of the excess water formed in this basin into the Mirzachul area and into the Aydar-Arnasay system of lakes have been considered (Figure 5). In the 70s and 80s of the last century, the Aydar-Arnasay system of lakes was formed as an inland water basin, and since 2008 it has been the second largest in the territory of the Republic of Uzbekistan.

According to the proposed option, 1.8 km³/year of water resources will be delivered from the source of the Gazalkent hydroelectric power station on the Chirchik River through the Karasuv canal in Tashkent region, then along the Ahangaron river, by passing the Tuyabuguz reservoir to the Syrdarya river. Passing through the Syrdarya River through the duke structure and its hydraulic calculations were carried out. The scheme of connecting the project canal route with the interstate Dustlik canal in the left bank of the middle reaches of the Syrdarya River and the location of a new canal route and hydraulic structures from the Dustlik canal to the Aydar-Arnasay lake system have been developed.

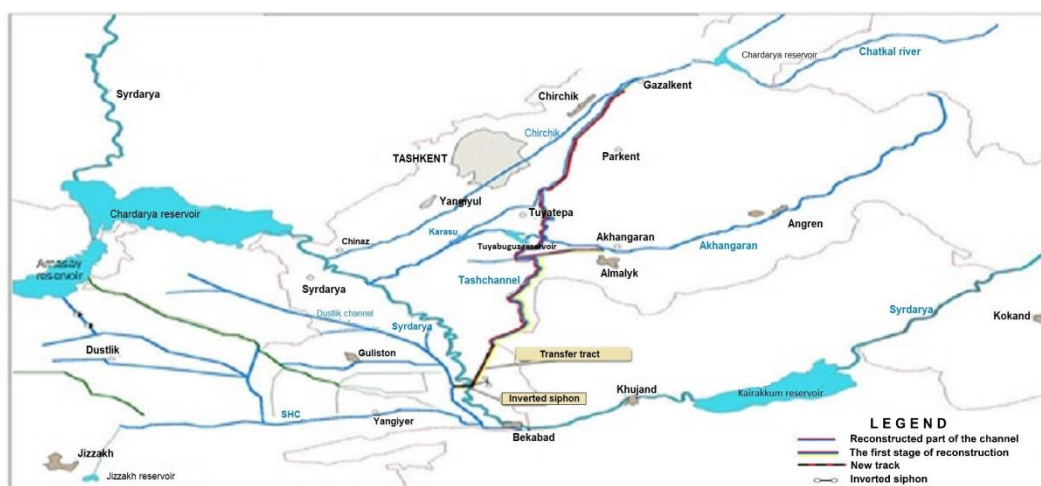


Figure 5 Canal route for discharge of water resources from the Chirchik-Ahangaron river basin to the Mirzachul area

However, the project was not supported, given that the implementation of this option will reduce the amount of water required for the Bozsuv tract and

negatively affect the implementation of the state program for the development of hydropower in the country for the 2017-2022 years.

In addition, 100 km of the canal was to pass through densely populated areas and large industrial enterprises in Tashkent and Syrdarya regions, as well as irrigated areas with high score bannet, which could cause major social and economic problems.

Therefore, this project was not implemented. However, currently, on average, 1.2 billion m³/year of water resources are discharged in vain into the territory of the Republic of Kazakhstan via the Syrdarya River within a year within the limits of the Republic of Uzbekistan through the Bozsuv diversification canal.

Conclusion.

The world experience of construction and operation of large facilities shows that the connection of water basins poses natural, environmental and man-made problems, as well as social and economic benefits. Therefore, before implementing any major project, it is necessary to research the soil and climatic conditions of the region, the design of the canal route and research work on its hydraulic parameters, including the methods of hydraulic calculations of inter-basin derivation canals and hydraulic structures and the widespread requires wide using of innovative developments.

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LIPID PEROXIDATION

Abstract: This article explores how lipid peroxidation affects the integrity of the cell membrane. The biological landscape of this process is considered.

Key words: Peroxidation of lipids, free radicals, biological membranes, eukaryotic cells, cells.

Lipid peroxidation is the oxidative degradation of lipids, which occurs mainly under the influence of free radicals. Lipid peroxidation mainly occurs in the biological membranes of both prokaryotic and eukaryotic cells.

Problems: the main mechanisms of cell damage determine nonspecific indicators of cell damage used for diagnostics, assessment of the functional state of damaged tissues and organs. Cellular damage mechanisms are central to the onset and development of disease.

Lipid peroxidation is a chain reaction that occurs at the expense of free radicals.

Free radicals are particles that have one or more unpaired electrons on their outer electron shell. The presence of an unpaired electron determines a high reactivity, because the radical strives to acquire the missing electron. In particular, two radicals easily combine with each other to form a new compound.

The source of lipid peroxidation is mainly unsaturated fatty acids. In animal cells, the main role is assigned to arachidonic acid (20: 4). In bacterial cells, due to the fact that arachidonic acid is absent, palmitooleic acid (16: 1) (structural formula number 3 in the Appendix) and very rarely cis - vaccenic acid (18: 1) (structural formula 4 in the Appendix). These acids are oxidized and give an electron to a free radical, in turn, a free radical of a fatty acid is formed, and that, in turn, takes one electron from another fatty acid and a chain reaction starts, which develops slowly at first, but as other fatty acid molecules are involved, the reaction rate is sharp is accelerating. Theoretically, this reaction will continue as long as there are substances in the membrane that can turn into free radicals. And, in simpler terms, all fatty acids and other lipoids capable of oxidation are not yet oxidized. Under normal conditions, this does not happen, since there are special substances and mechanisms in the body that can regulate these processes - inhibitors. Such substances are called antioxidants, and the enzyme system is called the antioxidant system.

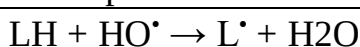
Lipid peroxidation includes several stages:

1. Initiation.
2. Development.
3. Forking.
4. Open circuit.

Stage 1 lipid peroxidation. At the moment of initiation, for example, the methylene group located between the double bonds is attacked by a hydroxyl radical, and a hydrogen atom is knocked out, which reduces the hydroxyl radical to water. Further, in the fatty acid there is a rearrangement of the double bond, the displacement of the radical group and its interaction with oxygen. As a result, a lipoperoxyl radical is formed.



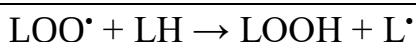
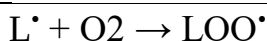
$L^\bullet$ - lipid radical



Stage 2 lipid peroxidation. The development of a linear chain reaction is the neutralization of the lipoperoxyl radical ($LOO^\bullet$) as a result of the interaction of this radical with neighboring fatty acids. Then converted to lipid hydroperoxide ($LOOH$).

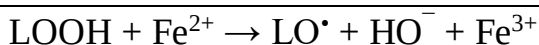
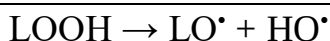


$LOO^\bullet$ - lipid peroxidation



The formation of lipid hydroperoxide is accompanied by the formation of a lipid radical ($L^\bullet$), which initiates chain continuation.

Stage 3 LP. Chain branching - decomposition of lipid hydroperoxide with an increase in the number of free radicals.



A significant acceleration of lipid peroxidation is observed in the presence of small amounts of metal ions. As a rule, this is most often the ion of ferrous iron - Fe^{2+} .

Stage 4 LP. The chain reaction is terminated when radicals interact with each other or in a reaction with various antioxidants, for example, vitamin E (structural formula 5 in the Appendix), which donates electrons, while transforming into a rather stable oxidized form - tocopheryl radical. This radical is not involved in the development of the oxidation chain.

$\text{LOO}^\bullet + \text{L}^\bullet \rightarrow \text{LOOL}$
$\text{L}^\bullet + \text{L}^\bullet \rightarrow \text{L-L}$
$\text{LOO}^\bullet + \text{vit E} \rightarrow \text{LOOH} + \text{vit E}^\bullet$

The primary products of LP are fatty acid hydroperoxides and diene conjugates. Hydroperoxides further decompose with the formation of secondary products - malondialdehyde, triene conjugates.

Diene conjugate structure - $\text{CH=CH} - \text{CH=CH}-$

Structure of Triene Conjugates: $-\text{CH=CH} - \text{CH=CH} - \text{CH=CH}-$

The most reactive of the secondary LPO products is malondialdehyde (MDA), which is capable of forming covalent bonds with NH_2 -groups of proteins and other molecules to form a Schiff base. Thus, malonic aldehyde forms the end products of lipid peroxidation. [3] The scheme of reaction with ε - NH_2 -groups of lysine or N-terminal amino acids of proteins, with NH_2 -groups of phospholipids and glycosamines is presented in the Appendix under number 6.

Antioxidants are substances that inhibit oxidation; any of the many chemicals, including natural products of the body and nutrients from food, which can neutralize the oxidative effects of free radicals and other substances. [5]

Antioxidant factors are divided into 2 types - enzymatic and non-enzymatic.

Non-enzymatic factors of the antioxidant defense of cells include vitamin E (tocopherols), group A provitamins (β -carotene), vitamin A (retinol), ubiquinone (coenzyme Q10), uric acid, glutathione, ceruloplasmin, selenium-containing and zinc-containing compounds, melatonin, ionol. However, it was found that most antioxidants have prooxidant properties, which depends on the concentration of these substances and the nature of neighboring molecules.

Enzymatic factors include:

- superoxide dismutase (SOD) catalyzes the process of disproportionation of two superoxide radicals with the formation of hydrogen peroxide and molecular oxygen in the cytoplasm, mitochondria and nucleus: $2\text{O}_2^{\bullet -} + 2\text{H}^+ \rightarrow \text{H}_2\text{O}_2 + \text{O}_2$.

As stated above, as a result of lipid peroxidation, damage to cell membranes occurs, which affects their properties and cell functioning.

The main changes include:

- changes in the properties of the lipid layer;
- an increase in the microviscosity of membranes;
- changes in the surface charge of membranes and lipoproteins;
- decrease in hydrophobic volume;
- an increase in the polarity of the lipid phase;
- increased permeability to hydrogen ions;
- increased permeability to calcium ions.

Thus, lipid peroxidation plays an important role in the process of apoptosis (a regulated process of programmed cell death, as a result of which the cell breaks down into separate apoptotic bodies limited by the plasma membrane), regulation of membrane structure and their functions (presentation of receptors, work of ion channels, release of biologically active substances, signal transmission between cells, etc.).

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HISTORY OF THE DEVELOPMENT OF THERAPY FOR MALIGNANT TUMORS

Annotation: In this article describes history of the development of therapy for malignant tumors. The development of highly effective means and methods for combating tumor disease is one of the cardinal tasks of public health. Among them, a special place is occupied by the creation and introduction into medical practice of highly effective drugs for the treatment of oncological diseases.

Keywords: malignant, tumor, modern medicine, cancer.

The problem of malignant neoplasms, despite the significant advances achieved in the study of the tumor process, the development of methods of prevention, diagnosis and treatment, is still one of the most important in modern medicine. Among the causes of death, malignant tumors and neoplastic diseases of hematopoietic and lymphoid tissues, according to world statistics, rank second in highly developed countries. Although there are significant advances in the diagnosis and treatment of tumors, the number of cancer patients is quite large. This is due to an increase in the number of carcinogenic factors contained in the human environment, insufficient knowledge of the fundamental nature of the tumor process, the essence of the reasons for the transformation of a normal cell into a tumor, the pathogenesis of neoplasms, as well as the conditions conducive to their development.

Bis-(β -chloroethyl) amine derivatives were among the first to be used as antitumor agents.

The reason for the use of these compounds was the data obtained in the 40s of the XX century, during the Second World War, when the effect on the body of chemical warfare agents was studied in detail: mustard gas (or bis- β -chloroethyl sulfide) and nitrogen mustard gas (or trichlorethylamine). Earlier, in 1919, it was established that trichlorethylamine causes severe leukopenia and bone marrow aplasia. Further studies have shown that trichlorethylamine has a specific cytotoxic effect on lymphoid tissues and has antitumor activity in lymphosarcoma in mice. Clinical trials of trichlorethylamine began in 1942, marking the beginning of the era of modern tumor chemotherapy.

The synthesis of bis- (β -chloroethyl) amine derivatives was first carried out at the end of the 19th century; however, it was only after the Second World War that the possibility of using these compounds in diseases of the hematopoietic system was shown and a new field of medical and chemical sciences - chemotherapy of malignant neoplasms - was practically initiated.

By 1950-1953, about 500 chloroethylamines were synthesized, but at that time some of them were used only as additional therapeutic agents in surgical intervention. Their limited use was explained by the fact that chloroethylamines, suppressing the growth of tumors, act simultaneously on all rapidly dividing cells. Since 1955, researchers have been synthesizing numerous derivatives of haloethylamines in order to obtain compounds with greater selectivity of action against tumors. If by 1960 more than 2000 derivatives of haloethylamines were obtained, by 1978 the number of these compounds synthesized in order to study their antitumor and antileukemic activity exceeded 3000.

Based on this system, all drugs are divided into groups according to their chemical composition, has a clear hierarchical structure, which facilitates its use for scientists, chemists and pharmaceutical industry, as well as further research in this area. Each medicine has its own chemical properties. In order to avoid undesirable consequences before the synthesis of new drugs and the improvement of existing ones, this classification is a convenient guide. Antineoplastic agents:

1. Synthetic: A) halogenated; B) containing an organic functional group; B) metal-containing; D) mixed.

2. Semi-synthetic and of plant and animal origin: A) antibiotics; B) alkaloids; C) enzymes; D) hormones.

3. Radioactive nucleides.

One of the first drugs based on chlorine was used as an antitumor agent from halogenated compounds. Subsequently, with further research, other halogens, such as bromine and fluorine, were used to reduce the toxic effect on the body.

Chlorethylamines are the most important halogen-containing drugs characterized by high reactivity.

Chlorethylamines of the aliphatic series. A characteristic feature of aliphatic chloroethylamines in aqueous solutions is rapid ionization with cyclization.

The mechanism of interaction of aliphatic chloroethylamines with nucleophilic agents depends on the polarity (dielectric constant) of the solvent and on the nucleophilicity of the attacking group.

Aliphatic bis- (β -chloroethyl) amines, for example, embihin, when dissolved in water, form an ethyleneimmonium cation at a lower rate than monochloroethyl amines.

A feature of these compounds is that the second electrophilic center in their molecule can react only after the opening of the first ethylene ammonium ion.

The first drug from the group of aliphatic chloroethylamines, which has been used for a long time in the oncological practice of our country, was embikhin. Due to its high toxicity, it was discontinued and replaced by a less

toxic drug, novembichin. In many foreign countries, embihin is produced and used for the treatment of tumors at the present time.

In order to obtain less toxic drugs with greater selectivity of action on solid tumors, the researchers followed the path of replacing chlorine in the haloalkyl groups of aliphatic chloroethylamines with other halogens (bromine, iodine, fluorine).

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CLINICAL AND EPIDEMIOLOGICAL FEATURES OF STROKE IN THE FERGANA VALLEY

Annotation: The aim of the study was to study the influence of the main meteorological factors (relative humidity, atmospheric pressure, ambient temperature and duration of sunshine) on the course of coronary heart disease in the climatic conditions of the Fergana Valley.

Key words: clinical and epidemiological features, stroke, Fergana valley.

Relevance

Meteorological factors, according to studies conducted under the auspices of WHO, are considered as external risk factors that can negatively affect the functioning of all systems of the human body, as well as the course and outcome of various diseases, including cardiovascular diseases (CVD). Back in 1999, WHO Director-General Dr. Gru Harlem Brundland noted that the impact of climate change on people should be at the center of health monitoring. Climate change is not only a problem of today, but perhaps even more a problem of the future.

The study of the climatic aspects of coronary heart disease is becoming especially relevant in connection with the upcoming global climate change on the Globe. Thus, according to the UN (2001), in 100 years the average annual air temperature on the planet will increase by an average of 5.8 oC. This trend cannot but affect the climate of Uzbekistan. So, according to scientists of our country, over the past 100 years, the average annual air temperature in Tashkent has increased by 1.2 oC, and in the Fergana Valley only over the past 30 years, such warming has amounted to 0.3 oC. This has already led to the aridization of the territory of our country, a decrease in river flow and an increased frequency of droughts, superimposed on the intensification of anthropogenic desertification and environmental pollution. This, in all likelihood, is one of the main reasons for the deterioration of epidemiological indicators of morbidity and "endpoints" from coronary heart disease, including in Uzbekistan, as a result of a decrease in the reserves of the cardiovascular system. The latter in a hot climate is one of the main factors that reduce the compensatory capabilities of the body.

The above suggests that the study of the correlation of the incidence of coronary heart disease with certain meteorological factors is an urgent problem. The solution of these issues in the climatic conditions of Uzbekistan is of

considerable interest, both in terms of scientific developments and real meteorological prevention of coronary heart disease.

The aim of the study was to study the influence of the main meteorological factors on the course of coronary heart disease in the climatic conditions of the Fergana Valley.

Material and methods

The observation material was 4859 cases of deterioration of the condition of patients with coronary heart disease living in Fergana over a 3-year period (1997-1999), registered on the basis of appeals to the ambulance station, the Fergana branch of the Republican Scientific Center for Emergency Medical Care of the Ministry of Health of the Republic of Uzbekistan and therapeutic departments of AndGosMI clinics. In our study, 57.6% of patients were women and 42.4% were men.

The study was conducted retrospectively on the basis of copying data from medical records.

According to the agreement, data on the actual levels of meteorological parameters for 3 years (1997-1999) at 6 hour intervals were copied from the logs of the Fergana Hydrometeorological Center. Based on these data, a bank of information on meteorological factors of the first order has been accumulated: atmospheric pressure (in mb), air temperature (in C⁰), relative humidity (in%) and duration of sunshine (in hours).

Own data and discussion

The influence of relative humidity (RH) on the development of coronary heart disease (various forms of angina pectoris, myocardial infarction) in the studied years was studied.

The complex of elements installed during the period of high relative humidity in the studied region is unfavorable. It is characterized by variability in humidity levels and an increase in cases of coronary heart disease. In all three analyzed years, a regular variation in the frequency of coronary heart disease was found, which is associated with high humidity: their maximum frequency reaches at humidity levels 92-100% (24,0%, 35,3%, 18,4% in 1997, 1998, 1999, respectively), the decline in morbidity is observed in days and months with less humidity - 47-55% (10,7%, 9,7%, 9,7%, respectively).

When comparing the average annual characteristics of the incidence of coronary heart disease with different levels of atmospheric pressure (AtD), a close, direct correlation with the amplitude of atmospheric pressure was found.

So, in 1997, the maximum frequency of various forms of coronary heart disease (26.4%) was noted with fluctuations of AtD 971-975 mb, the smallest number of coronary heart disease (0.8%) was observed with ATD differences of 945 mb or less ($r=+0.95$, $P<0.001$). In 1998, there was also an increase in the incidence of IHD patients from 0.1% (with AtD of 945 mb or less) to 30.0% (with AtD of 971-975 mb) ($r= +0.96$; $P<0.001$). Similar trends were noted in

1999 - an increase in the incidence of coronary heart disease from 0.2% (AtD 945 mb or less) to 35.0% with AtD 971-975 mb ($r = +0.89$; $P < 0.01$).

The results of the analysis of the incidence of coronary heart disease and fluctuations in ambient temperature (FA) during 1997 showed an increase in the incidence of coronary heart disease from 0.2% (with FA -8.70 C and below) to 16.6% (with FA 25.4-28.70 C and more) ($r = +0.93$; $P < 0.001$). During 1998, a hot dry summer was an unfavorable risk factor for patients with coronary heart disease. The incidence of coronary heart disease increased in direct dependence on the level and fluctuations of FA from 0.3% at FA -8.70S or less to 14.9% at FA 22-25.30S ($r = +0.79$; $P < 0.01$). The third year of the analysis of the dynamics of the incidence of coronary heart disease also showed that the smallest number of cases of coronary heart disease was detected at low levels of FA (-8.70 C and below) 0.1% and an increase in its indicator was revealed with fluctuations in FA within a low temperature - 4.8-8.30C (15.8%) ($r = +0.71$; $P < 0.05$).

The increase in the incidence of various forms of coronary heart disease in conditions of elevated ATD and FA can be explained as follows. Depending on the leading meteorological factor (temperature or AtD), hypothermic or hyperbaric hyperoxia and hyperthermic or hypobaric hypoxia may form. Severe weather hyperoxia leads to the development of secondary hyperoxic hypoxia in the body.

One of the objectives of this study was to identify the relationship between the incidence of coronary heart disease and the duration of sunshine (SS)

When analyzing the incidence of coronary heart disease, it was noted that a significant increase in the incidence of coronary heart disease in the analyzed years was noted with fluctuations in SS indicators from 6.6 to 13 hours (11.0%-14.4% in 1997; 15.4% - 17.1% in 1998; 13.6% - 19.2% in 1999). The minimum level of circulation of patients with coronary heart disease was noted with a short duration of SS - from 1.3 to 3.9 hours, the indicators ranged from 4.5%, 5.1% and 4.7% over the years, respectively. An increase in the incidence of coronary heart disease has a direct correlation with an increase in the duration of exposure to SS ($r = +0.79$; $P < 0.01$).

Conclusions

The data obtained make it possible, on the one hand, to predict the meteorologically conditioned decompensation of coronary heart disease and to carry out meteorological preventive measures, on the other hand, they assume a certain clinical effectiveness of environmental protection measures at the level of an entire region or population.

There is an obvious need for constant clinical and meteorological monitoring of the region with the organization of "targeted" primary, secondary and tertiary preventive measures for coronary heart disease.

It is advisable to create a unified meteorological and meteorological information monitoring system in the region, which allows for comprehensive

climatometeorological and clinical management of the incidence of coronary heart disease. The data obtained by us indicate that the problem of the regional specifics of the formation of coronary heart disease in the conditions of the sharply continental climate of Uzbekistan, especially in the Ferghana Valley, is extremely relevant and has not only medical, but also national economic significance.

To develop practical recommendations for the prevention of ischemic atherothrombotic stroke for neurologists, cardiologists, vascular surgeons. To develop a program of primary and secondary prevention of ischemic stroke, taking into account the regional characteristics of epidemiological indicators for Fergana valley. Implement the developed set of measures to prevent vascular diseases and reduce mortality and disability from strokes and myocardial infarctions in Fergana Valley, which will reduce morbidity, mortality and disability due to vascular pathology of the brain and heart. Together with specialists not only in the field of healthcare, but also in social, economic and other spheres, to develop primary and secondary preventive measures to improve the quality of life of patients with ischemic stroke, which will significantly reduce the human and economic losses of society.

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IMPORTANT ISSUES OF CLINICAL AND EPIDEMIOLOGICAL FEATURES OF STROKE IN THE FERGANA VALLEY

Annotation: In this article, the authors conduct an extensive review of foreign and domestic sources over the past 12 years on the problems of epidemiology and prevention of ischemic stroke. The authors of the article consider the importance of primary stroke prevention in reducing mortality and disability due to the effective impact in this regard of optimizing the system of care for patients with acute cerebral circulatory disorders (ONMC), the introduction of therapeutic and diagnostic standards for these patients, including rehabilitation measures, as well as the prevention of recurrent strokes.

Key words: epidemiology, acute cerebrovascular accident, causes of death, impact of public health and public health.

The European Regional Bureau of the World Health Organization (WHO) believes that the creation of a modern system of care for stroke patients will reduce mortality during the first month of the disease to 20% and ensure independence in daily life 3 months after the onset of the disease at least 70% of surviving patients. The development and implementation of uniform principles for the management of patients with ONMC should help optimize the diagnostic approach and the choice of therapeutic measures to ensure the best outcome of the disease. Further improvement of methodologies in the organization and management of stroke is a tool in reducing overall mortality from cardiovascular diseases.

Relevance: One of the main causes of death and disability of the population is acute cerebrovascular accident (ONMC). An important indicator characterizing the structure of vascular diseases of the brain is the ratio between hemorrhagic and ischemic strokes. Over the past decades, the structure of vascular diseases of the brain has been changing due to the increase in ischemic forms. Ischemic stroke is a clinical syndrome represented by focal and/or cerebral disorders that develops suddenly due to the cessation of blood supply to a certain part of it as a result of occlusion of the arteries of the head / neck with the death of brain tissue. Stroke is the most important health problem in many countries of the world. 0.2% of the population suffers from stroke every year (2 LLC per 1 million population). Of these, a third die during the following year (4.4 million deaths), a third lose their ability to work and only a third of patients fully recover. All this affects both the socio-economic and political state of the

country. Consider in economic terms: according to WHO, for the period from 2005 to 2015, the loss of GDP of the Russian Federation due to premature deaths from vascular causes amounts to 8.2 trillion rubles. Strokes account for a significant share in the structure of cardiovascular diseases. The cost of treatment of one stroke patient in Russia, including inpatient treatment, rehabilitation and secondary prevention, is 127,000 rubles per year. The total amount of direct government spending alone on the treatment of stroke patients at the rate of 450,000 new cases per year is 57.2 billion rubles per year.

In this regard, it is very relevant to objectively assess the epidemiological indicators of stroke in the country, identify trends and cause-and-effect relationships of changes in morbidity and mortality levels to reduce socio-economic damage from the consequences of stroke.

Stroke is the second most common cause of death in the world. According to WHO, the impact of healthcare on the level of public health, including morbidity, is 10%, while the contribution of medicine to reducing mortality reaches 40%.

The problem of cerebral stroke (CS) in Uzbekistan is gaining increasing medical and social significance due to the increasing prevalence of general cardiovascular pathology, an increase in the number of elderly and senile people among the population, a high level of disability of people who have suffered a stroke. Arterial hypertension (AH) and atherosclerosis are the main causes of acute disorders of cerebral circulation. If atherosclerosis is considered as an unregulated risk factor, then the implementation of population programs to combat hypertension has a significant impact on reducing the incidence of stroke.

In Fergana Valley, ONMC is the second most common cause of death after cardiovascular pathology and ranks first among the causes of disability. An important event is timely diagnosis and provision of qualified medical care. It is necessary to ensure that the patient receives help as early as possible, no later than 6 hours from the moment of the brain catastrophe, i.e. in the "therapeutic window". Here a lot depends on the work of the medical service at the pre-hospital stage. It provides for a high level of training of ambulance doctors, district therapists and neuropathologists in diagnostics, the volume of emergency medical measures, and medical tactics for ONMC. In the system of stage-by-stage medical care for patients with ONMC, the pre-hospital stage plays an important role. Its tasks are: providing medical care, early diagnosis, fast and safe transportation of the patient to a specialized department of the hospital.

Cerebrovascular pathology, especially acute disorders of cerebral circulation, is one of the most difficult problems of medicine. In one year, about 780 thousand strokes occur in the USA, in North America as a whole (USA and Canada) - 1.2 million, in the European Union - up to 1 million, in the rest of the world - about 10 million. strokes. On average, the prevalence of strokes is

approximately estimated as 200 cases per 100 thousand population annually, although it varies in different regions, depends on race and many other factors.

Equally, the manifestation of both types of stroke is influenced by factors such as nutrition, current smoking, alcoholism, oral contraceptives, stress, sedentary lifestyle. Arterial hypertension turned out to be the dominant risk factor for both types of strokes. Optimization of primary and secondary prevention of acute cerebral circulatory disorders in Fergana Valley largely depends on regional characteristics - a complex of climatic, social and ethnic factors.

Meteorological factors play a dominant role among natural and climatic factors - the sharply continental climate is characterized by dryness and abundance of heat, temperature contrasts of day and night, winter and summer. In all seasons of the year, rapid and significant changes in air temperature, barometric pressure and the direction of movement of air masses are characteristic.

The duration of the warm period with an average daily air temperature above 0 °C ranges from 250 days in the northern part of the region to 320 days in the southern part. Summers everywhere in the region are hot, long and exceptionally dry.

The high rates of morbidity and mortality from stroke are obviously due to the insufficient level of primary and secondary prevention of the main risk factors for stroke: stenosing atherosclerosis of the extracranial brachiocephalic arteries and arterial hypertension. In recent years, a lot of work has been done to create new treatment strategies for stroke in order to increase their effectiveness.

However, the problem of stroke in Fergana Valley has not yet been completely solved. There are many unclear questions regarding primary and secondary prevention of ischemic stroke at the present stage of development of carotid surgery and angioedecology. Accurate data on stroke morbidity and mortality in some regions of the Fergana Valley have not been obtained.

Due to the obvious relevance of this problem, insufficient knowledge of not only public health and health professionals, but also narrow-profile: neurologists, psychiatrists, therapists, cardiologists, vascular surgeons, in this field of medicine; In the absence of a scientifically based regional strategy in the fight against stroke, there is an obvious urgent need to determine the true rates of morbidity and mortality from stroke in the regions of the Fergana Valley, to determine the proportion of ischemic strokes, to assess the level of surgical and drug prevention of ischemic stroke among residents of the regions, to analyze their own results of surgical treatment of stenosing atherosclerosis.

Conclusions: The scientific basis for assessing the epidemiological situation in the regions and the effectiveness of work on the prevention and treatment of ONMC is the stroke register, based on demographic indicators and the territorial principle, which also allows to assess the medical and socio-economic consequences of strokes, determine the state of the system of patient

care in this region, calculate the need for rehabilitation measures, identify the leading risk factors in various regions and develop ways to correct them.

For the purpose of early primary prevention, to continue the study of morbidity, mortality, mortality from ischemic stroke, risk factors and the frequency of prevention of stenosing atherosclerosis of brachiocephalic arteries among men and women aged 25-74 years in open populations of large cities and regions. Review the clinical and diagnostic protocols for the management of patients with atherosclerotic lesion of the aortic arch vessels. To refine the structure of the algorithm based on modern methods of minimally invasive diagnostics of pathology of the cardiovascular, nervous systems, hemostasis system. Taking into account epidemiology, to create an algorithm of a differentiated approach to the assessment of ischemic stroke and primary prevention based on a comprehensive neurological and clinical-instrumental examination of the patient's cardiovascular system and prioritization of the vascular basin.

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A NEW METHOD OF HEMOSTASIS FOR LIVER AND SPLEEN INJURIES IN CHILDREN

Resume: Combined liver and spleen injuries are the most common variant of abdominal injuries in road accidents, the number of which has been steadily increasing in recent years. At the same time, the results of surgical treatment of patients largely depend on the reliability of hemostasis of the liver wound with its damage.

For this purpose, various variants of U-shaped sutures and synthetic hemostatic materials are used in pediatric surgical practice. The introduction of hemostatic sponge, viscose, polymer adhesives into the liver wound has a number of significant complications: autoimmune reactions, hyperergic adhesive process of the abdominal cavity, etc. The practical application of the developed surgical intervention makes it possible to eliminate the syndrome of postsplenectomy immunosuppression and significantly reduce the number of postoperative complications.

Key words: hemostasis, liver, spleen, injuries, trauma, surgical treatment.

Relevance. Injuries to the abdominal organs in children vary from 10 to 15% of the total childhood trauma, while every third child with abdominal trauma has damage to the spleen, and every sixth has liver damage [3].

The emergence and active development of laparoscopy changed the technology of surgical intervention, but did not change the therapeutic tactics[4]. As for the scope of surgical interventions, splenectomy was usually performed for spleen injuries, and occasionally pole resection or suturing of the damaged organ[1].

Organ-preserving interventions were more often performed by pediatric surgeons, since the removal of such an important organ as the spleen posed a danger to the child's future life. In case of liver injuries with bleeding into the abdominal cavity, stopping bleeding was also the main goal of emergency surgery, but liver injury carried, as surgeons believed at the time, the risk of developing biliary peritonitis[2]. This forced the patient to operate even with a slight accumulation of blood in the abdominal cavity.

The development and improvement of modern diagnostic technologies, primarily radiation (ultrasound, CT, MRI), have significantly expanded the

visualization of topographic and anatomical changes in internal organs in diseases and injuries. With regard to the problem under discussion, specialists have the opportunity to determine not only the damaged organ, but also to specify the damage zone and the size of the wound in several projections. The presence of fluid in the abdominal cavity, its quantity and density began to be determined more accurately. Conducting such a dynamic study allows us to judge with greater accuracy about ongoing or stopped bleeding [2]. Such detailed information about the condition of the injured organ, combined with constant monitoring of hemodynamics and laboratory parameters, makes it easier for the medical team on duty to choose therapeutic tactics: to carry out conservative therapy or to intervene surgically.

The analysis of numerous publications in periodicals and manuals devoted to the problem of damage to solid abdominal organs over the past 30 years indicates the obvious advantages of conservative treatment over surgical [6]. An important detail should be emphasized: almost all publications on this topic were related only to the pediatric group of patients. In some countries (USA, for example) since 2006, conservative treatment of spleen and liver injuries in children with stable hemodynamic parameters has been recognized as the standard of therapeutic tactics [5].

The purpose of the study. The aim of the work is to improve the results of treatment of patients with liver and spleen damage by creating a new method of radical hemostasis of liver wounds and the most effective method of prevention of postoperative hyposplenism in this cohort of patients.

Materials and methods of research. From 2020 to 2021, 57 patients with simultaneous damage to the liver and spleen aged from 3 to 18 years were under our supervision, operated according to the standard procedure with splenectomy with suturing of the liver wound without autotransplantation of splenic tissue. It should be noted that only 4 patients (7%) had local damage to the liver and spleen, in other patients, damage to these organs was combined with traumatic brain injury - 44 patients (77%), damage to the musculoskeletal system - 49 patients (86%).

The results of the study. Analysis of the clinical material allowed us to conclude that the main method of diagnosing intra-abdominal bleeding is ultrasound of the abdominal organs, which in 84% objectively allowed to identify pathognomonic symptoms of damage.

The use of this method of research allowed us to almost completely abandon laparocentesis with the method of a fumbling catheter, laparoscopy for diagnostic purposes. In all cases, deep ruptures of the spleen, partial or complete separation of the organ from the vascular pedicle were observed, which caused a justified splenectomy.

In all cases of simultaneous damage to the liver and spleen, surgical tactics were identical at the initial stage: median laparotomy, preventive tamponing of the liver wound, splenectomy were performed.

Suturing a liver wound always presents significant difficulties. U-shaped seams always have a clear tendency to eruption. For thorough hemostasis, we used laying the wound surface with a hemostatic sponge in 42 patients (73.7%), tachocomb was used in 8 patients (14%) and tissucol in 4 patients (7%). In parallel with this, diathermocoagulation was used. At the same time, in all observations, complete hemostasis with deep liver wounds could not be fully achieved. This, in turn, was a reasonable indication for drainage of the subhepatic space according to Redon.

In the postoperative period, reinfection through drainage of the subhepatic space was the cause of complications in 4 patients (7%), suppuration of the laparotomy wound - 4 patients (7%), suppuration in the drainage area - in 15 patients (26.3%), early adhesive intestinal obstruction — in 2 patients (3.5%), hypostatic pneumonia - in 5 patients (8.7%).

The study of catamnesis in 55 patients previously operated on general surgical principles (using splenectomy without autotransplantation of splenic tissue), convincingly testified that 50 patients (91%) had obvious clinical symptoms of hyposplenism in the postoperative period. The clinical manifestation of this syndrome consisted primarily in an increase in the incidence of infectious processes.

The study of the main factors of immunity in dynamics indicated a significant decrease in anti-inflammatory cytokines and cellular immunity, which entailed a significant decrease in humoral immunity factors.

Taking into account the massive nature of damage to two vital organs - the liver and spleen, massive intra-abdominal bleeding, we considered it expedient to perform simultaneous autotransplantation of splenic tissue into the liver wound.

The pathogenetic justification of this approach to surgical tactics in this contingent of patients is primarily due to the direct hemostatic properties of splenic tissue, significantly better conditions for graft vascularization and the direct physiological proximity of splenic cells producing taftsin with liver cells.

1. Treatment of patients with combined liver and spleen injuries using splenectomy leads to a decrease in anti-inflammatory cytokinins and cellular immunity, which entails a decrease in humoral immunity factors and is the main link in the pathogenesis of post-splenectomy syndrome.

2. Intraoperative use of fibrin adhesives and diathermocoagulation does not provide reliable hemostasis of the liver wound and, in combination with reasonable drainage of the abdominal cavity, increases the number of postoperative complications.

3. The method of autotransplantation of splenic tissue into a liver wound developed in the experiment makes it possible to achieve a complete stop of bleeding and further maintain a viable and fully functioning autotransplant of splenic tissue.

The developed method of autotransplantation of splenic tissue into a liver wound is technically simple, applicable in any urgent surgical department, allows to stop bleeding from a liver wound without additional local hemostatic agents and completely abandon drainage of the subhepatic space.

Autotransplantation of splenic tissue into a liver wound is an effective way to prevent postoperative hyposplenism in this contingent of patients and can significantly improve the results of treatment of patients with liver and spleen injuries.

Conclusion. Thus, the proposed treatment complex has significant advantages over existing ones and allows to significantly improve the results of treatment of patients with combined and combined liver and spleen injuries.

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MAKTABGACHA TA'LIM YOSHDAGI BOLALAR IJODIY QOBILIYATLARINI SHAKLLANTIRISH

Annotatsiya. Ushbu maqolda maktabgacha yoshidagi bolalarda ijodiy qobiliyat xususiyatlarini rivojlantirish muhim ahamiyat kasb etishi, ijodiy qobiliyatlar rivojlanishi uchun zamin bo'lgan sifatlarning mavjudligi va mustaqil fikrlash ko'nikmasining taraqqiyoti bolaga ta'lim jarayonidagi turli vaziyatlarga muvaffaqiyatli moslashish, o'zgargan holatlarni anglay olish hamda o'zining bilish jarayonlari va xulq-atvorini unga mos tarzda yo'naltira olish imkoniyatlari haqida fikr yuritilgan.

Kalit so'zlar: Ijodiy qobiliyat, pedagogik faoliyat, kreativ shaxs, ijodiy, mustaqil fikrlash, ijodkor ijodiy qobiliyatlar, maktabgacha ta'lim tashkiloti.

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CREATIVE DEVELOPMENT OF PRESCHOOL CHILDREN

Abstract. In this article, the importance of developing creative abilities in preschoolers, the presence of qualities that underlie the development of creative abilities and the development of independent thinking skills, help the child to successfully adapt to various situations of the educational process. about the possibilities of managing Zina's cognitive processes and behavior in the way that suits him.

Keywords: Creative ability, pedagogical activity, creative personality, creative, independent thinking, creative creative abilities, preschool organization.

Jamiyat taraqqiyotidagi islohotlar zamonaviy texnologiyaga bo'lgan talabni oshirib, uzluksiz ta'limning barcha bo'g'inlarida moddiy-texnik bazani yaxshilashga e'tibor qaratishda ijodiy yondashishni talab qiladi. Bolaning ijodiy qobiliyatlarini rivojlantirish va yaxshilash hammaga ma'lum narsalarni o'zgartira olishi va ijodiy foydalana bilish, sifat jihatdan yangiliklarni yaratish juda katta ahamiyatga ega bo'lib bormoqda.

Bolaning ijodiy qobiliyatlarini shakllantirish, albatta, uning bevosita faoliyatida namoyon bo'ladi va rivojlanadi. K.Rodgers "Ijod – o'z-o'zini kuchaytirish demakdir" degan asarida, ijodiy shaxs uchun eng asosiy

savollardan birini beradi: “Mening hayot tarzimi o‘zimni qoniqtiradimi yoki to‘g‘ri talqin etadimi? Bolaning ushbu savolga javobi uning kasbiy va ijodiy cho‘qqilarga intilishi, yuqori ijodiy malakali va o‘zini ijodiy tomondan to‘la namoyish etishga intilishi kreativ shaxs bo‘lish” motivini uyg‘otadi. Har bir bolaning o‘zini-o‘zi rivojlantirishi va o‘zini-o‘zi namoyon eta olishi bevosita uning ijodiy qobiliyatiga egaligi bilan bog‘liq.

Bola o‘z-o‘zidan ijodkor bo‘lib qolmaydi. Uning ijodkorlik qobiliyati ma‘lum vaqt ichida izchil o‘ganish, o‘z ustida ishlash orqali shakllantiriladi va u asta-sekin takomillashib, rivojlanib boradi. Har qanday mutaxassisda bo‘lgani kabi bolalarning ijodiy qobiliyatiga ega bo‘lishlari uchun uzoq yillar davomida poydevor qo‘yiladi va ma‘lum faoliyatni tashkil etishda izchil rivojlantirib boriladi. Bunda bolaning o‘zini-o‘zi ijodiy faoliyatga yo‘naltirishi va bu faoliyatni samarali tashkil eta olishi muhim ahamiyatga ega. Bola ijodiy faoliyatni tashkil etishda muammoli masalalarni yechish, muammoli vaziyatlarni tahlil qilish, shuningdek, pedagogik xarakterdagi ijod mahsulotlarini yaratishga alohida e‘tibor qaratishi zarur.

Ijodiy intellektual qobiliyatlarning namoyon bo‘lishi, hayot tajribasiga nimadir yangilik olib kirilishi, yangi muammolarni qo‘yish va hal etishdagi betakror g‘oyalarning tug‘ilishi, muammoni hal etish va farazlarni shakllantirishda tafakkurning stereotip usullaridan voz kechish qobiliyati bo‘lib ta‘lim jarayoni samaradorligi ham ko‘p jihatdan uning taraqqiyot darajasiga bog‘liqdir. Bolalarni maktab ta‘limiga tayyorlashda ham ularga xos bo‘lgan ijodiy qobiliyat xususiyatlarni rivojlantirish muhim ahamiyat kasb etadi. Ijodiy qobiliyatlar rivojlanishi uchun zamin bo‘lgan sifatlarining mavjudligi va mustaqil fikrlash ko‘nikmasining taraqqiyoti bolaga ta‘lim jarayonidagi turli vaziyatlarga muvaffaqiyatli moslashish, o‘zgargan holatlarni anglay olish hamda o‘zining bilish jarayonlari va xulq-atvorini unga mos tarzda yo‘naltira olish imkonini beradi.

Mutaxassislarning fikricha, bolalar ijodiy qobiliyatlarning rivojlanishiga quyidagi omillar ta‘sir ko‘rsatishi mumkin:

- ijodkor kishilar bilan muloqot ko‘lamining kengligi;
- taqlid uchun namuna bo‘la oladigan kattalar olamining mavjudligi;
- ota-ona va bolalar o‘rtasidagi o‘zaro munosabatlarning demokratik uslubga ega ekanligi;
- bolaga hissiy jihatdan o‘zini namoyon etish uchun imkoniyat berilishi;
- kattalarning faol va arboblarga xos maqomi;
- bolalarni mustaqil mehnatga erta jalb qilinishi;
- turli to‘garaklarga jalb qilish orqali ijodiy faoliyatga yo‘naltirish;
- o‘z tajribasidagi yangi ma‘lumotlarni bilishdan quvonishi;
- bolalarning tadqiqotchilik ishiga ijobiy munosabatda bo‘lishi;
- bolalar faoliyatidagi yutuqlarni o‘z vaqtida rag‘batlantirish;
- intellektual imkoniyatlarini rivojlantirish bo‘yicha tegishli mashqlar bilan shug‘ullanishi uchun zarur shart-sharoit yaratish va boshqalar.

Ijodiy qobiliyatning rivojlanishiga ijobiy ta'sir etuvchi omillar bilan bir qatorda uning taraqqiyotiga salbiy ta'sir etuvchi holatlar ham mavjud.

Ota- onalarga tavsiyalar:

- bolangizning dunyoqarashini boyitish, ijodiy rivojlantirish maqsadida ko'proq har xil voqealarga boy kitoblarni o'qib bering;
- o'zingizning kasbingiz haqida gapirib bering va ishxonangizga sayrga olib boring, kasb tanlash ehtiyoji tug'iladi;
- bolangizni tez-tez sayrlarga olib chiqing, ijodiy rivojlanadi;
- sayr vaqtida tabiatdagi ranglar, predmetlar va hayvonot dunyosi haqida to'liq tushuncha bering, ekologik tarbiyasi oshadi;
- bolangiz savol bersa urushmang, savollariga to'liq javob bering, ongi o'sadi;
- bolangizni mustaqil ish qilishga o'rgating, u katta bo'layotganini his qilsin;
- bolangizga oilasini sevishga, ardoqlashga o'rgating, zero Vatan ostonadan boshlanadi;

Shunday qilib, bolalar ijodiy qobiliyatlarini uning ijtimoiy-psixologik taraqqiyoti mahsuli bo'lib, muntazam o'zaro ta'sir etib boruvchi ko'plab omillarning inson ruhiyatiga ta'siri natijasi hamda ta'limga pedagogik-psixologik tayyorlikning eng muhim ko'rsatikichidir. Ijodiy rivojlantirish omillari bolaning ijodiy faoliyatida ijodiy intilishi, ijodiy qobiliyati, ijodiy qobiliyat maqsadi, yo'nalishi va o'zini boshqara olishida ko'rinadi va uni o'zining faolligi, o'zini-o'zi boshqara olishi bilan yetuk rivojlanayotgan, o'sayotgan shaxsga aylanayotganini bildiradi.

Xulosa qilib aytganda, ta'limda ijodiy qobiliyat shunchaki bir ehtiyoj emas, balki uning avangardidir: boshqa har qanday tizim deyarli har doim shu qadar ko'p yangilik va tajribalar bilan o'zining progressiv rivojlanishi haqiqatini tasdiqlay olmaydi. Ta'limning jamiyatdagi o'zgaruvchan roli ko'plab ijodiy tafakkur sohiblariga va innovatsion jarayonlarga olib keldi.

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RESEARCH ACTIVITIES IN PRESCHOOL CHILDREN

Annotation: In the current process of rapid globalization, a number of practical work is being done by educators and researchers in order to keep the education system integrated and effective. In particular, in the system of pre-school education, a large-scale work is being carried out to develop preschool children into perfect individuals in all respects. Today, educators rely on qualified, experienced, knowledgeable professionals and have a thorough knowledge of their field in educating the younger generation, the use of advanced pedagogy and information and communication technologies, interactive methods., must deeply understand and comprehend the essence of reforms, innovations in the field of education.

Keywords: education, process, upbringing, child, environment, research, activity, approach.

Great attention is paid to the pre-school education system in our country. On the initiative of the President of the Republic of Uzbekistan Sh.M.Mirziyoev, in accordance with the Decree 5198 of the President of the Republic of Uzbekistan dated September 30 2017 "On measures to radically improve the management of the preschool education system" The Ministry of Education was established. Therefore, there is a need to radically reform the system of preschool education in order to improve the software and teaching aids in the system on the basis of international best practices. And in recent years, radical changes have taken place in the preschool education system. Public and non-governmental pre-school education institutions have been reconstructed, and the existing ones have been reconstructed to meet today's requirements. Pedagogical processes and educational environment in preschool education institutions have been radically renewed. In order to involve children in the educational environment in preschool education, it is important to use a variety of educational technologies, unusual didactic games, various incentive methods. To do this, the teacher must be able to develop and implement various experimental projects. In fact, preschool children experience experimentation, research work is like formal and scientific things, isn't it? But the word hides its name as one of the ways to accomplish tasks in the development and teaching of preschool children. The research activity consists of the collaborative work of the educator, parents and children to study some of the issues.

The purpose and objective of the study is to help children develop independent thinking, decision making, search for answers, planning, anticipating the outcome, and learning to interact with other people.

Preschoolers cannot develop research projects on their own. Developed in collaboration with educators in kindergarten.

Typically, this type of activity is purely educational in nature, as can be seen from the fact that the project can be used to learn, gain knowledge, and enrich life experience. This method is progressive and effective for today's children. The expected results are explained as follows.

- Expanding and enriching children's knowledge about the topic of experimentation and seasonal changes in nature.

- In the process of practical training with the educator, children's interest in knowledge is formed.

- The formation of children's monologue, dialogic, and coherent speech is enriched with epithets, new words and phrases.

- Forming children's artistic abilities during creative activities with adults.

- Use of new winter games and play fun by children to develop their ability to use them in independent play activities.

- Learn by heart the poems about the topic.

- Involving parents in the creative process of working with children is to increase their interest in collaborating with the kindergarten.

Research activities in preschool children can be carried out in several areas, mainly in all groups of children of this age, depending on their age and individual characteristics. Based on this, it is necessary to develop research that is suitable for preschoolers. On-site research is developed in accordance with the centers of activity and experimental work is carried out with the educator and children.

For example, **the Language and Speech Center** can provide information and research on "Vitamin Products" for children. At the beginning of this study it is necessary to acquaint children with vitamin products, to acquaint the child's body with the benefits of this product. The research can then be done in video format using ICT. This study should be tailored to a group of older and preparatory children. The aim of this study is to understand the importance of fruits for the normal growth of a child's body, to develop children's ability to work in a team and cognitive interests.

At the Center for Science and Nature, small and effective experimental tests will be conducted on the basis of the planned topic. For example, the experience of creating a rainbow through water and glass is done together with the children. As a result, students will learn that the rainbow is a natural phenomenon and when it is formed, the seasons, natural phenomena.

On the basis of the planned projects in the center of construction and mathematics will be carried out small-scale research with the help of constructors (lego, cubes, geometric shapes). The child develops ideas about space and time, about constructive projects (bridges, cars, cities).

In order to develop children's artistic and creative abilities in the art center, it is advisable to carry out winter drawings, applications and clay works. The expected result is the development of children's aesthetic perception, color perception, technical skills in drawing, modeling, application. To teach children to draw a picture of winter in different techniques, to use different materials. Clay work, on the other hand, involves the proper and efficient handling of work using a variety of methods and materials. It is also intended to stimulate independent creativity and imagination by learning songs about winter and performing dances for the holidays through music lessons. Of course, the results will be as effective as we expected.

Research work in preschool children is an excursion aimed at studying the problems related to the surrounding nature and social life. This can be learned in a number of ways.

The method of storytelling is that in developing it, children verbally express their impressions and feelings. learn to deliver in writing. Professor Collie enumerated the forms of vocal (song), art (painting), music.

The constructive method is aimed at creating a certain useful product: a bird house, breakfast for children, flower beds. By the end of the twentieth century, new types of experimental projects had been developed. Professor E.Polat described the experimental projects for the kindergarten in accordance with the typological features. According to this description, participants focused on the number, the dominant method, the relational and coordination method, and the duration of the experiment.

The dominant method- research is focused on creatively productive and adventurous practice. By the nature of the content: the child and his family, the child and nature, the world created by the child and man, the child and society reflect its cultural values. By the nature of the participants, it was cited to be implemented jointly with a single participant.

Research and experimental testing in preschool children is carried out at short and long term intervals. Nature itself provides materials for observation, research, experimentation, and creation. Winter games, entertainments, wonderful holidays and holiday imaginations allow the child to express the image vividly through words, creative activities. In this process, it is possible to conduct research with preschool children in a number of ways. Let's say you work together to develop scenarios for holiday events (based on children's imaginations and creative approaches). Research with creative bias. In doing so, children learn some information. For example, why does snow melt in the spring, and the results are drawn in pictures, wallpapers, scenes and various other forms. In this case, the creative tasks also have a cognitive character, but the results of the research are organized as a theatrical action and a children's holiday. Research should be coordinated and flexible, taking into account the age-related psychological characteristics of preschool children, that is, the

educator should organize the individual stages of the research and provide unbiased guidance to children's work. All research should be conducted as a rule in preschool education institutions.

At present, in relation to the revision of priority forms and methods of teaching in preschool education, it is precisely in children that methods that develop skills for the initial forms of generalization, summarization and abstraction prevail. And this method is called experiment. Another aspect is that independent study, its features, the recognition of something that the child has not previously thought or guessed, is not yet within its power. The task of adults is to help children form an active desire to experiment in the child, to create optimal conditions for the development of children's creative, independent and joint activities through various experimental, artistic activities.

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KIMYO VA INGLIZ TILI FANLARI INTEGRATSIYASIDA INNAVATION MASHG'ULOTLAR

Annotatsiya: Maqolada kimyo va ingliz tili fanlarini integratsiyada o'qitish istiqbollari yoritilgan. Bunda kimyodan ma'lumotlar bazasiga kirganda, dunyo olimlarini olib borayotgan ilmiy ishlari bilan tanishda ingliz tilini bilish zarurati muammosi yoritilgan.

Integratsiyalashgan darslar jarayonida kimyo fani va ingliz tilini bog'lash bo'yicha eng samarali ish shakllari ko'rib chiqildi.

Kalit so'zlar: ingliz tili, kimyo, integratsiyalashgan darslar, har bir sinf uchun ishlash shakllari, bakalavr, magistr, doktorant.

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INNOVATIVE EXERCISES IN THE INTEGRATION OF CHEMISTRY AND ENGLISH

Annotation: The article discusses the prospects for the integrated teaching of chemistry and English. It addresses the issue of the need to know English when accessing a database of chemistry and to get acquainted with the scientific work of scientists around the world.

The most effective forms of work for the connection between the subject of chemistry and the English language in the course of integrated lessons are considered.

Keywords: English, chemistry, integrated classes, forms of work per class, bachelor, master, doctoral student.

Bugungi kunda mamlakatning ilmiy -texnik salohiyatini aniqlaydigan kimyo fanisiz aniq tabiiy fanlarni rivojlantirmasdan ijtimoiy taraqqiyotning rivojlanishi mumkin emas. Kimyo sohasida yangi bilimlarni olish, boshqa har qanday aniq fan kabi, ma'lumot almashmasdan, shu jumladan, turli tillarda gaplashadigan mutaxassislar o'rtasida mumkin emas. Malakali kimyo o'qituvchilari chet elda ilm -fan sohasida paydo bo'lgan barcha yangiliklardan xabardor bo'lishlari, shuningdek, foydali ma'lumotlarni olishlari kerak. Buning uchun ingliz tilini bilish talab qilinadi. Jamiyatga nafaqat ona tilida, balki chet

tilida ham ma'lumotni egallash va ishlata oladigan ilmiy savodli o'qituvchilar kerak.

Ta'kidlash joizki, ingliz tili siyosat, biznes va fan sohalarida xalqaro muloqotning asosiy tiliga aylandi. Shunday qilib, bir necha tillarda muloqot qilish va axborot bilan ishlash ko'nikmalari va tayyorligi zamonaviy yosh - o'rta maktab bitiruvchisi uchun jamiyatning muhim talablariga aylanadi. [2].

O'qish jarayonida ingliz tili insonning umumiy madaniy dunyoqarashini kengaytirishni, boshqa mamlakatlarning urf -odatlarini va urf -odatlarini bilan tanishishni, muloqotning yangi usullari va usullarini o'zlashtirishni, ya'ni umumiy rivojlanish va tarbiyaviy funktsiyani tez -tez bajarishni o'z ichiga oladi. boshqa ta'lim fanlaridan ko'ra ko'proq darajada. Bu bizga chet tilini nafaqat gumanitar fanlar, balki tabiatshunoslik tsikli sub'ektlari bilan fanlararo integratsiyaning maqbul vositasi sifatida ko'rib chiqishga imkon beradi. [6].

Shunday qilib, ingliz tilini bilmasdan turib, kimyo ta'limining fanlararo integratsiyasi mumkin emas. Afsuski, maktabda kimyo va ingliz tilini integratsiyalashtirish muammosiga unchalik e'tibor berilmayapti, ehtimol buning sababi tabiiy fanlar o'qituvchilarining tilni etarli darajada tayyorlamasligidan va shuning uchun ham ular o'rganilmagan soha bilan fanlararo aloqalarni ishlatishga qiziqishning yo'qligidir.. «Kimyo o'qitishning o'zbek metodikasida bu mavzu bo'yicha jiddiy tadqiqotlar kam. Agar ko'plab asarlar chet tillarini gumanitar fanlar bilan integratsiyalashuviga bag'ishlangan bo'lsa, unda uning fan va texnika tsikli fanlari bilan integratsiyasi masalasi mahalliy fan va amaliyotda etarlicha ishlab chiqilmagan. Chet tili va kimyo fanining integratsiyasi bo'yicha alohida tadqiqotlar mavjud[7,8].

Fanlararo integratsiyaning asosi "til", "kimyoviy til" va "ingliz tili" dir.

Ingliz tili ko'p funktsiyali tabiiy signal tizimi bo'lib, u aloqa vositasi sifatida, bilim va kasbiy faoliyat vositasi sifatida ishlatiladi.

Kimyoviy til - bu kimyoviy ma'lumotlarni ifodalash uchun ishlatiladigan tushunchalar va qoidalar tizimi. Bu murakkab sun'iy til bo'lib, atamalarga boy, etimologiyasi dunyoning turli tillariga borib taqaladi.

Chet tili bilan integratsiya sharoitida kimyo sohasidagi bilimlarni o'zlashtirish bo'yicha ishlarni tashkil etish bir nechta xususiyatlarni o'z ichiga oladi:

- mavzu mazmuni tufayli turli kommunikativ vaziyatlarda talabalarni chet tilida faol muloqotga jalb qilish;

- tashxis qo'yish va fan va axborot -kommunikativ kompetentsiyalarning shakllanishini hisobga olish maqsadida talabalarning yutuqlarini doimiy monitoring qilish;

- har xil vizual tayanchlardan foydalanish[2].

Kimyo va chet tili o'rtasidagi bog'liqlik uchun ishning eng samarali shakllari fan va ommabop matnlar, jurnallardan maqolalar va o'quv -uslubiy qo'llanmalardan foydalaniladigan darslar va tanlangan kurslar bo'lishi mumkin.

Umumta'lim maktabida "Kimyo" fani 7 -sinfdan o'rganila boshlaydi. Bu vaqtga kelib, talabalar ingliz tilini yaxshi bilishadi, bu esa uni qo'llash imkoniyatlarini kengaytirishga imkon beradi [3]. Biroq, kimyo bo'yicha bilimlar zaxirasi hali ham minimal, shuning uchun birinchi navbatda mashhur olimlarning tarjimai hollari, shuningdek, qiziqarli fizik-kimyoviy hodisalar, fizika va kimyo sohasidagi kashfiyotlar bilan bog'liq kichik hajmli matnlarni o'rganish maqsadga muvofiqdir[1].

Kimyo sohasidagi bilimlar oshgani sayin, fanlarning o'zaro bog'liqligi fan va texnikaning tegishli tarmoqlariga tegishli ingliz tilidagi maxsus adabiyotlar bilan ishlash uchun zarur bo'lgan ko'nikma va malakalarni shakllantirishdan iborat bo'ladi; talabalarga maxsus terminologiyani, qisqartirishlarni va boshqalarni tushunadigan oddiy maxsus matnni o'qish va tarjima qilish ko'nikmalarini singdirish, taklif qilinayotgan mavzu bo'yicha oddiy suhbat o'tkazish qobiliyati[9,10]. O'rta maktabda bilim darajasi oshadi, bu esa ilmiy xarakterdagi matnlar bilan ishlashga imkon beradi, lekin bunday matnlar bilan ishlash uchun "maxsus tayyorgarlik talab qilinadi, chunki ilmiy matnlarning so'z boyligi dasturda belgilangan me'yorlardan oshib ketadi. Shuning uchun, bu holda munosabatlar maxsus lug'at, qisqartma, belgilar va boshqalarni o'zlashtirishdan va matn ustida ishlashdan (o'qish, tarjima qilish, gapirish, grammatik material bilan ishlash) boshlanadi[11,12]. Mavzusi ilmiy yutuqlar bilan bog'liq bo'lgan chet tilidagi matn bilan ishlashda siz amaliy til ko'nikmasini shakllantirishga imkon beradigan leksik materialni bosqichma - bosqich to'plash usulini qo'llashingiz kerak. Matn bilan ishlash - kimyo sohasida xorijiy so'zlar zaxirasini kengaytirishning eng yaxshi usuli.

Birinchi integratsiyalashgan darslardan biri "Davriy qonun va davriy tizim D.I. Mendeleyev ". Bu mavzu 7-sinfda kimyo kursini o'rganish boshida ko'rib chiqilgan va integratsiyalashgan darslar tizimi orqali yangi bilimlarni egallash uchun juda mos keladi. Misol tariqasida, darslikdan M.M. Kutepova "Kimyogarlar uchun ingliz tili". Siz kimyo faniga tegishli so'zlarni topishingiz va yozishingiz kerak[13,14].

Periodic table and periodic law

"The story of how D.I. Mendeleyev established the Periodic System of Elements has long been a matter of great interest to research workers.

When Mendeleyev began to teach at St. Petersburg University, chemistry was still far from being the well-ordered and harmonious branch of science that we know today.

The great majority of scientists were firmly convinced that atoms of different elements were in no way connected with each other, and that they were quite independent particles of nature. Only a few advanced scientists realized that there must be a general system of laws which regulates the behavior of atoms of each and every element. However, the few attempts made by Beguyer de Chancourtois, Newlands, bother Meyer and others to find a system of laws

controlling the behaviour of atoms were unsuccessful and exercised no influence on Mendeleev, the future founder of the Periodic System of Elements.

“Mendeleev was a man who could not bear any kind of disorder and chaos,” writes Academician

A.A. Boikov. “This is why at the beginning of his course in chemistry at St. Petersburg University, where he had been appointed to the department of chemistry, D.I. had to establish order in the chemical elements”.

By comparison of chemical properties of different elements researchers had long ago discovered that elements could be placed in several groups according to similarity in their properties.

Mendeleev applied in his system the principles that he developed and included in his table the listing of the elements according to increasing weights...” [4].

2000x1000

8 -sinfda kimyo fanini o'rganayotganda, siz chet tilida suhbat uslubidan foydalanishingiz mumkin. O'qituvchi savollar tayyorlay oladi, ularga javoban o'quvchilar dars mavzusi bo'yicha o'z bilimlarini (kimyo fanidan) ko'rsatadilar, shuningdek o'z fikrlarini chet tilida ifodalashni o'rganadilar. Shuningdek, talabalar paragraf materiallari bo'yicha savollarni ingliz tilida yozishni o'rganishlari kerak. Misol sifatida " "Sulphur and its compounds" / Oltingugurt va uning birikmalari (8 -sinf) mavzusida quyidagi savollar berilgan[15,16]:

1. What allotropic modifications of sulfur are known to you? Oltingugurtning qanday allotropik modifikatsiyalari haqida bilasiz?

2. What are the physical properties of sulfur? Oltingugurtning fizik xususiyatlari qanday?

3. In what compounds sulfur occurs in nature? Oltingugurt qanday birikmalarda tabiiy ravishda uchraydi?

4. What chemical properties of sulfur make this application possible? Oltingugurtning amalda ishlatilishi qanday kimyoviy xossalarga asoslangan?

5. What practical application has free sulfur in everyday life?
Oltinugurtdan kundalik hayotda qanday foydalanish mumkin?

Ishning eng qiyin turi - tinglash. Ishning bu turi ma'lumotni quloq orqali idrok etish qobiliyatini rivojlantirishga imkon beradi. Kimyoviy matnni tinglash jarayonida uni tushunish jarayonida muayyan qiyinchiliklar bo'ladi, chunki matnda kimyoviy atamalar mavjud. Vazifani soddalashtirish uchun o'qituvchi oldindan notanish so'zlarni yozishi mumkin, tinglagandan so'ng munozara o'tkaziladi va mavzuni o'rganish uchun zarur bo'lgan yangi kimyo materiali yoziladi[17,18].

Kimyoviy fanni o'rganishda muhim element - bu kimyoviy tenglamalar va masalalar yechish orqali olingan bilimlarni rivojlantirish. Muammolarni hal qilish va mashqlarni bajarish chet tili yordamida ham amalga oshirilishi mumkin. Masalan, karta vazifasi quyidagi tarkibga ega bo'lishi mumkin:

1. Complete and balance the following reactions:

a) $\text{Li} + \dots = \text{Li}_2\text{O}$;

b) $\text{Fe}_2\text{O}_3 + \dots = \text{Al}_2\text{O}_3 + \dots$;

c) $\dots + \text{HCl} = \text{FeCl}_2 + \text{H}_2$;

d) $\text{Al} + \dots = \text{AlCl}_3$.

2. How many grams of copper oxide (II), formed by the decomposition of 39.2 g of copper hydroxide (II)?

3. Write a balanced equation for the reaction and specify its type:

nitric acid + calcium hydroxide = calcium nitrate + water.

Ushbu turdagi ishlardan foydalanish, masalan, o'rta maktabda yoki birinchi kurs talabalarida ma'ruza va insholar tayyorlash, talabalarga o'zlarini qiziqtirgan mavzu bo'yicha o'z fikrlarini bildirishga imkon beradi, bu kelajakda ularning kasbiy faoliyati bilan bog'liq bo'lishi mumkin. Ingliz tili ularga bu mavzu bo'yicha so'z boyligini kengaytirish va xorijiy manbalardan yangi bilimlar olish imkonini beradi. Quyidagi mavzularni taklif qilish mumkin[19,20,21,22]:

1. Polimerlar nima? What are polymers?

2. Qaysi oynaga organik deyiladi? What kind of glass is called organic?

3. Nega penoplast(ko'pik) shunchalik engil? Why is foam so light?

4. Avtomobil shinalari nimadan yasalgan? What are car tires made of ?

5. Saqich asosi nimadan iborat? What is the basis of chewing gum?

6. Qog'oz nimadan olinadi?What is paper made from?

7. Kraxmal va paxta momig'ining umumiyliigi nimada? What is common between the starch and cotton wool?

Ishning bunday shakllari o'quvchilarning kimyo faniga bo'lgan qiziqishini oshiradi va materialni yaxshiroq o'zlashtirishga yordam beradi. Ingliz tilidan kimyo fanidan integratsiyalashgan darslarda foydalanish «global tarmoqqa erkin kirish, o'rganilayotgan masalalar geografiyasi va makonini kengaytirish imkonini beradi. Birlamchi axborot manbalaridan foydalanib, keng doiradagi vaziyatlarni kuzatish va taqqoslash imkonini beradi »[3]. Integratsiyalashgan

darslar o'qituvchiga bolaga dunyoning yaxlit rasmini o'rganishning birinchi qadamlaridanoq o'rgatish imkonini beradi. O'rta maktab o'quvchilari integratsiyalashgan darslar orqali o'zlarini chet tilini biladigan kimyo sohasidagi mutaxassis sifatida ko'rsatish imkoniyatiga ega.

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KIMYO O'QITUVCHISINING USLUBIY TAYYORGARLIGIDA YORDAMCHI VOSITALARNI O'RNI

Annotatsiya: Maqolada oliy pedagogik o'quv yurtlarida axborot-kommunikatsiya texnologiyalari (AKT) asosida olib boriladigan pedagogik ta'lim (malaka (daraja) "bakalavr")da, o'ziga xos ijtimoiy-ma'daniy muhit shakllanishi kerak, o'zini - o'zi tashkil qilish va o'zini - o'zi boshqarish qobiliyati, intellektallik kabi shaxsiyat xususiyatlari rivojlanish shartlariga muhit yaratilishi zaruriyati ko'rsatib o'tilgan.

Kalit so'zlar: AKT, pedagogik ta'lim, ijtimoiy-ma'daniy muhit, intellektuallik, qobiliyat.

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ROLE OF AUXILIARY MEANS IN METHODOLOGICAL TRAINING OF A CHEMISTRY TEACHER

Annotation: The article deals with pedagogical education (qualification (degree) "bachelor") on the basis of information and communication technologies (ICT) in a higher pedagogical educational institution, in which a special socio-cultural environment should be formed, conditions for the development of such personality traits as the ability to self-organization and self-government.

Key words: ICT, pedagogical education, socio-cultural environment, intelligence, ability.

Bo'lg'usi kimyogar o'qituvchilarni o'qitishda va intellectual qobiliyatini oshirishda interfaol xujjat «Vazifalar to'plami»ni ham qo'llash mumkin. O'quv – uslubiy jarayonda qo'llash uchun pedagogik - multimedia elektron darsliklari va master-shablonlarning yangi turlarini yaratish uchun – Microsoft Office, Microsoft ning zamonaviy paket dasturlaridan foydalanish, MS Word, Power Point, E-Publisher, Excel elektron jadvali, ma'lumotlar bazasi (Access) kabi dasturlarni qo'llash ham mumkin. YUqoridagi dasturlarga asoslangan holda, multimedia master-shablonlariga tayanib bilim berish, olingan bilimlarni reyting tizimi asosida sinab ko'rish, keng qamrovli va yuqori darajadadir.

Oliy o'quv yurtlarida "«Umumiy kimyo», "Anorganik kimyo", "Analitik kimyo", "Organik kimyo", "Fizik va koloid kimyo", "Kimyoviy texnologiya", "Biokimyo" fanlarini, AKT bilan uzviy bog'lab o'qitish, bunda zamon talabiga mos AKT va pedagogik texnologiyalar elementlaridan foydalanish imkonini yaratadi.

AKT ta'limining asosiy yo'nalishlari quyidagilarda o'z asksini topgan: 1) "bulutli" texnologiyalar asosida ta'lim muhitini shakllantirish; 2) ta'lim tizimini axborotlashtirishning texnik infratuzilmasini modernizatsiya qilish; 3) ta'lim tizimining elektron ta'lim resurslarini rivojlantirish; 4) ta'lim jarayoni ishtirokchilarining tarmoqdagi o'zaro axborot almashinuvini ta'minlash; 5) ta'limda masofaviy ta'limni kengaytirish; 6) AKT ta'limi sohasida kadrlar ko'lamini rivojlantirish; 7) ta'limni boshqarish tizimini AKT bilan to'liq ta'minlash [6,7].

Bizning fikrimizcha, zamonaviy uslubiy adabiyotlarda kimyo o'qitish imkoniyatlarini ko'rib chiqishga etarlicha e'tibor berilmagan. Shunday qilib, I.A. Kutney [5] umumiy kimyo o'qitishda o'z-o'zini tarbiyalash qobiliyatlarini rivojlantirish muammosini ko'rib chiqqan; G.I. Egorova [2] o'quv jarayonini tashkil etish uchun bitiruvchilar uchun, ta'lim tashkilotlari talablarini hisobga olgan holda tuzilgan mualliflik metodikasini taklif qilgan. N.I. Komarova [4] kimyoviy kompetensiyani shakllantirish darajasini baholash uchun loyiha tadbirlaridan keng foydalanishni tavsiya qiladi, uni kelajakdagi mutaxassisning shaxsiyatining sifati, shu jumladan kimyoviy savodxonlik, ishlab chiqarish muammolarini hal qilishda kimyoviy bilimlarni qo'llash tajribasi kabi tarkibiy qismlarni belgilaydi. IT-texnologiyalaridan foydalanish, o'z-o'zini rivojlantirish va o'z-o'zini tarbiyalashga intilish. Ammo, bizning fikrimizcha, ta'lim jarayonida kontekstual-kompetentsiya yondashuvi talablarini amalga oshirishning nazariy-uslubiy va didaktik asoslari adabiyotda yetarlicha rivojlantirilmagan.

Kelgusida hozirgi kimyogar-talaba ishlaydigan ta'lim muassasini axborotlashtirish asosiy yo'nalishlariga quyidagilarni keltirish mumkin:

- AKT vositalari bilan umuman maktabning moddiy bazasini va xususan maktab kimyo xonasini jihozlash (kompyuter texnikasi va dasturiy ta'minot).
- kimyo o'qitish jarayonida ulardan foydalanish va uning natijalarini kuzatish maqsadida elektron ta'lim manbalarini (ma'lumot va axborot, monitoring, diagnostika, interaktiv) yaratish[8];
- yangi axborot vositalari va texnologiyalaridan kimyo o'qitishning an'anaviy shakllari, usullari va vositalari bilan birgalikda foydalanishni o'z ichiga olgan o'quv-uslubiy ta'minotni rivojlantirish[9];
- bo'lajak kimyo o'qituvchilarini tayyorlash va kimyo o'qitishda yangi AKTlardan foydalanishda amaliyotchi o'qituvchilarning malakasini oshirish[10].

Internetga kirish umumiy o'rta ta'lim muassasalarida yo'lga qo'yilgan. Ta'lim muassasalarining aksariyati moddiy baza bilan etarli darajada jihozlangan, degan xulosaga kelishimizga imkon beradi, bu esa ta'limni

axborotlashtirish g'oyalarini maktab amaliyotida amalga oshirishga imkon beradi.

Zamonaviy kimyo o'qitish metodikasida ta'lim jarayonida AKTdan foydalanishning shakllari, usullari va vositalari faol rivojlanmoqda. Shu bilan birga, umuman maktab kimyo ta'limi sifatini oshirish uchun ularni kimyo o'qitishning an'anaviy shakllari, usullari va vositalari bilan kombinatsiyasini izlashdan iborat.

Ta'limni axborotlashtirish sharoitida kimyo fanida AKTdan foydalanishga asoslangan va bilishning eng muhim va samarali usullaridan biri bo'lgan modellashtirish usuli kimyoni o'qitish usullari orasida alohida munosib o'rin egallaydi. Biroq, maktablar kompyuterlar bilan ta'minlanganiga qaramay, zamonaviy maktablarda kimyo o'qitishda kompyuter modellashtirish usuli o'qituvchilarning uslubiy tayyorgarligi etarli emasligi va shu bilan birga tegishli dasturiy ta'minot va elektron vositalar ishlab chiqilmaganligi sababli amalda qo'llanilmayapti. S.G. Chaykovning ilmy ishida kimyoviy muammolarni hal qilishda AKTdan foydalanishga alohida e'tibor berigan. Muallif kimyo bo'yicha interfaol tartibda simulyatorlardan foydalangan holda kompyuter yordamida ularni yechishga o'rgatish uchun kimyo bo'yicha masalalarni yig'ish va tanlashning asosiy mezonlarini ishlab chiqqan[6]. Shuni ta'kidlash kerakki, bu ehtimol ushbu masala bo'yicha yagona tadqiqotdir.

Kimyo bo'yicha uslubiy adabiyotlar kimyo o'qitishda multimediyadan foydalanish muammosini ko'taradi. Media-ta'limning nazariy asoslari va kimyo darslarida o'quv videofilmlaridan foydalanish A.A. Jurina. Dissertatsiya tadqiqotlari[3]. A.A. Jurina media-ta'limni maktab kimyo kursi bilan birlashtirish usullari va usullarini ishlab chiqishga bag'ishlangan. Kimyo va integral tibbiy ta'limni o'qitish vositalarini tahlil qilib, A.A. Zhurin maktab kimyo sinfida suratga olingan o'quv kimyoviy eksperimentining videoyozuvlari, shuningdek kimyoviy ma'lumotlarni o'z ichiga olgan badiiy va hujjatli filmlarning fragmentlari asosida yaratilgan ekrandagi va ekrandagi ovoqli o'quv qo'llanmalariga alohida e'tibor beradi. Mashg'ulotda kimyo o'qituvchisi video-taqdimotdan foydalanib, birinchi navbatda aniqlik printsiptini amalga oshiradi, chunki real sharoitda amalga oshirib bo'lmaydigan tajribalarni turli sabablarga ko'ra (xavflilik, reaktivlarning amalga oshirishni qiyinligi, davomiyligi) namoyish etish mumkin bo'ladi. A.A. Jurin tomonidan kimyo o'qitishda o'quv video-taqdimotni ishlatish metodikasining xususiyatlari ishlab chiqilgan [11,12].

Bir qator mualliflarning asarlarida kimyo o'qitish jarayonida Internetdan foydalanish muammolari o'rganilgan (A.A. Jurin, A.A. Ragoysa va boshqalar) [5]. Shuni ta'kidlash kerakki, Internet kimyo bo'yicha o'quv ma'lumotlari bilan ishlash uchun muhim va juda foydali vosita hisoblanadi. Bugungi kunda kimyoviy saytlarning butun majmuasi mavjud. Ta'lim muassasalaridagi ko'plab axborot texnologiyalari markazlari, o'quv va ommabop adabiyotlar nashriyotlari Internetda maxsus o'quv saytlari va portallarini yaratadilar. Axborot resurslari hajmi tobora ko'payib bormoqda, Internetda kimyo o'qituvchisiga yordam

beradigan qandaydir "qo'llanmalar" mavjud. Ragoyschi kimyogarlarga murojaat qilingan va Internetda kimyoviy kimyoviy ma'lumotlarni qidirishga bag'ishlangan [13]. Ammo kimyo o'qitishda Internetning kimyoviy manbalaridan foydalanish va kimyo o'qituvchisini metodik tayyorlashda foydalanish imkoniyatlari maxsus o'rganilmagan.

Hozirgi kunda 2021–2025 yillarda "Innovatsion klaster loyihasi" ilmiy-pedagogik dasturini amalga oshirish doirasida O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining Chirchiq davlat pedagogika institutida ma'lumotnoma va axborot, nazorat elektron o'quv-uslubiy majmualarning diagnostik va interaktiv modullari. "Kimyo" o'quv fani uchun ushbu o'quv-uslubiy majmualar bizning bevosita ishtirokimiz bilan yaratilyapti[14,15].

Xususan, "Kimyo" o'quv predmeti uchun elektron ta'lim resursida quyidagilar mavjud: 1) ma'lumot va axborot modullari (multimedia manbalari to'plamlari, o'quv ma'lumotlar bazalari, ma'lumotnomalar va entsiklopedik nashrlar, qo'llanmalar); 2) nazorat va diagnostika modullari (o'quv simulyatorlari va test topshiriqlarini boshqarish tizimlari); 3) interaktiv modullar (moddalar va kimyoviy jarayonlarning interfaol kompyuter modellari, virtual kimyoviy laboratoriyalar, didaktik kompyuter o'yinlari)[16,17].

O'zbekiston Respublikasi Vazirlar Mahkamasining "14" aprel 2021 yildagi 213 – qaroriada, 2025 yilgacha bo'lgan davrda Chirchiq Davlat pedagogika institutini pedagogik ta'limning innovatsion klastrin keng joriy etish ko'zda tutilgan.

Bugungi kunda Respublikamizda pedagogik ta'lim olish shakllarini takomillashtirishning asosi sifatida eng yangi axborot texnologiyalaridan foydalanish va masofaviy o'qitish muammosiga alohida e'tibor qaratilmoqda.

Shunday qilib, bugungi kunda maktab kimyo ta'limini axborotlashtirishning barcha ko'rsatilgan yo'nalishlari faol ravishda ishlab chiqilmoqda. Biroq, kelajakdagi kimyo o'qituvchisini bunday ishlarga metodik tayyorlash muammosi hozirgi kungacha deyarli o'rganilmagan. Bularning barchasi kelajakdagi kimyo o'qituvchisini maktab kimyo ta'limini axborotlashtirish sharoitida ishlashga uslubiy tayyorlash tizimini ishlab chiqish va nazariy asoslash zarurligini keltirib chiqardi.

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HEALTHY LIFESTYLE AS A SOCIAL FACTOR: REAL SITUATION AND PROBLEMS

Abstract: This article discusses the main issues of organizing a healthy lifestyle, analyzes the role of a healthy lifestyle in human health.

Key words: quality of life, healthy lifestyle, physical education, sports, bad habits.

One of the most important problems of social policy is the formation of a healthy lifestyle for the population. Agree that health is an invaluable asset not only of every person, but of the whole society. When a person is healthy, a family is healthy, and a healthy society is formed from a healthy family, and, consequently, a healthy, strong state.

What is a healthy lifestyle? This is a complex of health-improving measures that ensure the harmonious development and strengthening of health, increase the working capacity of people, and prolong their creative longevity. The main elements of a healthy lifestyle are a fruitful work activity, optimal motor regime, personal hygiene, rational nutrition, rejection of bad habits and, of course, tempering.

Human health is known to be influenced by both biological and social factors, the leading role among which is played by labor. Labor is an indispensable and natural condition of life, without which "... the exchange of substances between man and nature would not be possible, that is, human life itself would not be possible. " Labor gives a person the joy of creativity, self-affirmation, fosters purposefulness, perseverance, a conscious attitude towards the environment, etc. Exciting work enthralls, gives true pleasure, removes fatigue, is a solid foundation of physical and mental health.

A person should always strive to develop such physical qualities as strength, agility, speed, endurance. Each of us has a lot of things that require physical effort, reliable training. When drawing up a daily routine, it is especially important to determine the timing and duration of active and passive rest. In particular, set aside some time for wellness activities and training. In the

process of systematic physical exercises, not only health is strengthened, but also the state of health and mood improves, a feeling of cheerfulness and cheerfulness appears.

A proven means of strengthening and increasing working capacity is an optimal motor regime in the form of regular physical education and sports. Trainings and health-improving activities contribute to the strengthening of the health and development of the physical abilities of children and youth, the preservation of vital skills in middle and mature age, and the prevention of unfavorable age-related changes in the elderly.

An indispensable component of health is a balanced diet. It provides a person with energy and substances from which the body is built, and which regulate metabolic processes. It is estimated that over 70 years of life, a person eats about 8 tons of bakery products, 11-12 tons of potatoes, 6-7 tons of meat and fish, 10-12 thousand eggs and drinks 10-14 thousand liters of milk! Moreover, he spends about 6 years of his life on the process of eating! Both excess and insufficient nutrition have a negative effect on the body. With excessive nutrition, body weight increases significantly, which can lead to obesity, and, ultimately, to various diseases of the cardiovascular system, diabetes, metabolic disorders, etc., efficiency decreases, immunity decreases. That is why it is so important to follow the rules of a rational, balanced and nutritious diet.

Today, the majority consumes a large amount of low-quality food, food devoid of basic components needed by the body and healthy digestion. As a result, the body is constantly overloaded with completely unnecessary and useless burden that takes away our vitality. Therefore, to correct nutrition, we use biologically active additives that provide the body with all the necessary components for normal functioning and restore the disorders in the body acquired over many years of an improper lifestyle.

Quitting bad habits (alcohol, tobacco, drugs) is also an indispensable condition for a healthy lifestyle. In these malicious destroyers of health lies the cause of many dangerous diseases that dramatically reduce life expectancy.

Hardening is a powerful health remedy. With its help, you can avoid many diseases, prolong life and maintain your ability to work for many years, the ability to enjoy life. The role of hardening is especially important in the prevention of colds. Tempering procedures reduce their number by 2-4 times, and in some cases they help to get rid of colds altogether. Hardening has a general strengthening effect on the body, increases the tone of the central nervous system, improves blood circulation, and normalizes metabolism.

Conscious and responsible attitude to health as to own capital should become the norm of life and behavior of all people. The ubiquitous affirmation of a healthy lifestyle is a matter of global significance, nationwide, and at the same time it concerns each of us.

It would seem that everything is clear. But in practice, it turns out not quite so. All of us are witnesses to the fact that from year to year the health condition of the population of the republic and regions of Russia as a whole is deteriorating. This is facilitated by socio-economic factors, deterioration of the ecological situation, a noticeable decrease in physical activity, uncertainty about the future, lack of faith in oneself, family, as the support of society, etc.

It is also of great concern that at present the Russian Federation in terms of mortality and life expectancy is consistently one of the last among the industrially developed countries. According to the forecast of the Goskomstat of Russia and the Center for Economic Conditions under the Government of the Russian Federation, the population of the country may decrease by 11.2% over the next 10 years. According to experts, 70% of the Russian population lives in a state of prolonged psycho-emotional and social stress, which, as we know, depletes the adaptive and compensatory mechanisms that maintain health. This is evidenced by an increase in mental illness, neuroses, depression, an increase in alcoholism and drug addiction (about 2 million people in Russia), cardiovascular diseases

The level of physical fitness of student youth is decreasing. About 50% of conscripts do not fulfill the stipulated standards, 20% are recognized as unfit for military service for health reasons, and the number of drug addicts has increased by 63%.

As you can see, one more serious problem has been added to all other problems - drug addiction. Among the reasons for its spread are noted: the increase in unemployment, the increase in free time without organizing it, the destruction of the out-of-school education system, and the main reason is curiosity caused by publications, radio and television broadcasts, films related to drugs.

Physical culture and sports are generally recognized material and spiritual values of society as a whole and of each person individually. They are increasingly becoming the decisive elements of the national idea. One of the fundamental tasks of the state is to create conditions for the preservation and improvement of the physical and spiritual health of citizens. The country needs healthy citizens who see sport as a natural addition to their personal and professional lives. The state of health of the population and the involvement of the broad masses of the population in physical education are an indicator of the viability of the nation, an important component of its economic life, since a healthy nation is the basis for the prosperity of the state. The latest trends in the policy of our state in the field of physical culture and sports clearly indicate its focus on achieving the physical health of its citizens.

According to health professionals, each person's health is 50 percent dependent on their lifestyle. Risk factors for health disorders are lack of movement, unbalanced diet, smoking, alcohol and drug use, infectious diseases, lack of sleep and lack of adequate rest. Increasing physical activity, being the

main component of regular physical culture and sports, has a positive effect on maintaining and strengthening health.

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5-SINF ONA TILI MASHG'ULOTLARIDA NOSTANDART TOPSHIRIQLARDAN FOYDALANISH

Annotatsiya. Ushbu maqolaning maqsadi ona tili o'qituvchilarini maktab amaliyotida hali keng qo'llanilmagan nostandart vazifalarning ayrim turlari bilan tanishtirishdir. Bizning tajribamizga ko'ra, ular darsni jonlantirishga yordam beradi. Vazifalarning g'ayrioddiyligi maktab o'quvchilarida ularni amalga oshirishning boshida hayratda qoldiradi, ish jarayonida quvonch, uning natijalarini ko'rib zavqlanadi, nafaqat o'rganilayotgan masalalarga, balki ona tiliga ham fan sifatida qiziqish uyg'otadi.

Kalit so'zlar: nostandart vazifa, nostandart mashqlar, muammoli vaziyatlar, rolli o'yinlar, noan'anaviy usullar, noan'anaviy diktantlar.

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USE OF NON-STANDARD ASSIGNMENTS IN GRADE 5 MOTHER TONGUE CLASSES

Annotation. The purpose of this article is to introduce native language teachers to some types of non-standard tasks that are not yet widely used in school practice. In our experience, they help to enliven the lesson. The unusualness of the tasks amazes schoolchildren at the beginning of their implementation, the joy in the work process, the pleasure of seeing its results, arouses interest not only in the issues studied, but also in the native language as a science.

Keywords: non-standard task, non-standard exercises, problem situations, role-playing games, non-traditional methods, non-traditional dictations.

Mustaqillikdan so'ng ona tili va uni o'qitishga bo'lgan e'tibor kuchaydi, yangi metodlar orqali maktab yoshidagi yoshlarni ona tilini yaxshi o'qitish va unga mehr tushirish bosh maqsad qilib olindi. Istiqlof farzandining ta'lim-tarbiyasi, jumladan, ona tili ta'limi murakkab va serqirra jarayon, uni davr talablariga javob beradigan darajada amalga oshirish ko'p omillarga bog'liq. Bunda davlat siyosati (davlat tomonidan yaratilgan shart-sharoit), o'quv

qurollari (darslik, qo'llanma sifati, saviyasi), ularning mazmunini o'quvchi ongiga singdirishda qo'llanadigan usul va vositalar (texnik, ashyoviy va hokazo), ta'limni amalga oshiradigan shaxs(o'qituvchi)ning kasbiy mahorati, shaxsiyati(jonkuyarligi, vijdoni va hokazo), o'quvchining qobiliyati(zehni, xotirasi), uquvi, tarbiyasi hal qiluvchi ahamiyat kasb etadi [8].

Aslida muammo sal boshqacharoq, ma'lumki, har yil, har bosqichda o'qtiladigan ona tili darsini qanday tashkil etish mumkin? Qanday qilib nostandart mashqalar orqali o'quvchini qiziqtirish mumkin?

Bu muammo uzoq vaqtdan beri til o'qituvchilarining e'tiborini tortib kelmoqda. Uning yechimini izlashning xilma-xilligi yorqin, g'ayrioddiy didaktik materialni jalb qilishda, va nostandart vazifalardan foydalanishda namoyon bo'ladi.

Nostandart vazifa juda keng tushunchadir. U ushbu turdagi vazifalarni an'anaviy (standart) vazifalardan ajratish imkonini beradigan bir qator xususiyatlarni o'z ichiga oladi. Nostandart vazifalarning asosiy farqlovchi xususiyati ularning "psixologiya samarali, ijodiy deb ataydigan faoliyat bilan" bog'liqligidir. Boshqa belgilar mavjud:

- o'quvchilarning qo'yilgan ta'lim muammosini hal qilish yo'llari va variantlarini mustaqil ravishda izlash (taklif etilgan variantlardan birini tanlash yoki o'z variantini topish va yechimni asoslash);

- noodatiy ish sharoitlari;

- ilgari olingan bilimlarni notanish sharoitlarda faol takrorlash.

Nostandart vazifalar muammoli vaziyatlar (qabul qilingan bilimlardan foydalanish yo'lini topish kerak bo'lgan qiyin vaziyatlar), rolli o'yinlar va ishbilarmonlik o'yinlari va musobaqalar shaklida taqdim etilishi mumkin hamda qiziqarli elementlarga ega bo'lgan boshqa vazifalar (kundalik va fantastik vaziyatlar, dramatizatsiya, lingvistik ertaklar, topishmoqlar, "tekshiruvlar").

5-sinfдан boshlab to'g'ri, ravon va boy nutqning asosiy vositasi bo'lgan so'zning turli jihatlariga, gap tuzishga alohida e'tibor qaratiladi.

Bu bosqich juda muhim bosqich va ona tilini anglash uchun bola hayotida katta o'rin egallaydi, shuning uchun ham biz izlanishlar davomida aynan 5 sinf ona tili fani doirasidagi qo'llanish mumkin bo'lgan nostandart metodlarni keltirib o'tamiz.

"O'ZBEK TILIDAN O'ZBEK TILIGA TARJIMA"

Ushbu turdagi nostandart vazifalar noan'anaviy usullarda (ko'pincha o'yinli elementlaridan foydalangan holda) taqdim etilgan lingvistik hodisalarni aniqlash va tushuntirish ishlarini o'z ichiga oladi. Bu topshiriqlarni bajarishda o'quvchilar o'qituvchi ko'rsatgan lingvistik birliklarni (so'z, ibora, gap) sinonimlarga almashtirishlari kerak. O'zgartirish zarurati lingvistik materialning tabiati bilan bog'liq: u til birliklaridan noto'g'ri foydalanish, adabiy me'yorlarni buzish, uning ma'nosini yashirish yoki uni noaniq qilish, ba'zida kulguli effektga olib keladigan holatlarni o'z ichiga oladi. Sinonimik almashtirish ("tarjima") gapni aniq, tushunarli va to'g'ri qiladi.

Ushbu turdagi nostandart vazifalarga quyidagilar kiradi:

- chet tili, professional, eskirgan, jargon soʻzlarning “tarjimasi”;
- "ko'cha tili" kabi mavjud bo'lmagan tilda yozilgan matnlarning "tarjimasi" (yoki ular uchun lug'atlar to'plami);
- bir uslubda tuzilgan matnlarni boshqa uslubning “tiliga” “tarjima” (lingvistik ertaklar, soʻz atamalarining obrazli talqini);

Effekt yaratish yoki oʻquvchilarning nutqidagi xatolarga eʼtiborni qaratish uchun ataylab notoʻgʻri qoʻllanilgan til birliklarining “tarjimasi” (maʼnoni dekodlash) olib boriladi.

LINGVISTIK “MEHMONLAR”

Ushbu turdagi nostandart topshiriqlar ustida ishlash oʻquvchilarning til hodisalarini tan olish faolligi bilan ham bogʻliq, ammo "oʻzbek tilidan oʻzbek tiliga tarjima"dan farqli oʻlaroq, ular "asl manba"ni (ibora, frazeologik ibora, jumla) tiklashlari kerak: uning individual tafsilotlari va xususiyatlariga koʻra, yoki uning tavsifi (tarjimasi) boʻyicha soʻzni "taxmin qilish". Bunday vazifalarni bajarish koʻp jihatdan "krossvord" deb nomlangan taniqli jumboq oʻyinini eslatadi.

Bunday ishning foydaliligi aniq: oʻquvchilarning soʻz boyligi - yangi soʻzlarning maʼnolarini anglash va allaqachon maʼlum boʻlgan soʻzlarning maʼnolarini aniqlashtirish orqali - va nutqning grammatik tuzilishi - maʼlum bir soʻzning grammatik tuzilmalaridan foydalangan holda oʻz fikrlarini ifoda etishga harakat qilganda boyitiladi. nutq uslubi. Til tuygʻusi, til birliklarining tasviriy va ekspressiv imkoniyatlarini tushunish qobiliyati (tasvir va kulgili effekt yaratish vositasi sifatida soʻzlarni oʻynash) rivojlanmoqda va takomillashtirilmoqda. Bularning barchasi, oʻz navbatida, oʻquvchilarning ijodiy qobiliyatlarini rivojlantirishga yordam beradi, koʻpincha analogiya (ertaklar, topishmoqlar, krossvordlar) boʻyicha oʻz asarlarini yaratish istagini keltirib chiqaradi.

Ushbu guruhning nostandart vazifalaridan quyidagilarni taʼkidlash mumkin:

- soʻzlarni talqin qilish (shu jumladan majoziy) yoki umumiy xususiyatga koʻra taxmin qilish;
- maqollar, matallar, frazeologik iboralarni individual xususiyatlarga koʻra dekodlash;
- topishmoqlarni yechish (shu jumladan lingvistik);
- oʻyin-topshiriqlar "Men soʻzni oʻylab topdim", "Savol - javob" va boshqalar.

1-topshiriq. Soʻzni tavsifiga koʻra toping. Buni qanday qilganingizni tushuntiring.

Mashinaning "koʻzi". "Yangi muzlatilgan" yomgʻir. Yoʻl harakati nazoratchisining "soʻzi". Asalarilarning “arxitektura tuzilishi”. Qarindosh yoki choʻqintirgan ota. Oyoqli shlyapa. Oʻrmon barabanchisi. Itning quvonchi. It emas, dachshund. Qush emas, burgut.

LINGVISTIK "YORDAMCHILAR"

Bu savollar bo'lib, ularning maqsadi ilgari olingan bilimlarni takrorlashda o'quvchilarning aqliy faoliyatini faollashtirishdir. Savollarni shakllantirishning kutilmaganligi va mazmunining noan'anaviyligi topshiriqlarni bajarish uchun yaxshi rag'bat bo'lib xizmat qiladi. Savollarga javob berish, tilshunoslik sohasida o'ziga xos kichik "kashfiyotlar" qilish, maktab o'quvchilari rus tilidagi bilimlarning amaliy ma'nosiga amin bo'lishadi, o'quv fanining o'zi ular uchun yangicha yo'l ochadi. Savollarning tashqi soddaligi ortida jiddiy lingvistik mazmun yotadi: o'quvchilar lingvistik faktlarni "ilmiy tilda" tushuntirishlari kerak. Shunday qilib, ushbu vazifalarni bajarishda asosiy narsa til faktlarini tan olish emas, balki ularni tushuntirishdir.

Ushbu guruhning vazifalariga quyidagilar kiradi:

- muammoli xarakterdagi masalalar (bir nechta variantdan bittasini tanlash, ikkita to'g'ri variantni farqlash, variantlarni taqqoslash);

- ko'ngilochar xarakterdagi savollar (ular tildan tashqari vaziyatga asoslangan: savollar-hazillar, savollar-jumboqlar, "kutilmagan" yoki "bolalar" savollari).

1-topshiriq. Savolga batafsil izchil javob tuzing.

Nega, durbin orqali manzaraga qaraganingizda, nafaqat yaxshi ko'rasiz, balki yaxshi eshitasiz va tushunasiz?

Berilgan so'z juftlarida nima uchun ikkala imlo ham to'g'ri? Farqi nimada? Katta bo'lish - o'sish. Qushlarning ohangida - qushlarning qo'shig'ida.

2-topshiriq. Hazil savollariga javob bering. Ularning to'g'riligini qanday tekshirish mumkin?

Daraxtning shoxida qarg'a o'tiribdi. Qarg'ani cho'chitib yubormasdan shoxni arralash uchun nima qilish kerak? Javob: Qarg'aning o'zi uchib ketishini kutish.

Undan qanchalik ko'p olaversangiz, u shunchalik kattalashib boraveradi. U nima? Javob: Chuqur.

Qaysi inson otni ham, filni ham hech bir qiyinchiliksiz ko'tarishga, ularni joyini o'zgartirishga qodir? Javob: Shaxmatchi.

Choyni qaysi qo'l bilan aralashtirish kerak? Javob: Choyni qo'l bilan emas, balki qoshiqcha bilan aralashtirish maqsadga muvofiq.

U sizga tegishli, ammo boshqalar undan sizga nisbatan ancha ko'proq foydalanishadi. U nima? Javob: Sizning ismingiz [7].

"NAVBATCHI" HARF

Topshiriq:

Bir daqiqada ma'lum bir harf uchun berilgan morfologik xususiyatga ko'ra iloji boricha ko'proq so'z yozing: 2-shaxs birlik fe'llari; 3-tuslashdagi otlar va hokazo. (O'quvchilar ko'proq so'z o'ylab topgan o'quvchidan boshlab o'z ro'yxatini ovoz chiqarib aytadilar. Yoqtirganlar hammasini yozib qo'yishadi; xatosi yo'qligiga ishonch hosil qiling).

I. Quyidagi gaplarning so'z shakllariga urg'u bering.

1. Alisher yil davomida juda ko'p o'sdi.

2. Mehmon kutilmaganda, dab-durustdan paydo bo'ldi.

3. Yana bozorga behuda ketdi.

II. Urg'uni so'zlarga joylashtiring va o'zbek tilida urg'uning ko'chishi haqida xulosa chiqaring:

Chuqur teshik, labingni tishla, qo'l bilan yetakla, butun yonog'i qizarib, chalqancha yotib, yerga urib, qadringni bil, qishda semirib, suv ol, uni suvga qo'ying.

III. Boshlang'ich sinf o'quvchilari savollar bo'yicha nutq qismlarini aniqlashga o'rgatiladi.

Biz topshiriq beramiz: bunday jumalarda takrorlangan so'z uchun savol bering.

1. O'ng tomonida qoya, chap tomonida esa ulkan tubsizlik bor edi.

2. Bizda qo'ziqorinlar tubsiz.

3. Uf, tubsizlik, u meni qanday bezovta qildi!

Belgilangan barcha so'zlar uchun savol berishga muvaffaq bo'ldingizmi? Va siz ham xuddi shunday savollarni berdingizmi? Xo'sh, ularning gap bo'lagiga mansubligini qanday aniqlash mumkin? Aynan shu yerda qiziqish boshlanadi, bu bolalarni ilmiy xulosaga olib keladi: so'zning nutq bo'lagiga tegishliligi uning so'z shakllari to'plami, ya'ni so'z yasash paradigmasi bilan belgilanadi, lekin umuman olganda emas.

RANGLI SHARLAR

Topshiriq. Shar chizmasida yozilgan ot uchun iloji boricha ko'proq sifatlarni tanlang.

Masalan, sharlarga daryolar yozilgan va o'quvchilar tanlaydilar: katta, tez, tog'li, mashhur, ko'k, sokin.

Qo'llar: toza, oltin, mehribon, mayin, kuchli.

Yulduzlarga: uzoq, yorqin, samoviy, yorqin.

Mamlakat: uzoq, begona, qiziqarli, qo'shni.

Olma: suvli, yashil, mazali, qurtlagan.

Shuningdek, ona tili darslar davomida 5 – sinflar uchun turfa xil nostandart, mavzulashtirilgan diktantlar olish mumkin.

Ushbu turdagi nostandart diktantlarga quyidagilar kiradi:

"To'ldirish uchun" diktantlar:

- jumlar va matnlarni iloji boricha bir xil turdagi elementlar bilan to'yingan tahrirlash (nutq xatolari, noto'g'ri so'zlar va konstruksiyalar);

- berilganiga bir xil turdagi lisoniy birliklarni (sinonimlar, turdosh so'zlar va boshqalar) tanlash - "kim ko'proq?" tamoyili bo'yicha;

- tanlovli javob bilan mashqlar (bir nechta taklif qilinganlardan to'g'ri variantni tanlash yoki "qo'shimcha uchinchi" tamoyiliga muvofiq seriyadan hodisani chiqarib tashlash).

«Mavzu» (terminologik) diktantlar. Diktatsiya qilingan iboralarni bir so'z bilan yozing.

Lingvistik diktant

Til haqidagi fan. Yozuvda tovushning grafik belgilanishi. So'zning ildizdan oldingi qismi. Ot bilan ifodalangan ta'rif. Suv, suvdan suvga... Moviy osmon, osmonga qarang, uzoqlarga qarang...

Adabiy diktant

Badiiy mubolag'a. Badiiy asarning tuzilishi. Qisqa gap. Adabiy xotiralar. Adabiy o'g'irlik.

Matematik diktant

Cho'zilgan kvadrat. Teng tomonli to'rtburchak. Burchakni ikkiga bo'luvchi chiziq. 1000 gramm. 100 kilogramm. 1000 kilogramm. 1000 metr.

Tarixiy diktant

Bir davlatning boshqa davlatga qarshi qurolli hujumi. Xalq kuchi. Har qanday kuchning yo'qligi. Bir davlatning boshqa davlatga iqtisodiy va siyosiy ta'sirining tarqalishi. Qo'rqitish, zo'ravonlik, bostirish siyosati.

Xulosa qilib aytadigan bo'lsak, XXI asr o'qimishli odamlardan keng qamrovli ma'lumotlarning barcha turlarida mustaqil harakat qilish, ishlab chiqarish va fuqarolik xatti-harakatlarining ko'plab muammolarini hal qilish kabi qobiliyatlarni talab qiladi.

Har qanday turdagi maktabning, shu jumladan bizning maktabning vazifasi ham o'zini takomillashtirish, mustaqil qaror qabul qilishga qodir, bu qarorlar uchun mas'uliyatni his eta oladigan shaxsni shakllantirish bo'lishi kerak, ularni amalga oshirish yo'llarini toppish esa o'qituvchining vazifasidir.

Nostandart mashqlardan foydalanish orqali o'quvchilarning bilim sifati, ularning bilim olish qobiliyati, shuningdek, bilish va motivatsion faoliyati sezilarli darajada oshadi. Va ular darslarga baho uchun emas, balki ta'lim va kognitiv motivlarni - o'zlarining o'sishi, o'zlarini yaxshilash motivlarini boshqaradilar. O'quvchilar o'quv dialogida sinfda faol ishtirok etadilar, o'ylash, tahlil qilish, asosli bahslashish, xato qilishdan va ularni tan olishdan qo'rqmaydilar. Lekin eng muhimi, bunday darslarda o'quvchilar va o'qituvchi o'zini qulay his qilishi kerak.

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DORI VOSITALARI BILAN O‘TKIR ZAHARLANISHLARNI DAVOLASHNING UMUMIY TAMOYILLARI

Annotatsiya: Maqolada dori vositalari bilan o‘tkir zaharlanishlarni davolashning umumiy tamoyillari haqida so‘z boradi.

Kalit so‘zlari: dori vositalari, kimyoviy birikmalar, zaharlanish, kimyoviy birikmalar, zaharli moddalar.

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GENERAL PRINCIPLES OF TREATMENT OF ACUTE POISONING DRUGS

Annotation: The article discusses the general principles of treatment of acute drug poisoning.

Keywords: drugs, chemical compounds, poisoning, chemical compounds, toxins.

Turli kimyoviy birikmalar bilan, shu jumladan dori vositalari bilan ham, o‘tkir zaharlanish holatlari juda ham ko‘p uchray turadi. Bunday zaharlanishlar yoki dori vositalarining bilmasdan, yoki qasddan o‘z o‘zini o‘ldirish (*suitsidal*26) maqsadida dozasini oshirib yuborish natijasida, yohud kasbga bog‘liq holatlarda yuzaga chiqishi mumkin. Ko‘pincha o‘tkir zaharlanishlar nikotindan, etil spirtidan, narkotik va nonarkotik analgetiklardan, narkotik turdagi uxlatuvchi hamda psixotrop vositalardan va shuningdek, hasharotlarga qarshi qo‘llaniladigan fosfor organik birikmalardan kelib chiqishi mumkin.

Hozirgi kunda turli kimyoviy birikmalardan zaharlangan bemorlarga zudlik bilan yordam ko‘rsatish maqsadida Respublika shoshilinch tibbiy yordam ilmiy markazida va uning viloyatlardagi filiallarida toksikologiya bo‘limlari tashkil qilingan. O‘tkir zaharlanishlarda shifokorning asosiy vazifasi zaharlovchi moddani iloji boricha zudlik bilan organizmdan chiqib ketishiga erishishdir.

O‘ta og‘ir zaharlanishlarda dastlab reanimatsiya bo‘limlarida bemorni jonlantirish ishlari umumterapevtik davo bilan birgalikda olib boriladi va keyin zaharlovchi moddaning organizmdan chiqib ketishiga qaratilgan majmuaviy davo muolajalari o‘tkaziladi. Bunda asosiy e‘tibor hayot uchun zarur bo‘lgan a‘zolar (yurak-qon tomir va nafas tizimi) faoliyatini saqlab qolishga qaratiladi.

Zaharli moddalarni organizmdan chiqarib tashlashning asosiy tamoyillari quyidagilardan iborat:

1. Zaharlovchi moddaning asosiy so‘rilish joylaridan qonga o‘tishiga to‘sqinlik qilish;

2. Agarda zaharlovchi modda qisman yoki to‘liq so‘rilgan bo‘lsa, u holda uning organizmdan chiqarib yuborilishini tezlashtirish;

3. Zaharlovchi moddaga nisbatan ziddizahar (antidot) larni qo‘llash orqali uning faolsizlanishiga erishish;

4. Zaharlovchi modda keltirib chiqargan salbiy oqibatlarni bartaraf etish;

5. Har qanday sharoitlarda dori moddalar bilan o‘tkir zaharlanishlarning oldini olish.

Talabalarga tushinish oson bo‘lishi uchun sanab o‘tilgan har bir tamoyil to‘g‘risida batafsil to‘xtalib o‘tamiz.

1) zaharlovchi moddaning qonga o‘tishiga to‘sqinlik qilish

Ko‘pchilik holatlarda o‘tkir zaharlanish dori moddalarini ichish orqali qabul qilishda kuzatiladi. Bunday paytda asosiy e‘tibor oshqozonni zaharlovchi moddadan tozalashga qaratilishi lozim.

Ba‘zan qayt mahsulotlarining nafas yo‘llariga tushishi natijasida nafas yo‘llari shilliq qavatining kuyishi kuzatilishi ehtimoli ham mavjud. Shuning uchun bunday paytlarda eng xavfsiz va samarali chora – oshqozonni zond yordamida yuvish hisoblanadi. Bunda oshqozonni iliq suv, osh tuzining izotonik eritmasi yoki kaliy permanganatining past konsentratsiyali eritmasi bilan yuviladi.

2) qonga tushgan zaharlovchi moddaning chiqarilishini tezlashtirish

Agarda zaharlovchi modda qonga qisman yoki to‘liq so‘rilgan bo‘lsa, u holda barcha asosiy chora-tadbirlar uni tezroq organizmdan chiqarib yuborishga qaratiladi. Buning uchun forsirlangan diurez, peritoneal dializ, gemodializ, gemosorbsiya, qon almashtirish va b. amalga oshirilishi lozim.

Forsirlangan diurez usulida organizmga vena orqali katta miqdordagi suyuqliklar bilan birga yuqori faollikka ega bo‘lgan diuretiklar (furosemid, etakrin kislotasi, mannit) ni kiritish tavsiya etiladi. Forsirlangan diurez usulida organizmda katta miqdorda elektrolitlar muvozanatining buzilishi kelib chiqishi tufayli uni o‘tkazishning o‘ziga xos qarshi ko‘rsatmalari ham mavjud bo‘lib, yurak-qon tomir o‘tkir yetishmovchiligi, buyrak faoliyatining kuchli buzilishi, miya va o‘pka shishi xavfi bo‘lgan holatlar shular jumlasidandir. *Peritoneal dializ* usulida qorin bo‘shlig‘I katta miqdordagi elektrolitlar eritmasi bilan yuviladi.

Mazkur usulning samaradorligi yuqori bo‘lishi bilan birga, barcha kimyoviy birikmalar ham dializlanavermasligini ham unutmaslik lozim. *Gemodializ (sun‘iy buyrak)* usulida qon yarim o‘tkazgich membranali dializator orqali o‘tkaziladi va katta miqdordagi oqsillar bilan bog‘lanmagan zaharlovchi moddalarni ajratib oladi (masalan, barbituratlarni).

Arterial qon bosimining keskin darajada tushib ketishi gemodializ uchun qarshi ko'rsatma bo'ladi.

Gemosorbsiya usulida toksikatsiyaning bir turi bo'lib, unda qondagi zaharli moddalarni maxsus sorbentlar (masalan, qon oqsillari bilan qoplangan granulatlangan faollashtirilgan ko'mir) yordamida absorbsiya qilinadi.

Qon almashtirish usuli – dori moddalari bilan o'tkir zaharlanishlarning og'ir kechishida ishlatiladi. Bunda bemordan qon olish bilan birga unga yangi qon ham quyiladi. Bu usul ko'pincha qonda metgemoglobin hosil qiluvchi birikmalar bilan zaharlanishlarda juda qo'l keladi, masalan, nitratlar, nitrobenzollar va b. Shuningdek, ushbu usul oqsillar bilan kuchli bog'lanuvchi yuqori molekulyar birikmalar bilan zaharlanishlarda ham juda foydalidir. Tromboflebitlarda va qon aylanishining kuchli ifodalangan buzilishlarida qon almashtirish usulini qo'llash mumkin emas.

Keyingi yillarda ayrim dori moddalari bilan o'tkir zaharlanishlarda *plazmoferez*²⁸ usuli ham keng qo'lanila boshladi. Bu usulda bemorning qoni tarkibidagi shaklli elementlarni to'liq saqlab qolgan holda plazmasi ajratib olinadi va keyin uning o'rniga donorlardan olingan yangi plazma yoki albumin bilan elektrolitlar eritmasi quyiladi.

Agarda zaharlovchi modda nafas yo'llari orqali ajraladigan birikma bo'lsa (masalan, ingalyasion narkoz vositalari va b.), u holda bemorga kuchli – *forsirlangan nafas oldirish* orqali ham uning organizmini dezintoksikatsiya qilsa, bo'ladi.

Buning uchun o'pkagi perventilyasiyasini karbogen yoki boshqa nafas analeptiklari yordamida chaqirish mumkin yohud bemorga sun'iy nafas oldirish lozim. O'tkir zaharlanishlarni davolashda zaharlovchi moddaning organizmdagi parchalanish jarayonini tezlashtirish katta ahamiyatga ega emas.

3) qonga so'rilgan moddaning zaharliligini bartaraf etish

Agarda bemorning qaysi modda bilan zaharlanganligi aniq bo'lsa, unga nisbatan *ziddi zaharlar (antidot)*²⁹ qo'llash orqali organizm detoksikatsiya qilinadi. Ziddi zaharlar – turli kimyoviy moddalar bilan zaharlanishlarni spetsifik davolovchi vositalardir. Ularga zaharlovchi moddalar bilan fizik yoki kimyoviy o'zaro ta'sirlashuvchi yohud farmakologik antagonizm (fiziologik retseptorlar va tizimlar) orqali ta'sir qiluvchi vositalar kiradi.

4) o'tkir zaharlanishlarni simptomatik davolash

Yuqorida keltirib o'tilgan davolash chora-tadbirlari bilan bir qatorda o'tkir zaharlanishlarni (ayniqsa, spetsifik ziddi zaharlari bo'lmagan dori moddalari bilan) davolashda ular keltirib chiqargan belgilarga qarshi simptomatik davo o'tkazish ham o'ziga xos ahamiyatga ega. Yuqorida ta'kidlanganlardan ko'rinib turibdiki, dori moddalardan o'tkir zaharlanishlarni davolashda majmuaviy detoksikatsion hamda simptomatik davo chora-tadbirlari bilan birga zarur paytlarda reanimatsion jonlantirish amaliyoti ham olib boriladi.

5) dori moddalar bilan o'tkir zaharlanishlarning oldini olish

Dori moddalar bilan o'tkir zaharlanishlarning oldini olish har bir shifokorning asosiy vazifasi hisoblanadi. Buning uchun har bir dori vositasini asosli ravishda tavsiya qilish va shuningdek, dori preparatlarini kasalxona hamda uy sharoitida saqlanishiga juda katta ahamiyat berish lozim.

Dori vositalarini oziq-ovqat mahsulotlari bilan birgalikda shkaf va muzlatkichlarda saqlash mumkin emas. Agarda barcha tibbiy xodimlar va tibbiy ma'lumotga ega bo'lmagan oddiy insonlar yuqorida ta'kidlab o'tilganlarga to'liqrioya qiladigan bo'lsalar, u holda dori moddalar bilan o'tkir zaharlanishlarning oldi olinishiga 100 foiz kafolat berish mumkin.

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MAKTABGACHA TA'LIMDA BOSHQARUV MENEJMENTI

Annotatsiya: Ma'lumki, ta'lim - bu muayyan ijtimoiy ahamiyatga ega ma'lumotlarni yosh avlodga etkazish jarayoni. Maktabgacha ta'lim muassasasida u sinfda, sayrlarda, o'yinlarda, ota-onalar bilan muloqotda va hokazolarda amalga oshiriladi. Inson faoliyatining eng qadimiy turlaridan biri - bolalar tarbiyasi o'zining ko'p asrlik rivojlanish tarixi davomida sezilarli o'zgarishlarni boshdan kechirdi, kundalik jarayondan ijodiy va ijodiy faoliyat natijalariga asoslangan ilmiy asoslangan tizimli o'zaro ta'sir majmuasiga aylandi. Jarayonda pedagogik texnologiyalarni joriy etish sharoitida maktabgacha ta'lim muassasasida pedagogik jarayonni boshqarishni o'rganish lozim. Maqolada ham shu jarayonlar tadqiq qilindi.

Kalit so'zlar: Boshqaruv menejmenti, maktabgacha ta'lim, tarbiyachi, tarbiyalanuvchi, texnologiya, talim.

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MANAGEMENT MANAGEMENT IN PRESCHOOL EDUCATION

Annotation: It is known that education is the process of transmitting certain socially significant information to the younger generation. In preschool, it takes place in the classroom, on trips, in games, in communication with parents, and so on. One of the most ancient forms of human activity, child rearing has undergone significant changes over its centuries-long history of development, evolving from a day-to-day process into a complex of science-based systematic interactions based on the results of creative and creative activity. In the process, it is necessary to study the management of the pedagogical process in preschool education in the context of the introduction of pedagogical technologies. The article also examines these processes.

Keywords: Management, preschool education, educator, pupil, technology, education.

Kirish

Darxaqiqat, ta'limning boshlang'ich bosqichi bolalar bog'chasi bo'lib, bu erda bola axloq saboqlarini oladi, kattalar va tengdoshlar bilan muloqot qilish tajribasini oladi, o'yinda, jamoaviy ishda ijodiy salohiyatini ochib beradi va ta'lim faoliyatida elementar ko'nikmalarni oladi. Biz pedagogik texnologiyalarni joriy etish sharoitida maktabgacha ta'lim muassasasida pedagogik jarayonni boshqarishni o'rganib chiqdik va boshqaruv modelini tuzdik. Pedagogik jarayonni boshqarishning yaratilgan modeliga asoslangan boshqaruv harakatlarining algoritmi o'qituvchilar, ota-onalar va bolalar jamoasini bolalarning yoshiga mos ravishda rivojlanishi va hissiy farovonligini ta'minlaydigan yagona ta'lim makonida birlashtiradi. Taklif etilayotgan modelning o'zagi maktabgacha ta'lim muassasasida pedagogik texnologiyalarni joriy etish bosqichida pedagogik jarayonni tashkil etishga dinamik, ijobiy o'zgarishlar olib keladigan menejerning boshqaruv harakatlaridir.

Adabiyotlar tahlili va metodikasi

Maktabgacha ta'lim paradigmasida boshqaruv ob'ektini o'zgartirishda pedagogik jarayonni boshqarish modeli quyidagi xususiyatlarga ega:

- ta'lim va tarbiya bosqichidagi jarayonning o'ziga xos xususiyatlari;
- maktabgacha - boshlang'ich ta'limda uzluksiz ta'lim bosqichlarini muvofiqlashtirish va o'zaro bog'lash;
- maktabgacha ta'lim muassasasining ijtimoiy mas'uliyati;
- maktabgacha ta'lim muassasasining jamiyat, oila, maktab, jamoat tashkilotlari, oliy o'quv yurtlari bilan aloqasi, maktabgacha ta'lim muassasalari faoliyati chegaralarini kengaytirish;
- insonparvarlik tamoyiliga asoslangan kattalar va bolalar o'rtasidagi hamkorlik.

Bundan tashqari, boshqaruv modeliga qo'yiladigan talablar:

- uning tez o'zgaruvchan ijtimoiy-iqtisodiy va pedagogik sharoitlarga moslashishi, boshqaruv sub'ektlariga yangi tuzilmalar va mazmunni tizimga o'z vaqtida kiritish imkonini beruvchi ochiqqligi;
- maktabgacha ta'lim muassasalarini boshqarishning taqlidchilik xarakteriga barham berish, ijodkorlik muhitini yaratish, qat'iy tartib-qoidalarga barham berish.
- Ta'lim muassasasi xodimlari doimiy yangilanishga, maktabgacha ta'lim muassasalarining rivojlanishini ta'minlashga qaratilishi kerak.

Pedagogik jarayonni tashkil etish ma'lum bir o'zaro bog'liq elementlardan iborat murakkab tizim sifatida qaraladi. Bunday elementlarga uning faoliyatini belgilovchi maqsadlar, vazifalar, vositalar, shakl va usullar, sub'ekt, boshqaruv ob'ekti, tamoyillari va funktsiyalari kiradi. Innovatsion pedagogik

texnologiyalarni joriy etish sharoitida pedagogik jarayonni qurishning o'ziga xosligini ta'kidlanadi, unda o'ziga xoslik, bolalar rivojlanishining normal kursi va maktabgacha yoshdagi bolalik davrining o'ziga xosligi saqlanib qoladi. Ular jamiyatdagi o'zgarishlar, yangicha tafakkur va dunyoqarashning shakllanishi, psixologiya-pedagogika fanining rivojlanishi bilan bog'liq holda o'zgarib boradi.

Boshqaruv sub'ektlari faoliyatini belgilaydigan maqsadlar pedagogik jarayonning maqsad va vazifalariga mos keladi: bolaning shaxsiyatini rivojlantirish, uning dunyoni va o'zini bilishga bo'lgan ehtiyojini shakllantirish, shuning uchun asosiy shart. maktabgacha ta'lim muassasasining faoliyati - bu jamoaning barcha a'zolari tomonidan bolaning shaxsiyatining o'ziga xosligini tan olish.

Mulohaza va takliflar

Maktabgacha ta'lim muassasasi rahbarining boshqaruv harakatlari o'qituvchilarning bolaga uning rivojlanishi va shakllanishida pedagogik yordam ko'rsatish, takomillashtirish istagi bilan uyg'unlashganda bolaning shaxsini - maktabgacha tarbiyachini shakllantirish vazifasi eng muvaffaqiyatli amalga oshiriladi. ish usullari, ta'lim muassasasining o'z boshqaruv konsepsiyasini amalga oshirish. Bunday kontseptsyani amalga oshirish ko'p jihatdan boshqaruv tamoyillari yig'indisiga bog'liq. «Boshqaruv tamoyillari deganda boshqaruv subyekti o'z faoliyatida rahbarlik qiladigan, uni muayyan ijtimoiy-iqtisodiy sharoitlarda amalga oshiruvchi asosiy qoidalar tushuniladi». Maxsus adabiyotlarni tahlil qilish va maktabgacha ta'lim muassasasida pedagogik jarayonni tashkil etish tajribasi quyidagi boshqaruv tamoyillarini ajratib ko'rsatishga imkon berdi: maqsadni belgilash, murakkablik, demokratlashtirish, o'qitish va tarbiya modellarini psixologiyalashtirish. Ushbu tamoyillarning barchasi rivojlanayotgan va rivojlanayotgan maktabgacha ta'lim muassasasida harakat qilish uchun qo'llanma bo'lib, uning faoliyatini yangilashning asosini tashkil etadi. Zamonaviy sharoitlarni hisobga olgan holda mahalliy va xorijiy fandagi boshqaruv funktsiyalarini taqqoslash quyidagi tarkibni aniqlashga imkon beradi: axborot-tahliliy, nazorat-dagnostika, rejalashtirish va prognostik, tartibga solish va tuzatish, motivatsion va maqsadli.

Ushbu boshqaruv funktsiyalarining xususiyati ularning o'zaro bog'liqligi:

- axborot-tahlil funktsiyasi o'z hajmi va o'ziga xosligi bo'yicha to'liq bo'lishi kerak bo'lgan axborotni tanlash asosida demokratlashtirish sharoitida boshqaruv faoliyati samaradorligini oshirishni nazarda tutadi; ta'lim muassasasining har bir bo'g'ini faoliyati haqidagi ma'lumotlarni pedagogik tahlil qilish natijasida rahbarning boshqaruv harakatlari shakllanadi;
- motivatsion-maqsadli funktsiya istalgan natijaga erishish istagini nazarda tutadi (bu funktsiya jamoaning barcha a'zolari o'zlariga topshirilgan mas'uliyat va rejalarga muvofiq ishni bajarishlarini ta'minlashga yordam beradi, o'z va jamoaviy maqsadlarga erishish ehtiyojlarini o'zaro bog'laydi);

- rejalashtirish va prognozlash funktsiyasi maktabgacha ta'lim muassasalari faoliyatini uzoq muddatli prognozlash va joriy rejalashtirishning kombinatsiyasini ta'minlaydi;

- tashkiliy va ijro etuvchi funktsiya boshqaruvning har bir tsikliga taalluqlidir va maktabgacha ta'lim muassasasida faoliyatni tashkil etishning shaxsga yo'naltirilgan modelini amalga oshirishni o'z ichiga oladi; vazifalarni amaliy taqsimlash, ishni oqilona tashkil etish;

- Nazorat-dagnostika funktsiyasi maktabgacha ta'lim muassasasidagi ma'muriy va jamoatchilik nazoratini pedagogik jamoa ishtirokchilarining o'zini o'zi tahlil qilish bilan uyg'unligini o'z ichiga oladi (o'qituvchilar o'rtasida bolalar faoliyatining turli turlarini tashkil etishda o'zaro tashriflar, ochiq eshiklar kuni, ota-onalarni so'roq qilish, va boshqalar.);

- tartibga solish va tuzatuvchi funktsiya operatsion liniyalardan foydalangan holda maktabgacha ta'lim muassasasini boshqarishga tuzatishlar kiritishni o'z ichiga oladi.

Xulosa

So'nggi o'n yilliklarda maktabgacha ta'lim tizimida tub o'zgarishlar ro'y berdi, bu ta'lim muassasasi rivojlanishining ushbu bosqichida o'qitish, tarbiyalash va boshqarish muammolariga jiddiy ta'sir ko'rsatdi. Tom ma'noda 5-6 yil oldin maktabgacha ta'lim muassasalari omon qolish yoqasida edi, ammo tartibga solish, ma'muriy, iqtisodiy sharoitlarda sodir bo'lgan katta o'zgarishlar maktabgacha ta'limning barcha bo'g'inlarini modernizatsiya qilish imkonini berdi. Maktabgacha ta'lim muassasalariga o'z qiyofasini topishga, o'z ishida jo'shqinlik topishga imkon beradigan mazmunli yo'nalishlarni va o'ziga xos ta'lim shakllarini izlash tendentsiyasi aniq.

Yaqin-yaqingacha odat bo'lib kelgan maktabgacha ta'lim muassasalarini birlashtirish ularning turlarining xilma-xilligi, o'quv rejalari va dasturlarining xilma-xilligi, yangi texnologiyalarni joriy etish bilan almashtirildi. Rossiya ta'lim tizimini modernizatsiya qilish bo'yicha joriy ko'rsatmalar - mavjudlik, sifat, samaradorlik - maktabgacha ta'lim muassasalariga ortib borayotgan talablarni qo'yadi. Maktabgacha ta'lim tizimini rivojlantirishni tashkil etish faqat maktabgacha ta'lim muassasalari faoliyatida sifat o'zgarishlariga hissa qo'shadigan va ularning sifat jihatidan yangi bosqichga - rivojlanish rejimiga o'tishda ifodalangan innovatsiyalarni ishlab chiqish bilan mumkin.

Pedagogik tizimning tizim yaratuvchi omili boshqaruv, o'quv jarayonini boshqarish san'ati esa pedagogik boshqaruv, ya'ni. ta'lim jarayonini boshqarishning, uning samaradorligi va sifatini oshirishga ko'maklashuvchi tamoyillari, usullari, tashkiliy shakllari, texnologik usullari majmui. Pedagogika menejmenti pedagogika fani va ta'lim muassasalari amaliyotida o'z pozitsiyalarini endigina himoya qila boshlaydi. Pedagogik menejment o'z maqsadi sifatida ta'lim muassasalari va o'quv jarayonini boshqarishni qo'yadi, uning mohiyati shaxsga yo'naltirilgan yondashuv va faoliyatni doimiy nazorat qilish va sozlash bilan yakuniy maqsadga yo'naltirishdir. Maktabgacha ta'lim

muassasasida ikkita boshqaruv darajasini shartli ravishda ajratish mumkin: bosh - o'qituvchilar va xodimlar jamoasi; o'qituvchi - bolalar.

Menejmentning birinchi darajasining maqsadi xodimlarning ijodiy salohiyatini rivojlantirish, o'z-o'zini rivojlantirish orqali ularning samarali faoliyatini ta'minlashdir. Ikkinchi darajaning maqsadini har bir bolaning qobiliyati va qobiliyatini maksimal darajada ochib berish va rivojlantirish bilan ta'lim jarayonini optimal nazorat qilishni amalga oshirish deb hisoblash qonuniydir. Pedagogik boshqaruv - bolalar va ularning ota-onalari ehtiyojlarini qondirish maqsadida maktabgacha ta'lim muassasalarining madaniy-ma'rifiy muassasalar bilan birgalikdagi faoliyatini tashkil etish; jamiyatning shaxsga qo'yadigan zamonaviy talablarini hisobga olgan holda bolalarning har tomonlama rivojlanishini ta'minlash. Bizningcha, maktabgacha ta'lim muassasasida pedagogik menejment – bu maqsad va vazifalarga erishish uchun qulay shart-sharoitlarni yaratish uchun odamlarni va pedagogik jarayonni boshqarishdir.

Maktabgacha ta'lim muassasalarida pedagogik boshqaruvning maqsadlari quyidagilardan iborat.

- maktabgacha ta'lim muassasasida boshqaruvni tashkil etishning oqilona usullarini aniqlash, o'qituvchining saviyasini oshirishga yordam beradi. Menejmentni rivojlantirish uchun shart-sharoitlar yaratish: pedagogik jarayondagi yangiliklar, o'qituvchining kasbiy darajasini oshirish, ijtimoiy sheriklik, iqtisodiy faoliyatning yangi shakllari.

Pedagogik boshqaruvning tamoyillari

- ilmiy xususiyat, izchillik, insonparvarlik, moslashuvchanlik, optimallik, ijtimoiy shartlash.

Darvoqe, pedagogik menejmentda menejer (o'qituvchi)ning asosiy vazifalari quyidagidan iborat,

- o'z boshqaruv faoliyatini o'z-o'zini tahlil qilish; ta'lim jarayonining holati va rivojlanishi, o'qituvchilarning bilim darajasi, ular haqidagi ma'lumotlarni tahlil qilish.

- Maqsad tanlash, o'qituvchi va o'qituvchilarni maqsadga erishishga undash.

- maqsadlarga erishish dasturlarini ishlab chiqish, kompleks maqsadli rejalashtirish.

- Maqsadga erishish uchun tashkiliy-ijroiya ishlari.

- Nazorat va diagnostika.

- tuzatish - operatsion usul va vositalardan foydalangan holda tuzatishlar kiritish.

Maktabgacha ta'lim tizimini boshqarishning asosiy maqsadi tizimning saqlanib qolishi va rivojlanishi uchun imkoniyatlar yaratishdir. Tashkiliy (korporativ) madaniyat - bu maktabgacha ta'lim muassasasida ham, undan tashqarida ham munosabatlar va munosabatlarning asosini tashkil etadigan qadriyatlar, boshqaruv tamoyillari, umidlari va ijtimoiy normalar modeli. U

aloqa va o'zaro tushunish uchun asos bo'lgan xodimlar uchun umumiy kontseptsiya tizimini nazarda tutadi.

Tashkiliy madaniyatning to'rt turi (modellari) mavjud:

- hokimiyat madaniyati (avtoritar) - rahbar qo'lida to'plangan; muhit raqobatbardosh; bir nechta qoidalar va tartiblar mavjud.

- rol o'ynash madaniyati (byurokratik) - hokimiyat rahbar va byurokratik tuzilma o'rtasida muvozanatlangan; hokimiyat, vakolat va mas'uliyat odamlar bilan emas, balki lavozim bilan bog'liq;

- muvaffaqiyat madaniyati (vazifalar madaniyati) - jamoani yaratishga imkon beradi; motivatsiya va majburiyatga e'tibor berish; rahbariyat harakat, tashabbusni yuqori baholaydi;

- qo'llab-quvvatlovchi madaniyat (shaxs madaniyati) - shaxsga, shaxsiyatning asosiy qadriyatiga qaratilgan.

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ALISHER NAVOIYNING TILSHUNOSLIKKA OID QARASHLARI

Annotatsiya: Mazkur maqolada adabiy til asoschisi Alisher Navoiyning tilshunoslikka oid qarashlari, "Muhokamat ul-lug'atayn" asari xususidagi fikrlarimiz va lakuna hodisasi, ta'rifi, bu hodisaning ilk marotaba "Muhokamat ul-lug'atayn" asarida yoritib o'tilganligi haqida so'z yuritildi.

Kalit so'zlar: "Muhokamat ul-lug'atayn", turkiy, sart (fors-tojik), lakuna, bo'shliq, madaniy bo'shliq, lakunar birlik, gender farq, tilshunoslik.

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ALISHER NAVOI'S VIEWS ON LINGUISTICS

Annotation: In this article, the views of Alisher Navoi, the founder of literary language, on linguistics, our thoughts on the work "Muhokamat ul-lug'atayn" and the lacuna phenomenon, description, the first coverage of this phenomenon in "Muhokamat ul-lug'atayn" mentioned.

Keywords: Muhokamat ul-lug'atayn, Turkish, Sart (Persian-Tajik), lacuna, space, cultural space, lacunar unity, gender difference, linguistics.

Kirish. Mazkur tadqiqotni shakllantirishda turkiy so'zlarning tahlil manbalari, "Muhokamatul-lug'atayn"ning hozirgi o'zbek adabiy tiliga Q. Sodiqov tomonidan amalga oshirilgan tabdili, darslik, o'quv qo'llanmalariga tayanildi. So'z ma'nolarini izohlashda "Navoiy asarlari lug'ati" (1972), "Alisher Navoiy asarlarining izohli lug'ati" (1993-1995), "O'zbek tilining izohli lug'ati" (2006-2008), "O'zbek tilining etimologik lug'ati" (2000), "O'zbek tilining turkiy qatlami" (2002) hamda o'zbek tili tarixi, tarixiy leksikologiya borasidagi dissertatsiya va avtoreferatlar, qo'llanmalar, maqolalardan foydalanildi.

Asosiy qism. Navoiy turkiy tilning rivojiga shoh asarlar yaratish bilan hissa qo'shib qolmay, uning taraqqiyotini nazariy jihatdan ham boyitdi. Bu boradagi xizmatlaridan biri 1499-yilda yaratilgan "Muhokamat ul-lug'atayn" ("Ikki til muhokamasi") asaridir. Alisher Navoiy "Muhokamat ul-lug'atayn" asarini umrining so'nggi yillarida (hijriy 905)da yozdi. Mazkur asarida qiyoslash asnosida turkiy tilning boy va keng imkoniyatlarga egaligini isbotladi. Sharq musulmon adabiyotidagi an'anaga ko'ra, hamd va na't qismlaridan keyin

Navoiy dunyo tillaridan uchasi (turkiy, forsiy va hind) asl va mo'tabar bo'lib, ularning vujudga kelishi Nuh payg'ambarning o'g'illari: Yofas (turkiy), Som (forsiy) va Hom (hind) bilan bog'liq deb hisoblaydi. Turkiy tilni Yofas orqali payg'ambirlik toji bilan ulug'lanadi deb yozadi.

Navoiyning fikricha, arab tili bunday ulug'lanishga muhtoj emas, hech shubhasiz, u barcha tillardan mumtoz va "mo'jizatirozdir", chunki Allohning kalomi va rasuli akram hadislar shu tilda yaratilgan. Alisher Navoiy ikki tilni qiyoslash jarayonida forsiy tilning kuchli bilimdoni sifatida namoyon bo'ladi, zero, obyektiv xulosalar chiqarish uchun ikki tilni ham mukammal bilmoq talab qilinadi. Bu mukammalik Navoiyning:

- forsiy tilda muodil (ekvivalenti) bo'lmagan 100 ta fe'lni keltirishi;
- turli sohalarga doir narsa-buyum, tabiiy hodisalar va hayvonlarning forsiy tilda mavjud bo'lmagan nomlarini berib, ularning ba'zilar forsiy til leksikasi tarkibiga ham kirgani haqida ma'lumot berishi;
- tajnis va iyhom san'atiga asos bo'ladigan so'zlarning forsiy tildagiga nisbatan ko'pligini misollar bilan isbotlashi;
- turkiy tilda forsiy tilda yo'q ba'zi grammatik shakllar (masalan, birgalik nisbatini yasovchi -ish, orttirma nisbat yasovchi -t qo'shimchalari)ning mavjudligini misollar bilan dalillashi;
- turkiy tilning fonetik xususiyati qofiyadosh so'zlar uchun fors tiliga nisbatan qulayligini asoslab berishi bilan bog'liq holatlarda ko'rinadi.

Shuningdek, asarda Alisher Navoiyning ijodiy biografiyasi bilan bog'liq qimmatli ma'lumotlar ham keltirilgan. Xususan, turkiy tilda yaratgan asarlari ro'yxati ularga asos bo'lgan anbalar nomi bilan keltirilishi Navoiy asarlarining tub mohiyatini anglashda muhim ahamiyatga ega.

Alisher Navoiy turkiy tilning imkoniyatlarini tavsifiy, qiyosiy, tahliliy usulda ko'rsatib bergan. Yuqorida aytganimizdek, Navoiy ushbu yondashishini 100 turkiy so'zni izoh sifatida keltirish bilan oydinlashtiradi. U so'zlarning bir qismini she'riy o'rnaklar bilan izohlab, u ifodalaydigan tushuncha va ma'nolarningforschada yo'qligi, bu tushunchani ifodalash kishining murakkab so'z yo'iboralardan foydalanishga majbur bo'lishini ko'rsatadi. Ya'niki, Navoiy ikki tilni solishtirar ekan, turkiy tildagi ayrim tushunchalarning sart (fors-tojik) tilida ifodalanmasligi, madaniy bo'shliq hosil qilishi xususida fikr yuritadi.

- *Va xo'blarning ko'z va qoshlari orasinki, **qabog'** derlar, forsiyda bu uzvning oti yo'qtur.*

- *Va husn ta'rifida ulug'roq holg'akim, turklar me~~n~~ ot qo'yupturlar, alarot qo'ymaydurlar.*

- *Yana bir adolari borki, ba'zi alfozning so'ngg'ida "**ch, i**" ki, "**chi**" lafzidur, ortturlar, yo mansabning yo hunarning yo peshaning izhori uchun; forsiyda yo'qtur, balki alar ham turkcha ayturlar. ...Andoqki, qush hunarida dag'i bu istiloh bordur, andoqki, **qozchi** va **quvchi** va **turnachi** va **kiyikchi** va*

tovushqonchiki, sort lafzida yo‘qtur. Va alar mazkur bo‘lg‘onlarning ko‘pi turkcha ayturlar.²¹

Lakuna – “nomlanmagan tushunchalar”. Fransuz tilidan olingan ushbu termin “bo‘sh joy”, “chuqurlik”, “bo‘shliq”, “bosh katak” singari m’nolarni anglatadi.



Ushbu lingvistik termin XX asrning 70-8-yillaridan boshlab qo‘llana boshlanganligi qayd etilgan. Lekin aslida hodisa ilk bor Alisher Navoiy tomonidan izohlangan. Fors-tojikcha “xo‘rdan” so‘ziga turkiy “ichmoq” muqobil bo‘lsa, “yemoq” lakunar birlik hisoblanadiva fors-tojik tilida lakunani hosil qiladi, ya’ni tushunchaning mavjudligi, ammo so‘z bilan ifodalanmasligi ma’lum bo‘ladi. “Simirmoq”, “sipqormoq”, “ho‘plamoq”, “tomshimoq” – lakunar birliklar, bu so‘zlar orqali ifodalangn tushuncha fors-tojik tilida nomlanmaganligi uchun lakuna (“bo‘sh joy”, “bo‘shliq”)ni yuzaga keltirdi.

O‘rdakning **jo‘rka, erka, suqtur, olmabosh, choqirqanot, temurqanot, aldaldag‘a, olapuka, bog‘chol** kabi yetmish turini ifodalovchi turkiy so‘zlar muqobili sart tilida yo‘qligi, leksemalarda gender farqlarning ifodalanmasligi, ularning barchasi uchun birgina murg‘abi so‘z ishlatilishi qayd etilgan: “...anda muqarrar va mashhur ilbosun o‘rdakdur. Va sort el **ilbosunni** xud bilmas. Tog‘i turk o‘rdakning erkagin **“so‘na”** va tishisin **“bo‘rchin”** der. Va sort munga ham ot qo‘ymaydur. Va nar va moda ikkalasin **“murg‘obi”** der.²²

Xulosa qilib aytganda, ushbu lingvistik hodisani aslida Alisher Navoiy birinchilardan bo‘lib izohlagani va leksemalar asosida isbotlaganini “Muhokamat ul-lug‘atayn” asar orqali ko‘rishimiz mumkin ekan. Lakuna hodisasi ikki til doirasida ham, bir til doirasida ham (adabiy til va sheva o‘rtasida) kuzatiladi. Masalan, shevadagi “idramoq” lakunar birligi adabiy tilda lakunanin hosil qiladi. Adabiy tildagi lakuna shevalar asosida bartaraf etilsa, tilning lug‘at qatlami boyiydi.

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THE MANAGEMENT SYSTEM OF THE PROJECT INSTITUTE AND ITS IMPROVEMENT

Annotation. The article deals with current problems and features of project management in modern design organizations. It has been substantiated that an indispensable condition for increasing their efficiency and competitiveness is the introduction of standardized project management methods. The necessity of developing a corporate methodology that concretizes and systematizes the main provisions, requirements, principles and practices of project management, taking into account the specifics of project activities have been substantiated.

Key words: project management, Information system, structure of projects, design Institute, scheduling and network planning, target plan, improvement, software, module, resources, work, executor, management processes.

The current stage in the development “Toshtemiryo'lloyiha” industry puts forward a number of new requirements for investment activities, among which the most priority is the multifaceted and multifaceted problem of improving project management methods. This problem is especially relevant for design organizations participating in all stages of the development and implementation of an investment project, since design is the fundamental, basic foundation of any project. It is at the design stage that technical and technological solutions are laid, which in the future will determine the effectiveness of the functioning of a new construction facility, reconstruction, modernization of existing production facilities.

The regulatory and legal framework for design, accumulating the experience of many decades, is constantly updated in terms of standards for ensuring the quality of construction products, general technical requirements for engineering surveys, design and construction, as well as requirements for planning and development, buildings and structures, building structures, systems of engineering equipment, operational characteristics of construction objects. Features of the activities of a design organization in modern conditions, namely: the need to simultaneously execute many projects at different stages of the life cycle, ensure mobility, quick response to customer requirements, flexible pricing policy with high design quality and high staff productivity, the need to strengthen and expand their market positions, choosing new areas of activity requires searching for options to improve the efficiency of design production.

An indispensable condition for increasing the efficiency and competitiveness of design organizations is the introduction of standardized project management methods. In this situation, it is obvious that on the basis of the "framework" methodology contained in the above standards, a corporate methodology should be created that concretizes and systematizes the main provisions, requirements, principles and practices of project management in relation to project management in design organizations, taking into account the specifics of their activities... In the corporate methodology, project management processes are described in the format of procedures that determine the order of implementation of the main stages and sub-stages of the project, design technologies and recommended management documents. In addition, the corporate standard should be developed taking into account the specifics of the activities and strategic goals of management of the project organization and take into account such aspects as the organizational structure of the enterprise, the financial system, the quality management system, etc. level based on software, a fairly wide range of which is offered by the modern construction programs. Project management information system (PMIS) is a software package designed for the accumulation, processing, storage, visualization and analysis of information on projects. It is an effective tool for managing a project organization that provides control over the planning and implementation of projects and allows you to minimize errors leading to the completion and processing of project documentation. Currently, a number of design institutes have accumulated a certain experience in the development and practical use of information systems for project management, which makes it possible to determine their advantages over traditional design activities.

The PMIS in the design institute under consideration is developed using a matrix organizational structure, which is characterized by the presence of production units in the specializations of design work (management subjects). The employees of the departments in the matrix structure are directly subordinate to the heads of the respective departments, with the direct participation of which assignments are issued. The PMIS is built on the basis of a systematic model of project management and contains the following main elements: the object of management - contracts, projects, portfolios, programs, at different phases of the life cycle from concept to completion; subject of management - key participants in project management; management procedures that, in accordance with current standards, include processes of initiation, planning, execution, monitoring,

The main tool of the scheduling - network planning process is the calendar - network schedule of the project - a formalized description of the set of works, reflecting the state of the project at a certain point in time. PMIS carries out the following basic procedures of scheduling - network planning: formation of the structure of projects; the formation of a structural work decomposition (WDS); formation of a calendar - network schedule; project resource planning;

project cost planning; updating the schedule and generating reports; control and adjustment of the project cost; adjusting the schedule based on changes. The structural decomposition of SDR works, created by the method of hierarchical planning, is a kind of project scheme. The development of a structural decomposition of work begins after the definition of the mission, goals, objectives, milestones (milestones), technical requirements, limitations and exceptions, discussion with the project customer of the expected results and project priorities. When constructing the SDR, the project as a whole is considered as the end result. First, the main tasks of work on the project are identified, then "subtasks" are determined to solve the main problems. The process is repeated until the smallest manageable level of work is highlighted. This subtask is then subdivided into work sets. The lowest level of SDR is the set of jobs. Each set of jobs should be as independent as possible from other sets of jobs. No set of work should be included in more than one WBS subtask. Each point of the SDR requires an estimate of cost and time. With this information, you can develop a calendar - network plan, assign resources, draw up a schedule and cost estimate for the project. The SDR makes it easier to monitor the progress of a project in terms of work performed, costs and responsibilities. In the PMIS, the formation of the structural decomposition of work is carried out using templates, which greatly facilitates this process and reduces the time it takes to complete it.

An important direction of improving the management processes of a design organization is the expansion of the marketing activities of the institute. Design institutes that are successfully operating in the market concentrate significant efforts on the formation of a "portfolio of orders", which requires marketing research of the design products market, strengthening the institute's competitive position in traditional market segments and searching for new segments. To solve these problems, it is proposed to include in the structure of the institute a marketing service that provides effective marketing and PR activities.

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THE EFFECT OF THE CHEMICAL PREPARATION “TINTUL DUO” AGAINST YELLOW AND BROWN RUST DISEASE IN AUTUMN PLANT

Annotation: The article studied the effect of the chemical substance “Tintul duo” on Autumn rust disease in the affected area, as a result of which “tintul duo” systemic fungicide was applied to the autumn soil mass in a norm of 300 gr/ha and suffered 12,7 percent less than plant rust disease.

Аннотация: В статье изучалось влияние химического вещества «Tintul duo» на заболевание осенней ржавчиной на пораженном участке, в результате чего системный фунгицид «tintul duo» был применен в норме на 300 г/га осенней почвенной массы, поражая растение на 12,7% меньше, чем заболевание ржавчиной.

Keywords: Yellow rust, fungal, spike, disease, dressing, degree, spore, preparation, cure, moisture, wind, grain, field, season.

Introduction. In World Farming, it is mainly cultivated soft or simple and hard. The remaining species are sown in very small quantities. Wheat was known in the countries of Old and Central Asia in 7-6 thousand BC. It began to be planted in North America from the 17th century. Wheat is sown in the north to Sweden, in Russia, in the south to the southern borders of Australia, South America, Africa. The world's sown fields are worth 250 million dollars. about a hectare, about 30% of the grain grown falls on average, and this is about 360 million hectares. The is more than a vegan. Russia, Kazakhstan, China, the United States, India, and Uzbekistan can be cited as examples for the main countries. In autumn, the farm is of great importance, because the Dogi is nutritious, and in its composition there are proteins (from 10-12% to 20-25%, in wild species 25-30%), starch (60-64%), as well as fats (2%), vitamins, trace elements, mineral substances, etc. Doni, kepagi and other waste valuable feed, raw materials for the mixed feed industry. Somoni cannibal and tubing, building material; from the STEM is made of paper, cardboard, wrapping material, baskets, hats are used for weaving. Blue Mass is given to the mole, and also silage. From cereals of different varieties, they are produced, cereals, alcohol, starch and other products.

The main task of Endi is to deliver an average yield of 55-60 cents per hectare and more in the fields irrigated in recent years in order to fully meet the needs of our people for grain products. In order to obtain a high yield in crop husbandry should be used Fuller opportunities, planting periods and norms of bug'doy varieties in each region is a guarantee of abundant harvest. When planted early in autumn varieties with grain sown with Spike, the upper part of the earth grows more and until winter begins to germinate in some varieties, the bunda winters poorly with damage from all kinds of diseases in the plant and the yield decreases, even when planted late, the plant does not germinate well, significantly adversely affects.

In addition to conducting agrotechnical measures to obtain an abundant harvest from autumn, it is important to conduct effective measures to combat its diseases. Yellow and brown rust diseases cause serious damage to the grain crop. This disease is extremely dangerous, its wide spread and development is accompanied by a rapid and gradual exchange of open air with favorable conditions, in high humidity, its spores begin to grow, and at a temperature of 2 degrees, they enter the plant tissue. When the average temperature for the rapid spread and development of the disease is 8-15 degrees, the mass increases and spreads to the grain fields. Brown rust disease develops well at a slightly higher temperature, that is, at 16-22 degrees. In the following years, a number of regions have developed ecosystems that have adapted to the development of this disease in higher temperatures. Even in the regions, the disease is extreme, spreading in the form of epiphytomas. Autumn is affected by rust, the surface of the Leaf, which retains its green hue, including the development of autumn plants, weakens the roots, the absorption of nutrients and water slows down, the height of the low stem becomes thin, the tendency to lie down increases, the number of flower spike decreases, the grain becomes brittle and the gross yield decreases.

Research methodology

It is desirable to use effective methods against fungal diseases that are encountered in the grain fields of our republic. One of the most effective measures is primarily the planting of disease-resistant varieties and the Prevention of the spread of the disease. Measures for the chemical fight against diseases of grain crops with Virgo begin when the degree of morbidity of the plant is about 5-20%. It is necessary to conduct a prophylactic chemical struggle in areas prone to infection with rust diseases.

If measures are not taken to effectively combat these diseases in a timely manner, the farmer and the cluster farm will destroy up to 50-60 percent of the crop grown from the Tamon. In order to reduce the impact strength of rust-causing fungi on plants, to increase the resistance ability

of plants to this potagen, the following scheme was carried out in the conditions of educational experience of Andijan Institute of Agriculture and agrotechnologies in order to take into account the above data.

1. Control
2. Template Splesh 30% feed.k. 0,2-0,3 l /
3. Tintul duo 20% 0.2-0.3 l/

The experiment was conducted in 4 variants of 3 refunds.

The area occupied by one option is 324 m², to which the variety "Tanya" was selected for planting.

Analysis and results

In the experiment, all the stages of development, from the germination of the planted autumn tree to its ripening, were carried out. Accounts and observations G.G.Gataulina and M.G. It was carried out by the method of obbedkov (2000 year).

From the data obtained on the diagnosis of autumn seedlings with yellow and brown rust diseases by experimental options, it is known that yellow rust disease was initially manifested from 13 April in seedlings with control options, by this period, the incidence was observed at 19 April in autumn seedlings with Tintul duo sprinkled on a hectare of 0.3 l/ha. The difference between them was 6 days. When infected with brown rust the case of infected with brown rust was 8.7 percent if the seedlings in the variants that worked with the Tintul duo were infected by 12.7 percent less than when the seedlings were controlled with yellow rust.

THE EFFECT OF THE CHEMICAL SUBSTANCE TINTUL DUO ON RUST DISEASE AND SUSCEPTIBILITY OF AUTUMN WILLOW

№ №	Experience options	Yellow rust- infected % account		Brown rust infected % account		Dressing ts/ga	Weight of 1000 pieces of grain
		1.V	15.V	1.V	15.V		
1	Control	8.2	17.4	3.4	12.4	49.8	39.7
22	Template Splesh 30% feed.k. 0,2-0,3 l / ha	5.3	8.9	3.0	9.7	54.5	40.3
3	Tintul duo 20% 0.2-0.3 l/ha	2.2	5.8	2.3	8.5	57.8	41.0

In the experiment, the effectiveness of chemicals is assessed by the effect of autumn rustiness on reduced acidity. According to the data obtained, it is most valued for its effect on fertility. According to the information obtained, the chemical substance Tintul duo according to the most specificity options turned

out to be the variant used. In this variant, more dressing was collected on 8 ts/than on the control option.

Conclusion

In conclusion, we can say that the optimal norm of the drug Tintul duo in reducing rust disease in autumn is 0.3 l/gadeb. This norm not only reduces the germination of plants with yellow and brown rust, but also leads to an increase in the tolerance to this disease.

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YIELD OF CERTAIN VARIETIES OF COTTON AND THE INFLUENCE ON ITS INCREASING

Annotatsion: The character management of wild, ruderal and cultivated tropical diverse plants found in nature is particularly dependent on genetic information. The variability that occurs during the growing season of a plant depends on external environmental factors. There fore, it is assumed that artificial selection by humans has led to progress in the evolutionary process. The consumption of cotton fiber is one of the main valuable economic characteristics of the plant.

Key words: cotton, cocoon, seed, fiber index, shape, fiber yield, variability, heredity, crossing, generation, column, hybrid, heterosis, recombinant.

It is known that cotton varieties differ from each other in morphological and biological characteristics. It should be noted that each variety created today is distinguished by its unique characteristics and features. Accordingly, increasing the efficiency of agriculture requires all the attention and knowledge to solve the tasks that ensure the fastest and greatest productivity. In particular, a more thorough study of cotton growing, in particular, increasing the variety of varieties is one of the most pressing issues. Therefore, to date, it is important for genetic, selection scientists to create varieties that are fast-ripening, high-yield, high-quality fiber, resistant to disease and pests, but some varieties are very diverse genotypically and phenotypically. does not bear fruit. This is because these varieties do not have a certain balance in terms of characters. This, in turn, leads to a sharp decline in the yield and quality of cotton varieties over time.

Many of the characteristics of cotton that are valuable to the economy have a complex structure, the complexity of which depends on a number of structural indicators. For example, one of the main factors is the yield of a bush, the weight of a cotton stalk, the weight of 1000 seeds, fiber yield and many other quality indicators. depends on the weight of the cotton in the bowl, the number of bowls, the number and weight of seeds in each bowl, the fiber index. All these structural indicators, which determine the main essence of economic traits, are also hereditary traits.

The productivity of the cotton plant, which is one of the main economic characteristics, depends on the number of fruit elements formed in the plants, according to A.A. Borodulina.

Based on the above considerations, in our scientific research, complex traits that are valuable to the economy have been broken down into constituent elements and their heredity has been studied. While analyzing the yield elements, we made it our main task to study and analyze the yield weight obtained from a single plant. It should be noted that the yield depends on the variety and is in dire need of intensive agro-technical measures.

Table 1

Statistical analysis of yield per plant in varieties (September 30, 2017)

№	ННав ва тизмалар	Ўсимлик сони	$\bar{X} \pm S \bar{X}$	Lim	V %
11	Андижон-35	107	46,1±2,22	31,7-81,2	30,71
22	Сурхон-9	169	47,5±2,41	29,9-72,8	28,07
33	Султон	138	57,7±1,21	32-81,6	19,18

During our research, we studied the yield of varieties and ridges on the basis of analysis of each plant account (harvested on September 30 each year). At the same time, the differences between the yield of each biotype in terms of variety and yield of ridges are clearly visible. According to 2017 data, 46.1 g in the Andijan-35 variety, 47.5 g in the Surkhan-9 variety, 57.7 g in the promising Sultan variety, the average yield per bush, the highest coefficient of variation between varieties and ridges in the Andijan-35 variety It was observed that 30.71% showed the result (Table 1).

The results of our research in Andijan-35 in 2017 showed that the yield of a single group of plants was between 36.1-54.3 g, the coefficient of variation was 25.0-32.22%.

Intergroups ranged from 68.2–109.0 g. In 2017, the highest result was 54.3 g for group 1, while in 2018 this figure was 109.0 g for group 5. Both 2017-2018 showed a result of 36.1–68.2 g lower than the biotype allocations of the 7th compound group (Table 3.1.2).

In 2017, the yield of a single plant in the Surkhan-9 variety was 41.8-68.4 g. The coefficient of variation was 19.95-25.96%. The results of 2017 showed that this indicator was 52.2-90.5 g between groups, and the coefficient of variation was 27.38-62.21%. Group 4 showed the highest performance in 2018 with a result of 68.4 g, while Group 6 was recorded in 2018 with a result of 90.5 g. The lowest figure was found to be 41.8 g in Group 7 in 2017 and 52.2 g in Group 3 in 2014.

In the prospective Sultan variety, the results of 2017 were 50.1-59.0 g between groups, the coefficient of variation was 14.82-22.08%, and in 2018

these indicators were 65.1-102.0 g between groups, the coefficient of variation was 49, 84-63.23%. In both years, the highest result on a single plant yield was recorded in group 4, 6 in 2017 (58.8-59.0 g) and 2018 (80.4-102.0 g).

It is positive that this sign is increasing year by year, and it is natural that the limit level is high when the yield is calculated per plant.

Hence, the yield depends not only on the heredity of the variety and the high potential of the hybrid offspring formed on the basis of interbreeding of genetically close populations, but also on agrotechnical measures.

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PROSPECTS AND PROBLEMS OF DEVELOPMENT OF CULTURE OF CITIZENS ON THE BASIS OF IDEOLOGICAL EDUCATION

Annotation: As we all know, the formation of the personality of the younger generation occurs under the influence of a number of factors. The most important of these factors will be directly related to its pure-mannered heritage, exemplary upbringing in the family, social environment in the neighborhoods, the importance of youth education in schools and other educational institutions.

Key words: development, culture, citizen, ideological education.

Since the first days of independence, our country has been paying great attention to the issue of the role of a person in society, especially the education of the growing younger generation. For the same purpose, the role of families in society was increased, the neighborhood management was given broad rights, radical reforms were carried out in schools, secondary vocational education and higher education systems, and these works are continuing in practice.

Ideological upbringing is a process aimed at forming the worldview of a person, a social group, a nation, a society, arming them with ideological knowledge and expressing specific goals. The purpose of any ideological upbringing is to ensure the educational level of each member of society and each social layer, group in their embodiment. This ultimately ensures that the progressive ideas that give impetus to the development of that society are consciously assimilated by each citizen, transformed into a way of thinking and thinking. In this sense, the ideology of national independence should express in the minds and minds of every citizen living and working in Uzbekistan the most healthy ideas and thoughts that express our centuries-old national values, the present and future interests of our people. This aspect is one of the main features of ideological upbringing.

Every social force or strata of the population in the society pursue their own interests and goals after creating a system of expressive ideas, he tries to attract other groups to the influence of his ideas, the ranks of his supporters.

Ideas are fair and truthful, and if they fit the needs, the demand of the majority, this is the goal is achieved when the means of education in the field are impressive, and educators are active and self-sacrificing.

Today, favorable conditions are created in the leadership of our compatriots for the formation of the younger generation as a harmonious person.

It should be specially noted that the Bunda is organized sports fields, sports clubs, music, painting and various crafts clubs.

The educational processes in the present independent states, especially in Uzbekistan, which were part of the Union during the former Shura regime, were based mainly on the policy of Westernization, and the specific national spirituality, customs, traditions and moral conceptions of each nation were eliminated. As a result of this, in a certain sense, there was a "emptiness" in the minds of nations, especially in the perception of self.

It is known to us that in the early years of our independence, ideological centers in some Western countries, which sought to use this ideological "emptiness", tried to fill the minds of young people with the concepts of Western upbringing that were not peculiar to our nation, which were not. It is not true that we say that these actions are completely eliminated today. Thanks to this, we believe that the education of young people is more than ever, and this topic should be one of the permanent and important issues of the day.

The main purpose of education is to enable the growing younger generation to find its strong position in society, as an educated, wise and healthy – minded person, which is characteristic of perfect people.

The main task of education is the expression of the younger generation from finding content that corresponds to the rules of conduct adopted in our society, moral qualifications and skills, needs and aspirations.

Educator scientist Abdulla Avlani emphasized the role of education in the human perfection in his work "Туркий гулистон ёхуд ахлоқ" and said: "His excellency created the true people as talented and capable in the real world, with good and evil, with profit and loss, with white and black. But to bring this ability in a person to perfection is in the means of upbringing. It turns out to be a happy person if the child is well brought up, preserved from a corrupt behavior and is big, addicted to beautiful behavior. If an ill-mannered, morally corrupt person grows up, he becomes a foolish, ignorant "rasvoi" person who does not take heed, does all sorts of corrupt deeds.

In these purhikmat words, it is more obvious how the education is of great importance in human perfection.

At present, in addition to the influence of family, neighborhood, school and educational institutions in the education of the younger generation, the product of globalisation processes-the factor of means of rapid information transmission and Exchange through various Internet networks-should be kept in the center of attention. It is alarming that they are entering the lives of our young people through indecent, hurtful films and various absurd games, which promote various destructive ideas in their means, poison the minds of young people.

It is also worth paying attention to the fact that in our country there are more and more mass publications, among which the level is slightly lower, "Entertainment" is light-the material that expresses the elpi way of life, does not

correspond to our national mentality from a moral point of view, also comes to the attention of young people.

In this regard, we believe that attention should also be paid to the various radio-televisions that are currently operating, although today it has decreased for a while, unfortunately, some "side" cinema films and broadcasts, light-elpi songs, which are broadcast, are also deeply concerned about the negative impact on the minds of our young people.

Today, computer games, organized in some underground passages of the Centers of our region and districts, are almost completely isolated. However, we will witness the present day and money by some "entrepreneurs" and the fact that they have opened and are on the eve of opening computer houses near educational institutions. A person who thinks about sitting at a computer desk and seeing different fighting games while he is at school is teaching young and old children here.

As mentioned above, the review of "gameboxes" dictates the further study of narrative and propaganda among students and young people in families, neighborhoods and educational institutions, so as to meditate in depth in this regard.

Our youth is the future of the nation, and our nation has its own mentality - an age-old educational institution. First of all, it is necessary for our navqiran generation to be educated on the basis of sharqana traditions, norms of morality, at the same time to be able to assimilate universal human values with a deep understanding.

President of the Republic of Uzbekistan Sh.Mirziyoyev also expressed the following thoughts in this regard, saying: "We are all proud and proud of the fact that our young people are rightfully able to take responsibility for the future of our homeland, becoming the decisive force of today and tomorrow".

To this end, the most important task of the government, relevant ministries and departments, as well as the entire educational system, our respected institutions and professors-teachers - is to provide a thorough education to the younger generation, to emphasize them as an indicator of the upbringing of physically and spiritually mature people. In all his speeches and lectures, our compatriot puts forward the issue of paying special attention to the fact that our future depends on what kind of education and training the younger generation receives, as well as on the education of many marotaba, they are mature both spiritually and jismonan and dual. In this context, the process of adult education is organized by training a confident, independent-minded, educated, qualified specialist who is able to ensure the development of Uzbekistan, contributing to its rise to the level of advanced countries of the world, as well as personnel with positive qualities. From this point of view, the role of each of the educational institutions, not only family, Neighborhood, Youth Union of Uzbekistan, public and non-profit organizations plays a special

role in educating the growing generation in the spirit of independence and loyalty to its values, nation-building and patriotism, respect for universal values.

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THE ROLE OF THE NURSE IN PREVENTING CHANGES IN REPRODUCTIVE HEALTH OF CHILDREN OF ADOLESCENT AGE

Annotation: In this article highlights of nursing adults and its characteristics of peculiarities, Features nursing care for adults.

Key words: adults, nurse, growing up and maturation.

Growing up is becoming a person. In total, there are more than 1 billion on Earth a person aged 10-19 years. Adolescence is associated with rapid physiological and psychological changes in the body. This is at the same time a period of inexperience, experimentation, self-will, indiscipline, asociality, combined with purposefulness and a desire to learn. It is the latter qualities that specialists need to use to teach the preservation of reproductive health.

The growth of sexual activity of young people is a global trend. Every year in the world 5-10% of girls aged 13-17 years get pregnant. In girls under 14 years of age, the proportion of termination of pregnancy from the total number of abortions is 0.05-0.06%.

Growth is growing up and maturation. Development is a state growth of physical and mental abilities, or the process of gradual adaptation of the subject to the external environment in the process of life. When they talk about development, first of all pay attention to the qualitative growth.

Human life is a period consisting of birth growth, development, maturity, aging and death. Vital human cycle implies a consistent process of his vital activity in which growth and development alternate, maturity and aging.

Adult period in the life cycle. Covers a long period of life from the period of sexual maturation up to the senile period, which in eventually puts an end to a person's life. Adult period can be divided into several age categories: adolescence, mature, middle, and senile, which is a transitional stage to senile age.

Stages1 development of the adult period. Features of the development of adolescence. Youthful age is the period from puberty under 30, preparatory stage when a person matures body and soul and takes on a different answer responsibility as a full member of society. Observed rapid growth and development in the physical, psychological and social terms.

Features of the development of mature age. Mature age - the interval from 30 to 50 years. Usually in this age a person is completely mature physically continues to raise and strengthen the level of its psychological and social

maturity and is at the peak of life activity. Also during this period he is charged high expectations from society. Man creates your mini-society in the form of a family. In the process of achieving professional success, participation in public activities and family formation a person faces with great life difficulties, the overcoming of which ensures its further development.

Features of the development of middle age. The average age covers the period from 50 to 65 years, and the age range from 60 to 65 years is called senile. After reaching manhood begins to feel the decline of physical abilities, and psychologically and socially reaches full maturity, thereby increasing the overall level of its maturity.

Simultaneously with the aging process, a person is aware increasing physical and mental decline as well begins to feel the stagnation of their own development.

The purpose of nursing care for adults is to provide the necessary professional care person who is in the process of development, called adulthood, so that he can lead a healthy everyday life, independently fulfilling its developmental tasks, and to ensure a healthy transition to healthy old age.

The role and functions of nursing care for adults are realized thanks to timely, correct and planned assistance provided to an adult with possible health problems based on the needs of the individual and groups or based on professional judgment.

The need for nursing care for adults. Required tackle health problems according to features adult development process as well as important on the basis of a professional decision to assist, ensuring a normal transition to the next stage life process. With many health problems, there is a need in receiving qualified help. Problems health, occurring in the adult period, are diverse, which requires proper action.

Features nursing care for adults. Nursing intervention should take into account features of each stage of the adult period. Required also carefully analyze the lifestyle patient and on the basis of this provide the necessary assistance.

Adults tend to lead independent lives therefore, it is necessary to study problems health of each individual and provide effective individualized assistance, providing full realization of the possibilities for each person. The process of solving health problems is mainly the study that continues throughout the life, which is an important part of adult education, providing the development of personal skills. It is important for the nurse to build effective communication and form positive interpersonal relationships with adults holding different values and having different living conditions.

When dealing with adult health issues, it's important to act professional knowledge team and skills. It is important to respect the right to self decision making adult leading an independent life, and give it special attention. Also

needed support a person when making decisions different kind and take the position of helping and preserving person.

Problem solving process. Adult health problems are complex nature and due to multiple factors. To maintain and improve adult health it is necessary to properly understand the various factors caused individual's identity and provide effective help with his life. Therefore, it is important to appropriate analysis of the health of the object, providing effective and well-informed assistance.

Nursing is a focused and planned care activity in order to achieve the desired result. To achieve the expected result, it is important to choose practical methods of care, based on the nature of the problem and scientific grounds; in addition, it is important to specify specific and effective ways and tools to provide care, taking into account the individuality of the patient.

Evaluation is the process of verifying the results of realized nursing activities with tasks and determining the extent of their achievement. It also includes the revision of all stages of the problem solving process, the re-analysis and correction of the care plan. The concept proposed by Albert Bandura (Bandura A.), which stands for "feeling man's ability to perform or bring either thing until the end, a sense of confidence that he can complete this case. " It is said that a high degree of self-efficacy is necessary for the effective maintenance of health. It is believed that the sense of achievement of the goal and the feeling of satisfaction is reflected in the subsequent actions of this person. Applied to adults. The man in the adult period is in the process of shaping your lifestyle.

Concept self-efficacy is used in cases where a person needs to change their lifestyle, for example, due to health problems or changes in life habits.

After analyzing the study, it is possible to come to the conclusion that there is an insufficient (low) level of knowledge of information by adolescents about issues of preserving reproductive health, proper reproductive behavior, and possession of hygiene techniques.

Our educational work continues, classes on the hygiene of girls and boys are planned for March and April, the survey revealed the need for such knowledge, in addition, it turned out that respondents are in no hurry to get rid of their bad habits, drink alcohol, smoke, understanding the consequences.

An important role in improving the culture of reproductive health in adolescence is assigned to medical workers with secondary education, namely nurses who often come into contact with adolescents, as well as midwives who work with girls in centers and offices in polyclinics of family planning and reproduction.

In the family planning program, high hopes are placed on the secondary medical staff, namely, on their active educational and informational work with the population and direct training in methods and means of contraception and hygiene techniques.

By engaging in such educational work, a nurse will help teenagers maintain their health, prepare for family life, and feel responsible for their future and the future of their children.

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SPEECH COMPETENCIES IN LEARNING FOREIGN LANGUAGES

Annotation. In connection with the introduction of a new standard for learning outcomes, it is necessary to improve the approach to the mastering of material by students and the development of oral speech skills. Speech competence implies not only the introduction of basic speech skills, but also the successful application of these skills in practice. This material is a special development of recommendations for the teacher, the implementation of which will not only entail the development of speech competence, but also facilitate the process of preparing the material for the lesson.

Keywords: speech, competence, communication, exchange of ideas, competence, "Useful topic" method, clear and vivid language, "Interesting introduction".

Acquiring Russian speaking skills is a priority for many second language or foreign language learners. Consequently, students often evaluate their success in language learning as well as the effectiveness of a Russian language course based on how well they feel about their level of proficiency in their spoken language. Oral skills have received almost no attention in Russian language classes, but the best approach to teaching oral speech has long been at the center of methodological discussions.

Richards [5, 22] states: "From direct approaches that focus on the specifics of oral communication in the learning process and in textbooks, to group work, assignment work, and through other strategies, a variety of approaches are used, ranging from indirect approaches that create the conditions for oral communication".

As Don Bryan points out, "Oral communication (or speech) is a two-way process between speaker and listener, involving effective speech skills and receptive skills of comprehension". From the above thought, we can conclude that speech is the interaction of two or more people to convey certain information to each other.

Studies to date have also shed significant light on the complexity of oral communication in a foreign language. For example, Luoma [3, 216] states the following features of oral speech:

- a. Composed of units of thought (combined short phrases and sentences);
- b. It can be scheduled (e.g., lecture) or unplanned (e.g., interview);
- c. Uses more vague or general words than written language;

- d. Uses regular expressions, complements, and secondary clauses;
- e. Includes slip and error reflecting online processing;
- f. Includes interactions (i.e., interactions are built together);
- g. The role of the speaker shows the difference between the purpose of the speech and the context (e.g., between formal and casual speech).

Speech is one of the human abilities. The following are some definitions of competence:

Key Definition: Competence is the acquisition of knowledge, skills and abilities at a level of experience sufficient to perform in an appropriate work environment (at or outside the academy).

Explanatory context: Competence in the assessment of certain professional disciplines such as medicine, health, teaching, social work, architecture requires a separate explanation.

Competence (or competence) is the ability of an individual to do a job properly. Competence is a defined set of behaviors that provides a systematic guide that allows each employee to identify, evaluate, and develop behaviors [<http://en.wikipedia.org/wiki/Competence>]

Some scholars consider “competence” to be a combination of knowledge, skills, and behaviors used to increase efficiency; or a condition of having adequate or good qualifications, the ability to perform a particular role. For example, management competence may include systematic thinking and emotional intelligence, exposure, and negotiation skills. Competence is also used as a more general description of human needs in organizations and communities. Another definition is based on the Oxford Advanced Learner's Dictionary [4, 232], "Competence is the ability to do something well."

Different speech competence formation methods can be used during the lesson:

1. Useful topic. The first speaking skill is to choose a topic that suits the audience and the situation. The advanced speaker chooses a suitable topic that engages the audience. Its topic also provides listeners with new information they didn't know before the speech. The introductory speaker chooses a topic that is not original or outdated. Its subject matter does not provide new information to the audience. An ineffective speaker may deliver a speech on a topic that cannot be identified by the audience.

2. Interesting introduction. Forming an introduction that directs the audience to the topic and the speaker is a second speaking skill. The advanced speaker writes an introductory speech that contains great attention. It strengthens his credibility. He gives the right direction to the topic, clearly states the thesis, and reviews his ideas in a convincing and memorable way. For a beginner speaker, getting his attention is simple and it increases his credibility. His dissertation is awkwardly structured and it gives the audience little direction. An ineffective speaker has no opening technique, no credibility statement, and no

information on the subject. He also has no preview of his dissertation statement and opinions.

3. Clear organization. The third skill is to use an effective organizational model. The advanced speaker is very well organized and speaks with clear main points. His views are mutually exclusive and directly related to the thesis. It also uses effective transitions and pointers to help the speech go well. The introductory speaker has some regulated main points, but the content of these points may be consistent. Transitions may also be present in his speech, but they are not particularly effective. An ineffective speaker's speech has no clear organizational pattern, no tone, and sounds like the information is presented randomly.

4. Well-supported ideas. Fourth on the list of speech skills is finding, synthesizing, and using reliable supporting materials. In an advanced speaker's speech, his main ideas are well supported by a variety of credible materials, and his sources are an excellent aid to the thesis. In addition, all its sources are clearly indicated. The introductory speaker usually has ideas that are supported by a fair mix of materials. Only some of his arguments support his theses, and quotations from his sources must be ascertained. An ineffective speaker gives a speech without supporting materials or quotations from sources.

5. Conclude with a conclusion. The fifth speech competence is the development of a conclusion that reinforces the thesis and provides a psychological conclusion. The advanced speaker presents a clear and memorable summary of his or her thoughts, and he or she addresses the thesis or the big picture. His speech also ends with a powerful clinch or call to action. The introductory speaker will give a brief account of his or her views, but there is no clear reference to his or her dissertation. The final technique of his speech can also be strengthened. There is no conclusion in the speech of an ineffective speaker. His speech ends abruptly and without conclusion.

6. Clear and vivid language. Demonstrating careful selection of words is the sixth speaking ability. The language of the advanced speaker is very clear, imaginative and lively. His language is also completely devoid of bias, grammatical errors and misuse. The lead speaker chooses the appropriate language to express his or her point of view. He has some errors in grammar and occasionally uses jargon, jargon, or awkward sentence structure. There are many errors in the grammar and syntax of an inefficient speaker. He also mispronounces words and uses jargon or racist terms.

7. Correct vocal expression. The seventh competency is the effective use of vocal expression and parathyroid to engage the audience. Perfect use of vocal variability, intensity, and speed is a hallmark of an advanced speaker. His vocal expression is also natural and enthusiastic, and he avoids the filler. Some vocal changes are clearly visible in the introductory speaker's speech. It also pronounces clearly, is audible, and usually avoids fillers (e.g., "um," "uh," "like," etc.). An ineffective speaker is inaudible, mispronounces, and speaks in a

monotonous voice. His speech also has a bad tempo and he distracts the audience with the filler.

8. Appropriate nonverbals. The eighth place on the list of powers is to demonstrate non-verbal behaviors that support verbal communication. The advanced speaker's posture, gestures, facial expression, and eye contact are natural, well-developed, and demonstrate a high level of calmness and confidence. Relying on some notes is visible in the introductory speaker, but it makes enough eye contact. He also usually avoids distracting behaviors. An ineffective speaker usually looks down and avoids eye contact. He has nervous gestures and other non-verbal behaviors that distract from or contradict the message.

9. Adapted to the audience. The ninth speech skill is the successful adaptation of the presentation to the audience. An advanced speaker demonstrates how important information is to the audience and that his or her speech is tailored to their beliefs, values, and attitudes. It can also refer to common cultural experiences. The introductory speaker assumes the importance of the topic, but does not express it. His presentation is minimally tailored to the audience, and some of the ideas presented in the speech are removed from the audience's field of knowledge or experience. The speech of an ineffective speaker contradicts the beliefs, values, and attitudes of the audience. His message may be general or canned, and no attempts have been made to establish a common ground.

10. Skillful use of visual aids. The skillful use of visual weapons is the tenth skill. Separate explanation and presentation of visual aids is the responsibility of the advanced speaker. His speech contains visual images that allow for a strong understanding of the topic of the speech, and his images are of high professional quality. The beginner speaker's visual tools are usually well designed and explained, although there may be minor errors in the exhibits. An ineffective speaker uses visual aids to distract from the speech. His images may not be relevant or his images may be of poor professional quality.

11. Reliable persuasion. The eleventh and final speaking skill is to create an effective persuasive message with convincing evidence and sound reasoning. The advanced speaker articulates the problem and solution in a clear, effective way. He supports his claims with strong and convincing evidence and avoids incredible mistakes altogether. There is also a call to action in his speech. In the introductory speaker's speech, the problem and solution were clear, and most of the claims were substantiated by evidence. He also has a general idea and calls for a recognizable action. No problem and / or solution has been identified for the ineffective speaker. His claims have not been substantiated, there are false grounds in his speech and there is no call to action. Students should note that the powers listed above do not cover all. Finally, these competencies need to be adjusted, expanded, and applied to best suit the requirements of the speech

situation. But they provide a starting point for new or less experienced speakers to start understanding all the interrelated parts of speech.

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TO EVALUATE THE WORKING CONDITIONS OF MEDICAL PERSONNEL AND DEVELOP RECOMMENDATIONS FOR ITS IMPROVEMENT

Annotation: Depending on the specifics of their work, medical workers may be exposed to a variety of harmful and (or) dangerous factors of the production environment and the labor process. The method of information analysis of documents from open sources, including: analytical reports of relevant ministries, research data, regulatory documents, allows to systematize the factors of injury and occupational morbidity of medical personnel.

Key words: medical personnel, medical work, labor process, environment.

One of the most harmful and dangerous factors affecting the health of medical workers is ionizing radiation, under the influence of which radiologists, radiologists, surgeons, anesthesiologists, traumatologists, resuscitators, doctors of other specialties and secondary medical personnel who take part in diagnostic and therapeutic manipulations are constantly under the influence. Moreover, they are exposed to the combined effects of radiation and non-radiation factors (unfavorable microclimate, lead vapor, ozone, nitrogen oxide). Under the influence of non-ionizing radiation and ultrasound are physiotherapists, surgeons and ophthalmologists using lasers, therapists, gynecologists and specialists of other profiles in the process of ultrasound diagnosis of patients.

Harmful production factors when working with magnetic resonance equipment include elevated levels of permanent magnetic field, noise, electromagnetic fields of radio frequencies, unfavorable light environment, unfavorable microclimate, which can lead to disruption of the functions of the nervous, cardiovascular and immune systems. One of the most harmful and widespread in the production environment of medical personnel is the biological factor, which is associated with the high contagiousness of infectious agents that doctors come into contact with.

Biological harmful and dangerous factors in the field of healthcare are closely related to chemical ones. An analysis of the working conditions of medical workers in clinical diagnostic, biochemical and bacteriological laboratories of medical and preventive institutions showed that a complex of factors of the production environment affects the laboratory staff. Air pollution of working premises with aerosols of medicinal substances, chemical reagents,

disinfectants and narcotic drugs in concentrations exceeding hygienic standards can be observed in the premises of pharmacies, operating rooms, treatment rooms, laboratories and other industrial premises of medical institutions, which can cause the development of allergic diseases, toxic lesions of organs and systems, dysbiosis of mucous membranes.

It is noted that in recent years, the number of allergic reactions of the immediate type has increased dramatically, which is to some extent associated with the use of latex gloves. In 67% of cases, allergic reactions in contact with natural latex are manifested by contact dermatitis.

At ambulance stations, the specificity of the workplace negatively affects the health of workers: in most cases, emergency care is provided directly at the location of patients and victims - in apartments, on the streets, in public places. As a result, ambulance workers are exposed to weather factors, limited space and vibration in the car, physical overload, the risk of injury and infection, non-compliance with work and rest. Analysis of the structure of occupational diseases in health workers shows that the first place is consistently occupied by infectious diseases (from 75.0 to 83.8%, on average - 80.2%); the second - allergic (from 6.5 to 18.8%, on average - 12.3%); the third - intoxication and diseases of the musculoskeletal system.

Serious psychological stress leads to an increase in various neurotic disorders among doctors, most doctors have an increased level of anxiety and a tendency to depression over the years of emotionally stressful work, psychosomatic disorders appear, which is often accompanied by the use of various sedatives, adaptogens and alcohol abuse. It is very difficult to make an accurate assessment of the prevalence of the phenomenon of emotional burnout in the medical environment, since it depends on the interaction of various organizational, external and individual factors. Nevertheless, foreign studies indicate that burnout is observed in 40% of doctors to a degree sufficient to disrupt personal well-being and professional activity.

Medical workers are exposed to many unfavorable factors of the production environment. However, Uzbekistan has not yet created an effective information and analytical system for monitoring their health, which would provide complete objective timely information about the number of people exposed to harmful factors of the working environment, their existing occupational diseases.

The risk of occupational infection increases many times with non-compliance with safety measures, therefore, it is necessary to form a list of occupational risks for medical workers, to exclude and/or reduce the level of which compliance with safety rules is necessary. Informing employees about the risks associated with their activities and teaching them how to work safely is an essential component of the prevention of occupational morbidity and injury.

Almost all the authors of the studies call falling one of the main causes of injuries by medical workers: on a wet floor, due to poorly placed equipment, in a

state of intoxication or due to old age. When making house calls to patients, doctors are injured due to poor lighting of the entrances of residential buildings, unsatisfactory maintenance of roads, intra-house territories, untimely cleaning of roofs from snow.

Nurses, doctors, paramedics, laboratory assistants in the performance of their professional duties are at high risk of injury when working with sharp instruments. Even minor injuries carry the risk of transmission of more than 20 pathogens of various infectious diseases. The most common and dangerous for infecting medical workers are hepatitis B, C, and HIC2 viruses. Every month, 65% of them receive microtrauma of the skin, but no more than 10% of injuries and emergencies are officially registered. A significant risk of injury is an increased probability of getting a blow from the patient or his relatives. There are cases when relatives dissatisfied with the treatment come to threaten the doctor or nurse, or immediately use force. There is a high probability of accidents when attacking mentally ill patients, patients of drug treatment hospitals. In the zone of special risk are medical workers who perform their duties alone, at night, dealing with narcotic drugs and expensive medicines.

Night shifts, high motor activity, care for seriously ill, sedentary and immobile patients lead to physical fatigue of medical workers, which in the future may cause injuries and diseases of the musculoskeletal, cardiovascular, and nervous systems.

The analysis of the conditions and labor protection of health care workers makes it possible to systematize harmful and dangerous production factors that have the greatest impact on the level of occupational morbidity and health of medical workers, and to identify branches of clinical medicine and certain types of work that negatively affect the health and injury of medical workers.

Such types of work include those that have a high professional risk:

- * contact with blood and other biological fluids (operating units, surgical, dental, pathology departments, laboratories, sterile, laundries, ambulance);

- * infections with bacterial, fungal, viral and some parasitic diseases (infectious, tuberculosis departments, operating units, manipulation, dental, pathology departments, laboratories, sterilization, laundries, ambulance);

- * exposure to ionizing and non-ionizing radiation, vibroacoustic factors, aerosols of predominantly fibrogenic action, noise, unfavorable microclimate (X-ray rooms, radionuclide diagnostics and radiotherapy rooms, MRI and ultrasound diagnostics, physiotherapy departments, laser installations, emergency medical care, dental departments);

- * receiving physical injuries and poisoning (psychiatric departments, emergency medical care, manual therapy, osteopathy, therapeutic massage, patient care, operating units, manipulation, dental, pathology departments, laboratories, sterilization, laundries);

- * emotional burnout (psychiatric, narcological, psychotherapeutic, sexological departments, emergency medical care, operating units,

manipulation, dental offices, X-ray rooms, radionuclide diagnostics and radiation therapy rooms, MRI and ultrasound diagnostics, physiotherapy departments).

In the system of measures aimed at preventing occupational injuries and occupational diseases, an important place is occupied by the availability and proper use of sanitary clothing, personal protective equipment, compliance with work and rest regimes, compliance with safety requirements when working with equipment, professional selection and training of workers in safe working methods, conducting all types of briefings, knowledge testing. At the same time, there is no main document that unifies the requirements for the safety of medical workers - the Rules on Labor Protection in healthcare.

In our opinion, on the one hand, should contain the quintessence of the general rules of safe work in healthcare institutions, and on the other hand, determine the specifics of occupational risks in certain branches of medicine. Characteristic harmful and (or) hazardous production factors/hazards, occupational risks in some branches of clinical medicine and in the performance of individual works may be contained in the appendix to the rules for the formation of an integrated approach to the development of preventive measures for the management of occupational risks.

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ANEMIYA VA UNING PEDIATRIYADAGI O`RNI. ANEMIYANING BOLALARDA KECHISHI

Annotatsiya. Anemiya – yoki qondagi gemoglobinning past darajasi - bu mustaqil kasallik emas, ammo tez-tez uchraydigan kasalidir. Dunyo bo'yicha 2 milliardga yaqin odam kamqonlikdan aziyat chekmoqda. Asosan, bolalarda simptom tashxis qilinadi.

Kalit so'zlar: gemoglybin, temir tanqisligi kamqonligi, gelmintik invaziyalar, mikozi.

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ANEMIA AND ITS PLACE IN PEDIATRIC. FORMATION OF ANEMIA IN CHILDREN

Annotation. Anemia – or low levels of hemoglobin in the blood - is not an independent disease, but a common disease. Nearly 2 billion people worldwide suffer from anemia. Basically, the symptom is diagnosed in children.

Keywords: hemoglybin, iron deficiency anemia, helminthic invasions, mycoses.

Mavzuning dolzarbligi. Anemiya - yoki qondagi gemoglobinning past darajasi - bu mustaqil kasallik emas, ammo tez-tez uchraydigan alomatdir. Dunyo bo'yicha 2 milliardga yaqin odam kamqonlikdan aziyat chekmoqda. Bundan tashqari, ko'pincha bolalarda simptom tashxis qilinadi. JSST ma'lumotlariga ko'ra, kamqonlik ma'lum darajada yoki boshqada, maktabgacha yoshdagi bolalarning 47,4% va 25,4% maktab yoshidagi bolalarda uchraydi. Gemoglobin juda muhim temir o'z ichiga olgan oqsil bo'lib, uning vazifasi

kislorodni tananing a'zolari va to'qimalariga etkazishdir. Gemoglobinning etishmasligi bilan butun tanada kislorod ochligi kuzatiladi. Shuning uchun bolalarda anemiya belgilari juda xilma-xildir. Bolalarda gemoglobinning normal darajasi kattalarnikidan farq qiladi. Yangi tug'ilgan bolalarda gemoglobin normasi 200–240 g/l, olti oylik bolalarda - 115–175 g/l, olti oydan 5 yoshgacha - 110–140 g/l, 5 yoshdan 12 yoshgacha - 110-145 g /l, 12 dan 15 yoshgacha - 115-150 g/l.

Maqsad. bolalarda kamqonlikni keltirib chiqaradigan omillarni aniqlash va oldini olish va anemiya patologiyasi bo'lgan bolalardagi o'zgarishlar bilan ushbu buzilishni o'z vaqtida tashxislash.

Material va metodlar. Ko'pincha testlarda bolalarda temir tanqisligi kamqonligining belgilari aniqlanadi. Ushbu patologiyaning keng tarqalishining sababi shundaki, bolalarda gematopoez mexanizmi hali tuzatilmagan va hatto ahamiyatsiz bo'lib ko'rinadigan omillar ham unga ta'sir qilishi mumkin. Bolalarda kamqonlikning yana bir sababi tez o'sishi bo'lib, u ko'p miqdorda ozuqaviy moddalarni talab qiladi. Temir tanqisligi kamqonligi zararli emas. Ushbu patologiyadan aziyat chekadigan bolalarda ishtahaning zaifligi va immunitetning zaifligi, bu tez-tez kasalliklarga olib keladi. Bunday bolalar faol emas, ular asta-sekin vazn olishadi. Bundan tashqari, temir tanqisligi kamqonligi bilan, bolalar ko'pincha bezovtalik va ko'z yoshlarini his qilishadi. Bolalarda anemiyani aniqlashning asosiy usuli - bu laboratoriya tekshiruvlari, xususan, umumiy qon tekshiruvi. Temir tanqisligi kamqonligining mavjudligi gemoglobin miqdori pastligi (pastki chegara bolaning yoshiga bog'liq), oz miqdordagi qizil qon tanachalari va rang indeksining 0,85 yoki undan pastga tushishi kabi ko'rsatkichlar bilan ko'rsatilishi mumkin.

Olingan natija. Yangi tug'ilgan chaqaloqlarda kamqonlik homiladorlik paytida yuzaga keladigan muammolar tufayli paydo bo'lishi mumkin - qon ketish, yo'ldoshning uzilishi, homilaning xavf ostida bo'lishi, onada yuqumli kasalliklar. 28 haftadan 32 haftagacha bo'lgan davr ayniqsa xavflidir. Kutilayotgan onadagi anemiya ham muhim xavf omilidir. Ko'pincha anemiya erta tug'ilgan bolalarda, shuningdek ko'p homiladorlik bilan tashxis qilinadi. Har qanday yoshda noto'g'ri, muvozanatsiz yoki monoton ovqatlanish kamqonlikning keng tarqalgan sababidir. Oziqlanishdagi xatolar bilan tanani uning so'rilishi uchun zarur bo'lgan etarli miqdorda temir va vitaminlar olmaydi - birinchi navbatda C va B12 vitaminlari. Anemiya ko'pincha muntazam qon ketishidan kelib chiqadi. Allergiya, ekssudativ diatez va neyrodermatit ba'zida temir tanqisligi kamqonligiga olib kelishi mumkin. Yuqumli kasalliklar (sil, piyelonefrit va boshqalar), gelmintik infeksiyalar va qo'ziqorin infeksiyalari temirning emilimiga olib keladi - bola uni etarli miqdorda olishi mumkin, ammo iz element shunchaki so'rilmaydi.

Xulosa. Pediatriyada eng ko'p uchraydigan kasalliklardan biri bu kamqonlik. 3 yoshgacha bo'lgan bolalarda kamqonlik holatlarning 40 foizida, balog'at davrida 30 foizda uchraydi. Ko'pincha kamqonlikning paydo bo'lishi

bola tanasining jadal o'sishi, bolalarda qon hujayralarining shakllanishi, rivojlanishi va kamolotga etishishi bilan bog'liq. Birinchidan, kamqonlik bilan, to'g'ri kunlik tartibni va bolaning to'g'ri ovqatlanishini tashkil qilish, shuningdek, dori terapiyasi va umumiy mustahkamlash choralari talab qilinadi. Bolalarga toza havoda etarlicha qolish, qo'shimcha uyqu tavsiya etiladi; gimnastika tayinlanadi. Ko'krak suti bilan boqadigan kamqonli bolalarga o'z vaqtida ovqatlanish kerak. Shuningdek, emizikli ayolning ovqatlanishini to'g'irlash, temir va polivitaminli preparatlarni iste'mol qilishni qo'shish kerak. Sun'iy oziqlantirishni oladigan bolalarga temir bilan boyitilgan moslashtirilgan chaqaloq formulasi buyuriladi. Katta yoshdagi bolalarning dietasida jigar, mol go'shti, dukkakli o'simliklar, o'tlar, dengiz mahsulotlari, meva va sabzavot sharbatlari bo'lishi kerak.

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KO'KRAK SUTINING BOLA HAYOTIDAGI AHAMIYATI

Annotatsiya. Onaning ko'kraklari bolalar uchun ko'krak suti suyuqlik manbaidir. Ayolning tanasi homiladorlik va ko'krakdagi chaqaloqning emizilishiga javoban uni yaratadi. Ona suti to'liq ovqatlanish bilan bir qatorda infeksiyalardan, kasalliklardan himoya qiluvchi omildir.

Kalit so'zlar: bola, ona suti, antitelolar, saraton.

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THE IMPORTANCE OF BREAST MILK IN A CHILD'S LIFE

Annotation. Mother's breasts are a source of breast milk fluid for babies. A woman's body creates it in response to pregnancy and breastfeeding. Breast milk is a factor that protects against infections and diseases, as well as complete nutrition.

Keywords: baby, breast milk, antibodies, cancer.

Mavzuning dolzarbligi. Ko'krak suti — emizikli ayolning sut bezlari ishlab chiqaradigan sekretiya maxsuloti. Ona suti go'dak uchun eng yaxshi oziqadir, chunki bu davrda u tarkibi va oziq moddalar nisbatiga ko'ra go'dakning ovqat hazm qilish sistemasi va moddalar almashinuviga mos keladi. Ona bilan bola o'rtasida homiladorlikning dastlabki kunlarida "Ona—yo'ldosh va homila" o'zaro bog'lanadi. Bola dunyoga kelgach esa bu "Ona — ko'krak suti va bola" ko'rinishida davom etadi. Shu zanjir tufayli bola onadan kerakli oziq va biologik faol moddalarni oladi, shuningdek, ona va bola o'rtasida mehr hissi rivojlanadi.

Maqsad. Bola hayotida muhim o`rin tutgan ko`krak suti tarkibi va hosil bo`lish bosqichlarini o`rganish, ko`krak sutining chaqaloqlarga ahamiyatini o`rganish.

Material va metodlar: ko`krak sutining bola hayotidagi ahamiyatini o`rganish uchun quyidagi adabiyotlardan foydalanildi:

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Natija. Bola tug`ilgandan so`ng dastlabki 2-3 kunda sarg`imtir rangli suyuqlik — og`iz suti ajratadi. U endigina dunyoga kelgan murg`akka eng zarur ozuqadir; unda oqsil, tuz, shuningdek, yog` moddalari bo`ladi. Yangi tug`ilgan chaqaloq ona ko`kragiga qancha erta tutilsa, shuncha ko`p og`iz sutidan bahramand bo`ladi. Shuning uchun ham, onaning ko`zi yorishi bilan dastlabki 20—30 daqiqada chaqaloqni onasining ko`ksiga yotqizib, har ikki ko`krakdan emizishga yordamlashish maqsadga muvofiq. Tug`ruqdan keyingi birinchi hafta oxiridan yog`larga boy bo`lgan o`tkinchi sut, 2-4 haftadan keyin doimiy sifatli sut paydo bo`ladi. Yetilgan ona suti tarkibida barcha zarur oziq moddalar va vitaminlar bor; ular to`liq hazm bo`lish va singish xususiyatiga ega.

Ayol sutida tuzlar, temir moddasi, mis, rux, kobalt va qon ishlab chiqarish jarayoniga ta`sir qiluvchi boshqa mikroelementlar yetarli miqdorda bo`ladi. Buning natijasida ko`krak suti emgan bolalarda sun`iy ovqatlantiriladigan bolalarga qaraganda kamqonlik kasaligi kam uchraydi. YUNISEFning ta`kidlashicha, yer yuzida tug`ilayotgan har ikki nafar bolaning biri dunyoga kelishining dastlabki onidayoq ona sutidan mahrum ekan. Ilmiy tadqiqotlarga ko`ra, ko`krak suti bilan oziqlanish darajasi 100 foizga ko`tarilsa, har yili dunyoda 5 yoshgacha bo`lgan 830 ming bola va 30 ming ayolning hayotini saqlab qolish mumkin ekan.

Yana bir tadqiqot natijalarida shuni ko`rish mumkinki, ko`krak suti bilan emizilgan chaqaloqlar orasida o`lim soni kamaygan. Chunonan, 1 oylik chaqaloqlar orasida – 90%, 6 oylikdan kam yoshdagi chaqaloqlarda – 95%, 6-23 oylik chaqaloqlar orasida bu ko`rsatgich – 90% ga oshganini ko`rish mumkin.

Har bir bola hech bo`lmaganda olti oyi davomida ko`krak sutini emganida, aqliy qobiliyati oshishi hisobiga global iqtisodiyotga qo`shimcha 400

milliard dollar daromad keltirar edi. Afsuski, yangi tug'ilgan chaqaloqlarning 80 millioni hayotining birinchi soatlaridanoq ona sutini ololmaydi. Yosh onalar bunga e'tibor berishi lozim. Ona suti yengil hazm bo'ladigan, to'yimli, turli mikroblardan holi, pishirish va isitishni talab qilmaydigan tayyor ozuqadir. Unda 100 dan ortiq kerakli moddalar bo'lib, u faqat miqdor jihatidan emas, balki sifat jihatidan ham bolaning yoshiga, sog'ligiga mos keladi. Ona sutidagi oqsil, yog', uglevodlar tarkibi yangi tug'ilgan bola organizmidagi xuddi shunday moddalar tarkibiga yaqin turadi. Ona sutida oqsil, yog' uglevodlar 1:3:6 nisbatda bo'ladi va bola ehtiyojini to'la qoplaydi. Sut oqsillari juda to'yimli va chaqaloq ichagida yengil hazm bo'ladi. Yog'lar ham emulsiya holida bo'lgani uchun to'la-to'kis so'rilib ketadi. Ona suti tarkibidagi uglevodlar oziqli xususiyatidan tashqari, ichaklarda mikroblarning o'sishiga to'sqinlik qiladi va shu tariqa ovqat hazm bo'lishini osonlashtiradi. Ona sutida zarur miqdorda tuzlar, ayniqsa kaltsiy va fosfor tuzlari bo'ladi, ular bola skeletining to'g'ri shakllanishi va rivojlanishi uchun g'oyat muhim. Ona sutidagi temir moddasining ahamiyati nihoyatda katta, uning o'zlashtirilish ona sutida odatda 70%ni tashkil etsa, sigir sutida 30%, aralashmalarda esa 10%ni tashkil etadi. Sog'lom onadan tug'ilgan sog'lom bolalarda temir zaxirasining yetishmagan qismi ona suti hisobiga to'ldiriladi, lekin bola ona sutidan sigir suti yoki aralashmaga o'tkazilsa unda kamqonlik rivojlanishi mumkin. Ona sutida vitaminlar miqdori tez o'zgaruvchan bo'lishiga qaramay bola ehtiyojini dastlabki oylarida to'liq qoplaydi. Ona suti turli kasallik viruslari va mikroblariga qarshi moddalar — antitelolarga boy bo'ladi. Bolani emizganda iloji boricha ko'krakda yig'ilgan hamma sutni bola bir emganda tugatishiga harakat qilish lozim, aks holda, bola o'ziga kerakli sutning yuqori kaloriyali qismini ololmaydi, go'dakni emizib bo'lgach, ko'krakda qolgan sutni, hatto u kam bo'lsa-da, oxirgi tomchisigacha sog'ib olish lozim, bu sut ko'payishiga yordam beradi. Tadqiqotlarning ko'rsatilishicha, ona suti bolani rak kasalliklaridan saqlaydi, uning bu jihatini o'rgangan olimlar, rakka qarshi dori ishlab chiqarishda bundan foydalanish mumkinligini aytishmoqda. Bundan tashqari, bolani emiz natijasida onalarda ko'krak saratoni kasaligining oldi olibgina qolmay uni davolash ham mumkin.

Xulosa. Xulosa o'rnida shuni takidlash joizki, ushbu ijobiy amaliyot iqtisodiyotning rivojlanishiga ham hissa qo'shadi. Ko'krak bilan emizish onalar va bolalar uchun afzalliklari mamlakatning sog'liqni saqlash sohasidagi xarajatlarni kamaytiradi hamda kelgusida mehnatga layoqatli sog'lom avlodning shakllanishiga yordam beradi. E. Leyk aytganidek: "Emizishni nafaqat bolalar, onalar va oilalar uchun foyda, balki uzoq muddatli istiqbolda hukumat uchun jamg'arma sifatida ham baholash kerak".

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DEVELOPMENT OF TRAINING LESSONS FOR ORCHESTRAL SPECIALIZATION DISCIPLINES

Annotation: The training of conductors of amateur orchestras and choirs, directors of instrumental and vocal ensembles is carried out by higher specialized educational institutions, which must have a highly professional teaching staff with extensive experience in training creative workers. The presence of an acute need for modern scientific and methodological developments on the problems of music education, on the one hand, and the insufficient development of this problem, on the other, in our case, the training of the leader of orchestral groups, convincingly confirms its relevance.

Key words: conductor-head, educational institutions, orchestra conductor, head of instrumental and vocal ensembles, piece of music.

The importance of musical art in human life is extremely great. Music knows no state borders and is available to people of any nationality. There is no language barrier here. All humanity of the planet can "speak" the language of music.

At the turn, musical educational institutions of Uzbekistan achieved significant success in education and science. However, today Uzbekistan is in great need of professional musicians-performers and leading personnel, and musical art, in turn, needs educational and methodological developments, effective authoring systems and teaching methods for professionals of various specializations and music lovers.

Musical art, its development is always directly dependent on the performing process, people who implement the achievements of folk musical creativity in the life of society, and professional composers who compose music. Each piece of music during its performance must be interpreted creatively. The role of a performer here can be either an individual soloist-singer, or a performer on a musical instrument, or a whole creative team - an orchestra or a choir, where one more performer is required - a conductor, director. In our case, we are examining the art of the conductor-leader of amateur brass and symphony orchestras.

Orchestra conductor is one of the most difficult professions in music. He must have all the knowledge and skills in the art of music, be a master of his craft, as the conductor is often called. This is a serious, thoughtful leader of the creative team. From the high culture of the performance of a musical work by

the orchestra to the smallest organizational issue - all these are the concerns of the conductor. As a rule, the musician-artist, the performer of the first console, becomes a real conductor. In a symphony orchestra, this is a violinist, and in a wind orchestra, a cornetist, who are called bandmasters (German: Kapelle - chorus, orchestra, Meister - master, leader). These musicians are engaged in tuning the orchestra, practice fragments of a musical work that are complex in rhythmic artistic and technical respect, give instructions to overcome the difficulties that arise, and, of course, monitor the discipline in the orchestra. Without this, no highly artistic creative work in the orchestra is inconceivable.

Kapellmeister is the second person in the orchestra who is directly involved in the creative education of the orchestra's musicians. From the moment when the conductor took the stand, all preliminary, so-called musical and technical work in general and in groups ceases, and deep creative work begins on the piece of music being learned. A conductor, conducting a rehearsal, widely applying the technique of managing the orchestra and all the necessary arsenal of conducting art, while at the same time must be a true artist - a master of his craft.

As we know, great experience in conducting conductor training has been accumulated in educational institutions of Russia. There is a whole galaxy of famous conductors here, from M.I. Glinka, P.I. Tchaikovsky, A.G. and N.G. Rubinsteinov, S.V. Rachmaninov and to the celebrities of the 20th century and today. As a result, a whole school of conductors has developed in Russia, capable of training a modern, wide-profile conductor-leader of a creative team. All this led us to a broad study of this problem in Russia, in order to further apply the accumulated Russian experience in the training of specialists - conductors and directors of amateur orchestras and instrumental ensembles of the Republic of Korea.

Orchestral, as well as choral works, as a rule, are polyphonic, and therefore, in the preparation of an orchestra conductor, harmonious (polyphonic) solfeggio acquires great importance, where the intonational and auditory skills of performing polyphonic works are purposefully developed, the musical abilities of future leaders of amateur orchestral groups, their harmonic hearing, providing the hearing of the polyphonic texture embedded in the orchestral scores.

Research methods:

- study of literature on philosophy, psychology, musicology, general and musical pedagogy, ethnography and cultural studies, orchestral conducting, musical theoretical disciplines, solfeggio, the art of learning to play the piano;
- supervision over the teaching of special disciplines in classes: orchestral and orchestral disciplines, piano, musical-theoretical cycle and solfeggio, study and generalization of work experience;
- analysis of curricula, programs, textbooks and teaching aids;

- conducting ascertaining and teaching experiments and experimental work aimed at the formation of skills in the field of harmonization of musical constructions and processing the results of the experiment;

- summarizing the experience and results of practical work with students in the class of orchestral specialization and conducting a questionnaire on the problem under study.

The reliability and validity of the research results are confirmed by the use of a set of methods aimed at training a professional in orchestral specialization, and experimental work, where the most important component of professional skill is musical performance and methodological training. Here, the skills and abilities acquired by the students of orchestral specialization and their compliance with the requirements for a specialist graduate of the university were carefully considered.

Scientific novelty:

- in the study, on the basis of a critical analysis, the pedagogical foundations of the musical training of leaders of wind and symphony amateur orchestral groups in educational institutions of the Republic of Korea were revealed;

- the content and methodology of complex teaching of students have been developed, and in the process of the experimental methodology, a new approach to the training of a musician has been proposed, including a set of methods and techniques for teaching musical-theoretical disciplines and solfeggio, taking into account broad interdisciplinary connections and phased systematic assimilation of knowledge;

- a pedagogical model has been created for the training of an amateur orchestral collective conductor at a university, based on the integration of musical-theoretical disciplines, solfeggio and orchestral specialization subjects, the formation of a professional and pedagogical orientation;

- the specificity of teaching orchestral disciplines has been revealed and a new approach to modern pedagogical technologies has been proposed, which stimulates the activity of students in the process of experimental work, ensuring the effectiveness of conducting and orchestral training.

The practical significance of the study is:

- in the proposed integrated technology for training leaders of orchestral specialization;

- in the development of a highly effective methodology that contributes to the intensification of the training of the conductor of brass and symphony amateur orchestras, which can be widely used in universities of the Republic of Korea, actively influence the aesthetic education of students, the formation of their musical culture;

- in the creation of an accessible, full-fledged educational manual for the training of conductors of amateur orchestras in Korean educational institutions, based on the Russian conducting school.

Orchestral, as well as choral works, as a rule, are polyphonic, and therefore, in the preparation of an orchestra conductor, harmonious (polyphonic) solfeggio acquires great importance, where intonational and auditory skills of performing polyphonic works, the musical abilities of future leaders of amateur orchestral groups, are purposefully developed, their harmonic hearing, providing the hearing of the polyphonic texture embedded in the orchestral scores.

In order to create and develop an effective system and methodology for training the leader-conductor of the orchestra, we analyzed the scientific, educational, methodological and musical literature on this issue and tried to identify the objective relationship between the brass and symphony orchestras, the content of the principles, techniques and methods of training a specialist conductor of the wind and symphony orchestral groups, find the unity and difference in their preparation. In addition, we examined the curricula and programs of higher educational institutions for the training of an orchestra conductor, various aspects of teaching orchestral disciplines, as well as disciplines of the musical-theoretical cycle and solfeggio, which was the main task of our research.

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THE FINANCIAL RESOURCES OF THE BANKING SECTOR

Abstract: The purpose of the article: to explore the current approaches to turnover and the structure of financial resources of the banking sector, choose the priority direction of productive qualities of funds, justify the direction of improving this process and determine the effectiveness of the impact of special working regimes on banking activity

Key words: Recession, Trend, Component, Aspect, Sector, Reproduction, Turnover, Location, Source, Deposit, Core, Forecast, Experiment

INTRODUCTION

The development of the economic aspects of the banking sector to market relations suggests the possibility of the existence of various forms of ownership of the means of reproduction. Under these conditions, the development of effective management decisions is impossible without the use of appropriate mathematical tools that allow for system analysis and form the prospective development of the turnover of financial resources of the banking sector both in the primary and in the country as a whole. In a market economy, the financial and economic importance of substantiating the development strategy of the banking sector increases substantially in order to solve the problem of meeting the needs of businesses and individuals in a bank's cash.

The study of the financial resources market showed that the banking sector plays an important role in solving the monetary resource problem. Therefore, in the future, an increase in financial resources should be envisaged both on the basis of a deepening of intensification of reproduction, and by taking drastic measures on the composition and structure of banking sector liabilities and improving the productive qualities of money.

Effective implementation of these procedures involves the use of tools that take into account the qualitative characteristics of the structures of financial resources, the principles of market relations. One of the rational tools for solving these problems are the methods of mathematical modeling. They allow multivariate calculations on a PC using a model, which makes it possible to identify certain reserves for increasing the volume of financial resources of the banking sector.

The solution of such problems is of particular relevance in the conditions of our country, where the actual consumption of financial resources does not

fully meet the requirements of legal entities and individuals and significantly lags behind the international level.

The purpose of this topic is to develop economic and mathematical models for the prospective development of the banking sector, allowing to identify reserves for the growth of the turnover of financial resources of the bank.

Intensive growth in the volume of cash flow is ensured by improving the qualitative composition and level of profitability of banking resources. At the same time, an important role is played by the scientific substantiation of the turnover and structure of financial resources. As already noted, the turnover of financial resources is the core of the program of a commercial bank [1; 2].

The prospective development of the turnover of financial resources of the banking sector determines the complex of forecast-analytical, balance-optimization calculations, which form the organizational basis for the implementation of the banking sector management systems aimed at increasing the profitability of financial resources. To this end, it is necessary to ensure: an increase in the efficiency of the banking sector through the introduction of methods of reproductive and parallel absorption cross-breeding; the rationale for the effectiveness of organizational decisions, etc.

The basis of the organization and the system of the banking sector is the different directions of the circulation of funds, taking into account various methods of dilution and expansion of the structure of financial resources. In general, increasing the profitability of the financial resources of the bank is carried out in two ways: reproduction by raising money; reproductive and parallel absorption mating.

Raising funds together with the reproductive crossing of the structure of financial resources allows us to improve the banking sector. In the overwhelming majority of cases, intensive reproduction takes place simultaneously with a qualitative improvement in the turnover and structure of the bank's financial resources. With reproductive and parallel-absorption cross-breeding, extended reproduction occurs mainly due to the improvement of the system for maintaining financial resources.

The principles of market relations imply the transition of commercial banks to an intensive way of reproduction, which allows to increase the profitability of financial resources and reduce the cost of reproduction of 1 sum resource of the banking sector.

In a market economy, there is a real possibility of implementing in the banking sector a system for encouraging an increase in the efficiency of reproduction. To this end, intrabank settlement and external economic relations of a commercial bank should be strengthened, a management system and incentives should be held, which together contribute to increasing efficiency and increasing the turnover of the bank's financial resources.

It should be noted that at the republican level, those organizational and economic tasks are solved that, in accordance with the management function, fall within the competence of the governing bodies of the banking sector.

A lot of work has been devoted to modeling the planning and management of the development of the banking sector. However, despite this, it should be noted some issues that can be fully attributed to poorly studied categories. These include: achieving the optimal structure and turnover of banking resources; providing a more complete account in the calculations of the real potential of a commercial bank in terms of the turnover of financial resources and economic conditions of commercial banks, limited capabilities of commercial banks experts in assessing the consequences of decisions taken on the future development of the banking sector, taking into account the need to implement the principles of market relations and within the bank calculation the structure of the banking resources of liability standards costs.

When developing indicators for the prospective development of the banking sector, an important place is occupied by a differentiated forecast of the financial resource for 1 sum. Based on the analysis of retrospective data on the development of financial resources in a number of commercial banks, we identified the main factors affecting the level of profitability of financial resources of the bank. Taking into account the need to adequately describe the interaction of these influencing factors and the results of reproduction, we have chosen the least squares method for predicting the profitability of the financial resources of the bank.

CONCLUSIONS

The current level of consumption of legal entities and individuals in cash lags far behind the international level. This situation in the conditions of market relations requires rethinking and changing the structure of the volume of financial resources of a commercial bank.

Consistent implementation of these measures in the practice of the banking system provides for the need to substantiate them with forecast, analytical, balance-optimizing calculations of indicators for the future development of the turnover of financial resources of the bank.

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SOME ISSUES OF DEVELOPING MECHANISMS FOR ATTRACTING INVESTMENT IN EXPORT PROMOTION

Abstract: Foreign trade is a form of communication between commodity producers of different countries, arising on the basis of the international division of labor and expresses their mutual economic dependence. The article shows the development of various mechanisms for creating a favorable investment climate and attracting investments that promote exports and the development of foreign economic activity in the country.

At the same time, the author suggests directions for enhancing investment activity, creating a favorable investment climate, and effectively organizing investment flows.

Keywords: investment, investment climate, liberalization, reform, investment marketing, export.

Introduction.

In the conditions of globalization of the world economy, the role and importance of foreign trade activity is sharply increasing. Foreign trade is a form of communication between commodity producers of different countries, arising on the basis of the international division of labor and expresses their mutual economic dependence. Currently, the goals of foreign trade activity are also changing [1-10,20-25]. This activity becomes one of the priorities of the national policy and strategy of the enterprise. Special departments are being created to regulate foreign trade activities, relevant legislation is being introduced, interstate agreements are being concluded, and international organizations are being created. Foreign trade activity in recent years has been one of the few dynamically developing areas of the domestic economy.

This activity is characterized by the following features:

- it has become an integral part of the company's activities and an important branch of the economy;
- it has become an effective means of technical, economic, scientific, technical and social progress;
- contributes to the solution of acute socio-economic problems, determines the lifestyle and work of the general population, significantly affects their lives.

The integration of developing countries and countries with economies in transition into the international trading system is an important component of their global development strategies, where trade should contribute to the achievement of certain economic and social goals facing these countries. They consider strategies focused on the development of trade with the attraction of foreign direct investment as an essential component of the diversification of the national economy and the implementation of structural adjustment [10-18]. The fact is that the development of trade is a catalyst for both national and foreign investment, leading to capacity-building and improving the competitiveness of national goods on the world market. And investments, in turn, represent tangible and intangible benefits and rights to them, including intellectual property rights, as well as reinvestments invested by an investor on risk-bearing terms in objects of the social sphere, entrepreneurial, scientific and other types of activities in order to generate profits, which may include:

- "funds, including monetary funds (including foreign currency), targeted bank deposits, units, shares, shares, bonds, promissory notes and other securities;

- "movable and immovable property (buildings, structures, equipment, machinery and other tangible assets);

- intellectual property rights, including patented or non-proprietary (know-how) technical, technological, commercial and other knowledge, issued in the form of technical documentation, skills and production experience necessary for the organization of a particular type of production, as well as other values not prohibited by the legislation of the Republic of Uzbekistan [26-40].

Research methodology. The study used monographic, economic analysis, comparison, logical analysis, abstraction, induction, deduction, SWOT analysis. So, methods of assessing the competitiveness of the national economy can be built on the basis of statistical indicators, expert assessments and ranks.

Analysis and results.

Our research has shown that since gaining independence in 1991, Uzbekistan has followed a cautious approach to economic liberalization, but at the same time recognized the need for reforms. The Government advocated the implementation of gradual transformations, seeking to minimize possible negative or destructive consequences. This path turned out to be quite successful. In 2001, Uzbekistan became the first post-Soviet country whose GDP indicators returned to the level of the years before independence. At that time, the republic managed to achieve self-sufficiency in oil, increase the volume of natural gas exports and increase the level of food self-sufficiency due to the reorientation of agricultural production from cotton to wheat.

Significant reserves of easily exported raw materials, namely cotton and gold, helped Uzbekistan to support the national economy in the first years after independence. Subsequently, large-scale public investments became the main source of growth until the end of the 1990s. The fall in cotton prices in the

middle of the decade affected the country's balance of payments, and the lack of flexibility in macroeconomic policy, due to belated structural reforms, forced Uzbekistan to tighten currency controls in 1997. This decision was aimed at stimulating import-substituting industries, protecting foreign exchange reserves and subsidizing imports of basic food products. At the same time, the tightening of controls led to a decline in welfare: according to the International Monetary Fund (IMF), the fall in GDP was from 2 to 8%, while the main losses were incurred by exporters [40-57].

In the early 2000s, during the economic downturn, the Government carried out a series of economic reforms that had a beneficial effect on economic growth indicators. In 2005-2015, due to the positive balance of the foreign trade balance, public investments and remittances, the average annual GDP growth rate was over 7%. Nevertheless, in terms of GDP per capita, Uzbekistan lags behind neighboring countries with similar resource endowments and falls short of the average in low- and middle-income countries.

Stimulating exports can affect economic growth. Trade, especially exports, can play a crucial role in boosting growth, knowledge and competitiveness. Among the benefits of trade are specialization of production and more efficient allocation of resources, the availability of a wide variety of intermediate goods or services (often at a lower cost), economies of scale, increased competition, as well as the transfer of knowledge and technology. Moreover, studies show a direct relationship between exports and employment.

Export diversification allows countries to reduce their dependence on a limited number of commodities and trading partners. As recent studies in low-income countries show, export diversification is of great economic importance: an increase in the export diversification index by one standard deviation provides an increase in the average annual growth rate by 0.8 percentage points.

In a market economy, an active role in regional strategic development belongs to the investment policy, which includes the main elements:

- selection of sources and methods of investment financing;
- determination of implementation dates;
- selection of bodies responsible for the implementation of investment policy;
- creation of the necessary regulatory framework for the functioning of the investment market;
- creating a favorable investment climate.

The investment climate refers to the environment in which investment processes take place. The investment climate is formed under the influence of political, economic, legal, social and other factors that determine the conditions of investment activity in the region and determine the degree of investment risk. Estimates of the investment climate vary in a wide range from favorable to unfavorable. A favorable climate is considered to be conducive to the active activity of investors, stimulating the inflow of capital. An unfavorable climate

increases the risk for investors, which leads to a capital drain and a dampening of investment activity.

Uzbekistan is taking measures and implementing reforms to create a favorable investment climate, which can serve to increase foreign direct investment and develop foreign trade relations. At the institutional level, new departments have been created under the Ministry of Investment and Foreign Trade of Uzbekistan, in particular, the Agency for Attracting Foreign Investment of Uzbekistan, which will provide information and legal support to foreign investors.

The main sources of investment by 2025 will be direct investments, including public-private partnerships, public investments and investments from corporate securities.

Within the framework of ongoing and promising new investment projects in 2019-2025, it is expected to develop non-centralized investments in the amount of over 1,002.5 billion soums. At the same time, about 30% will be financed from the enterprises' own funds. The share of investments in fixed assets in GDP is expected to increase from 30.5% in 2018 to 37.5% in 2025.

At the same time, in 2025, the volume of attracted foreign direct investment and loans will amount to 11 billion US dollars compared to 1.6 billion US dollars in 2018.

Discussion of the results of the study.

Attracting foreign investment is also in the focus of the Action Strategy for the five priority Areas of Development of the Republic of Uzbekistan in 2017-2021. Officials responsible for attracting investments and executing investment projects have been appointed in each region. Important economic reforms to improve the investment climate include a moratorium on checking companies and simplifying business registration procedures, as well as the abolition of the requirement to exchange certain shares of export earnings in hard currency at an artificially low official exchange rate. The Government has also reduced the tax burden on enterprises and simplified taxation by unifying and eliminating some payments [45-56].

Currently, it can issue a residence permit for a period of 10 years to foreigners investing at least 3 million US dollars. Finally, the Government also created the post of Business Ombudsman and adopted the law "On Combating Corruption" aimed at increasing the transparency of public administration.

Conclusions and suggestions.

In addition to the changes being carried out in our country, a key role is played in creating a favorable investment climate:

Firstly, economic liberalization aimed at further strengthening macroeconomic stability and maintaining high economic growth rates, increasing its competitiveness, modernization and intensive development of agriculture, continuation of institutional and structural reforms to reduce the presence of the state in the economy, further strengthening the protection of

rights and the priority role of private property, stimulating the development of small business and private entrepreneurship, comprehensive and balanced socio-economic development of regions, districts and cities, active attraction of foreign investment in the economy and regions of the country by improving the investment climate.

In particular, the liberalization of the metallurgical industry and the reduction of monopoly in this area, which serves to attract investment in this area of industry.

Secondly, investment marketing, which is understood as the search for investment opportunities related to the satisfaction of new and unsatisfied needs with the existing product supply, the formation of new needs, as well as the search for opportunities that arise due to changes in the volume and structure of demand. The subject of investment marketing is the analysis of investment activity, the disclosure of the potential of each investment area, a clear rationale for decision-making in the development and implementation of investment projects and programs.

In order to ensure the expediency and effectiveness of export promotion measures, Uzbekistan should prepare a competitive offer for each target market. This step involves the development of a sustainable branding and marketing strategy. Consultations between government agencies and the private sector will help identify the principles of positioning export products and formulate a marketing message for foreign markets, including outside Central Asia. It will be useful to create a national brand focused on the countries of Central Asia; it can take into account industry and regional specifics. Profile companies can assist in studying the perception of domestic manufacturers and their products in target markets. The information obtained should be used when developing a competitive offer; for example, you can rely on a close historical connection with the countries of the Silk Road and build on such competitive advantages as reliable and inexpensive household appliances or fresh agricultural products.

Uzbekistan can use existing information channels to convey a single message to all entities involved in the development of trade and exports. The dissemination of information should be comprehensive. In addition, you can think about creating networks of successful exporters. Such networks allow you to make the most of the achievements of entrepreneurs and acquaint foreign partners with the positive experience of local companies. Export promotion activities can and even should be carried out where potential business partners often visit, for example, at international airports or at industry exhibitions. It is necessary to identify and use the advantages of interaction with the Uzinfoinvest agency and other structures involved in promoting Uzbekistan abroad.

Investment marketing is able to study more deeply the process of forming portfolio investments and their use in the investment process, for example, in real estate financing, mortgages. The directions of investments in marketing activities are determined by corporate strategic goals. Investment marketing

strategies are mainly aimed at increasing the controlled market share based on the use of key factors of marketing activities.

During his visit to the Zarbdor district, President Shavkat Mirziyoyev paid special attention to the issue of attracting foreign investment in economic sectors. "Investments should be targeted, cost-effective. Funds should be allocated depending on the potential of the districts, on which enterprises the region needs. Deputy regional khokims for investments should travel abroad and attract investments for specific projects," Shavkat Mirziyoyev said.

It is necessary to create a favorable investment climate in the country by simplifying the tax system, reducing monopolies and properly allocating funds. In addition, investment marketing plays an important role in achieving the goal of an investment project.

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IDENTIFICATION AND PREVENTION OF RISK FACTORS FOR ISCHEMIC STROKE IN SCHOOL-AGE CHILDREN

Abstract: This article confirms issues such as identifying risk factors for ischemic stroke in school-age children and taking preventive measures, studying the causes of treatment.

Keywords: Stroke, ischemic disease, angina, metabolic, diabetes, thrombotic and non-thrombotic, medical history, patient complaints, percussion, auscultation, general vision.

Introduction. Stroke (Lat. Strokeus - "attack, stroke") - an acute circulatory disorder of the brain, which is characterized by the appearance of focal or general neurological symptoms. The disease ranks third in mortality after cardiovascular disease and cancer. About two-thirds of strokes occur in the elderly (after the age of 60).

Ischemic heart disease, or ischemic heart disease, is a chronic or acute disorder of the blood supply to the myocardium (the layer of muscle in the heart). This is because the heart does not get enough oxygen. This occurs when a limited amount of arterial blood is supplied to the heart muscle due to damage to the coronary arteries. The acute form of ischemic heart disease is myocardial infarction, the chronic form is angina.

The most common cause of narrowing of blood vessels is the formation of atherosclerotic plaques on the walls of blood vessels due to the accumulation of fat. Therefore, the risk group includes people who have many conditions for the accumulation of cholesterol in the blood vessels: smokers, alcohol abusers, people with diabetes and obesity, people with a genetic predisposition to hyperlipidemia.

Identification and prevention of risk factors for ischemic stroke in school-age children.

The incidence of ischemic stroke in children is 0.79-2.7. 100,000 children per year, more than half of children develop early and preschool disabilities, recurrent and 20% of clinical patients have a "dumb" stroke (Zykov VP et al., 2005; de Weber G. et al., 2000; Lanthier S. et al., 2000; Kramarov E. et al., 1999).

Ischemic strokes are divided into thrombotic and non-thrombotic strokes. A cerebral infarction is the result of the cessation of arterial blood flow to a specific area of the brain. Ischemic stroke is radically different from transient ischemic attacks. The combination of metabolic and hemodynamic changes leads to necrosis of the brain at a certain stage of circulatory failure. Pathochemical reactions in all areas of the brain (especially injured) lead to disruption of the neuronal chain, activation of astrocytosis and glia, dysfunction of the trophic supply of the brain. This results in a cerebral infarction, which can be triggered by two mechanisms: neurotic cell death and apoptosis, in the form of genetically programmed cell death. The severity of an ischemic stroke depends on the depth of the circulatory disorder in the brain, the length of the pre-perfusion period, and the duration of the ischemia. The area of the brain with the greatest decrease in blood supply (10ml / 100g / min) will experience irreversible changes within 6-8 minutes from the moment the first clinical signs appear. Within a few hours, the focal infarction is ischemic, but surrounded by living tissue (blood flow to the brain 20–40 ml / 100 g / min). This is called the ischemic hemisphere, or penumbra, where energy metabolism is generally maintained and there are no structural changes. The duration of the penumbra is individual for each patient and sets the boundaries of the period during which treatment can be most effectively carried out (the “therapeutic window”).

The formation of most cerebral infarctions is completed 3-6 hours after the first signs of stroke. The formation of the furnace lasts for 48-56 hours, sometimes longer. Recent data suggest the importance of the autoimmune process in the acute phase of ischemic stroke, which is manifested by an increase in the amount of antibodies against the anti-DNA, serum and the main protein of myelin in the cerebrospinal fluid. Ischemic stroke can develop during or immediately after sleep, and in some cases, after physical exertion, after taking a hot bath, after drinking alcohol, and after a full meal. Ischemic stroke is characterized by the gradual development of focal neurological symptoms over a period of 1 to 3 hours. In 30% of cases, the disease is acute, sudden onset, with pronounced focal neurological symptoms, which is characteristic of acute occlusion of a large artery. Ischemic stroke is characterized by a predominance of focal neurological symptoms over general brain symptoms. Common cerebral symptoms are seen in the apoplectic form of stroke, and these symptoms are exacerbated by cerebral edema, which is characteristic of diffuse cerebral infarction. Focal neurological symptoms depend on the location of the cerebral infarction. Pathology of small blood vessels in the brain can lead to lacunar strokes. The size of this stroke does not exceed 1.5 cm. Lacunar strokes are more common in hypertensive patients, vasculitis, migraine, antiphospholipid syndrome. Clinically, the stroke is characterized by "movement disorders only", "sensory disorders only", ataxia and dysarthria, and other changes. In some cases, the clinic of lacunar stroke does not show a "dumb stroke", but CT and MRI detect foci. Based on the clinical symptom complex, it is possible to think

about the size of the lesion, the location of the infarction and the affected vascular basin. In most cases, cerebral infarctions occur in the basin of the internal carotid artery (5-6 times more than in the vertebrobasilar system).

In summary, unfortunately, in most of the above symptoms, we have already found 75% of children with ischemic stroke. If these symptoms are present, healthy children should be advised of a special diet, physical activity, medication, and career choice in high school. After all, today the cerebrovascular pathology of adults is diagnosed in childhood. First, after an ischemic condition, the blood vessels are exposed to a course of anticoagulants (warfarin in cardioembolic stroke) and antiplatelet agents (cardiomagnum, agronex, etc.). I would like to emphasize in this article that the attention of readers should be focused only on the joint efforts of pediatricians, cardiologists, pediatric neurologists, including health organizers and representatives of regional administrations to prevent ischemic diseases. It is necessary to follow a healthy lifestyle.

The onset and development of coronary heart disease are due to age, hereditary predisposition to the disease, hypertension, diabetes, obesity, alcoholism, smoking, lack of exercise (hypodynamics), physical and mental stress, and others. Ischemic heart disease is relatively common among smokers.

Cholesterol, in particular, plays an important role in the development of ischemic heart disease. Elevated blood cholesterol levels can lead to atherosclerosis. There are several types of ischemic heart disease that can and cannot be ruled out. For example, angina pectoris, myocardial infarction, and stroke are incurable.

The first stage of ischemic heart disease is angina pectoris, while myocardial infarction is the most severe. A patient with angina pectoris can live a long time, but in the initial period (the first three days) in 20-30% of patients myocardial infarction is observed. The clinical signs of a myocardial infarction are usually similar to those of angina pectoris, except that the pain lasts longer and more intense. This can lead to death in the first hours or serious complications later on. Post-infarction cardiosclerosis, cardiac arrhythmia, heart failure are actually ischemic heart disease. They are the leading causes of disability and death from cardiovascular disease. When ischemic heart disease is suspected, the patient should be hospitalized immediately. Diagnosis is based on clinical signs (medical history, patient complaints, percussion, auscultation, general examination), electrocardiography, cardiac muscle enzymes and structural elements (creatinine phosphokinase isoenzymes, myoglobin, etc.) and blood tests, echocardiography, etc.

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THE AWARENESS OF THE LOCAL AUTHORITIES ON CLIMATE CHANGE IN THE NORTH CENTRAL REGION OF VIETNAM

Abstract: Vietnam is considered one of the countries heavily affected by climate change. Therefore, the top priorities are managing natural disasters and implementing activities to respond to and adapt to climate change to reduce its negative impacts. The article focuses on studying the awareness of local authorities in some provinces in the North Central of Vietnam about the causes, severe effects of climate change, and the response measures. After that, the author makes some recommendations to raise awareness for officials in this region and Vietnam.

Keywords: Climate change, local authorities, and Vietnam.

1. Introduction

In the current administrative system in Vietnam, according to the Constitution in 2013, the government concludes four levels: central, provincial (city), district, and commune (ward). The commune-level is considered the grass-roots one directly related to the people's activities. Thus, this management team's qualifications, ability, and quality will bring the efficacy of the local government's management operations, the accurate application of the legislation, the assurance of people's living and working environment, and legitimate interests. It can be said that the local government plays a vital role in responding to climate change and minimizing its adverse impacts on people's lives and production. Therefore, the local leaders need to research and capture knowledge about climate change because good awareness is the fundamental premise for the right action. This paper will give some solutions to overcome limitations and improve the understanding of this team. Thanks to that, they will make the right and appropriate decisions and actions to proactively solve this issue in the locality.

2. Research methods

The article is based on a research and field survey on awareness about climate change for 290 people who are local leaders. They are studying at political schools in Thanh Hoa, Nghe An, and Ha Tinh Province, aged 22 to 52

years old. Men account for 66.2%, and women are 33.8%. The content of the survey and identification is reflected in the following issues:

- Awareness of climate change.
- Awareness of the causes and effects of climate change.
- Awareness of measures to respond to climate change.

This study aims to clarify managers' awareness of local authorities in areas often heavily affected by climate change. Finally, some recommendations will be proposed to improve their knowledge and leadership capacity to respond to climate change.

3. Results and discussion

i, Awareness of climate change

Climate change is the changes in the climate over a long period (IPCC, 2011). According to the UNFCCC, climate change is a change of climate that, directly or indirectly, is caused by humans. It changes the composition of the atmosphere, besides natural climate change.

Climate change includes an increase or decrease in regional and local temperatures, changes in precipitation, and sea-level rise. (ISPONRE, DONRE, WWF, 2013b)

Dolan and Walker (2003) discussed the determinants of capacity to adapt to climate change, including accessibility, human understanding, wealth distribution, technology and information, risk perceptions and attitudes, social capital, and critical institutional frameworks to address risks of climate change.

Awareness of climate change is a process by which each person understands the nature, manifestations, causes, and consequences of climate change. It is also the progress of capturing and perfecting skills and solutions to respond to climate change, the urgency of responding to the guidelines and policies of the State, the provisions on prevention and mitigation of harmful effects of climate change, and sustainable development.

In recent years, the phrase "climate change" has appeared frequently in the mass media as well as in daily life, but it hasn't been apprehended. The survey results show that although it is a relatively new definition implying the change of the climate system (including atmosphere, hydrosphere, biosphere, and lithosphere), three-quarters of the respondents are aware that this term is used to describe the change of all of the above systems. Only a quarter of respondents believe that climate change changes the atmospheric system.

It can be seen that communicating information on climate change in the media, conferences, and training sessions held in recent years has achieved good results. Many people were familiar with the concept of climate change, and the majority of respondents comprehended this term. However, a quarter of respondents are still confused between the two phrases "climate change" and "change in the atmospheric system." It revealed that the understanding of officials at the localities was familiar with the issue of climate change and atmosphere. However, some people have not known that climate change is a

general problem. It's not only the atmospheric system but many other systems, as closely related to life as the biosphere (genetic change or disappearance of some species of plants and animals, the reduction of forest area), or hydrosphere (change of water sources, drought, and flood.)

To learn more about the awareness of local officials on climate change, this research provided indicators to determine their level of understanding about some issues. Significantly, the contents have been confirmed in “the National Target Program (NTP) to respond to climate change” launched and implemented by the Vietnamese Government throughout the country in recent years. The eight-criteria survey results denoted an exciting fact: nearly half of the respondents agreed. In contrast, almost half of the remaining people had negative opinions on some fundamental indicators. The criteria: “Joining the international community’s efforts to mitigate the effects of climate change and protect the global climate system” recorded the highest percentage, 80%. Another main content, “Effective and economical use of energy,” was agreed by 75.4% of respondents (294 comments). It could be said that the above two contents achieved positive results thanks to the communication as well as the efforts of each individual in researching tasks. The fact that Vietnam signed a series of crucial documents on responding to climate change, such as the Kyoto Protocol and the Convention on Climate Change (CCC) adopted by the Conference of the Parties 21 (COP 21) in 2015 with international organizations and several countries had been widely publicized by the mass media. The action program of the Government, the relevant agencies, and organizations on energy saving, was powerfully deployed, having a positive influence on the respondents’ perception. Similarly, afforestation and forest protection were interested in the Party and Government. A series of changes and supplements were issued in new Resolutions, Decrees, measures, and policies. For instance, the Prime Minister launched the “Annual Tree Planting Festival” and the “One Billion Trees Program” in early 2021. In addition, the benefits of forests as the “green lungs” of the Earth have been disseminated in various forms. Furthermore, the management and direction of these activities in the locality have brought encouraging results. Over 73% of respondents agreed on this factor (see the table below).

Table 1: The National Target Program (NTP) to respond to climate change under respondents’ opinions (%)

o.	Contents in the Program	Agree	Disagree
	Identifying measures to use energy economically and efficiently.	75,4	24,6
	Preparing scenarios to cope with sea-level rise.	43,1	56,9
	Building a low-carbon economy.	23,6	76,4

<i>o.</i>	<i>Contents in the Program</i>	<i>Agree</i>	<i>Disagree</i>
	Protecting people against the harmful effects of climate change.	59,5	40,5
	Joining the international community's efforts to mitigate the effects of climate change and protect the global climate system.	80	20
	Preventing and reducing the risks caused by climate change.	71,3	28,7
	Exploiting and protecting forests sustainably.	73,8	26,1
	Preventing diseases related to climate change.	51,3	48,7

The results indicated that many problems needed to be solved in some other contents of The National Target Program (NTP) to respond to climate change. Regarding the factor “Building a low-carbon economy,” only 23.6% of respondents agreed (92 votes). The local officials knew many issues about climate change. However, they didn't understand the contents of the Government's Program, especially those related to abstract and scientific problems that might be challenging for most staff with a moderate education level. This finding proved that this content might have been ignored or might not be provided adequately for them. The term “low-carbon economy” isn't used much in life, making it difficult to understand if only briefly mentioned. Therefore, when implementing practical activities and communication at wards and communes, it is crucial to pay attention to the educational level of the recipients. We shall explain scientific terms for many people and limit technical and specialized terms. For example, instead of using the phrase “low-carbon economy,” we should explain or use an equivalent phrase such as “low-pollution economy,” as it will be easier to understand for the listener.

ii, Understanding the causes and effects of climate change

To better understand local officials' awareness of climate change, the study provided indicators to measure several specific issues such as causes and consequences of climate change. For the question: “What causes the Earth to get warmer?” 94.4% of the respondents answered that it was due to the “indiscriminate burning of forests and deforestation.” Indeed, the burning of forests and deforestation are pretty common, especially in many developing countries, including Vietnam. These are the main reasons why greenhouse gases are not absorbed and increase the Earth's temperature. It could be stated that the local leaders had a deep understanding of the importance of “green lungs” in protecting the global climate.

Table 2: The understanding of causes of global warming (%)

No.	Causes	Yes	No
1.	Burning and destroying forests indiscriminately.	94,4	5,6
2.	Uncontrolled industrialization and urbanization.	76,4	23,6
3.	The population increased rapidly.	56,4	43,6
4.	The misuse of fossil fuels.	41	59
5.	Using motor vehicles that don't meet emission standards.	82,1	17,9
6.	Using outdated production technology.	43,6	56,4
7.	Changes in geothermal resources of the earth's tectonic plates.	50,3	49,7

According to Table 2, “using motor vehicles that don't meet emission standards” was considered one of the causes of global warming. The rate of affirmative opinions was relatively high, reaching 82.1%. As scientists have warned, the emissions of motor vehicles contribute to the increase in temperature in the air, and Vietnam is a country with a large density of motor vehicles (cars, motorbikes, etc.) The number of motorbikes is over 30 million units, and the number of motor vehicles climbs rapidly every year. Moreover, the control of emissions from vehicles hasn't been effectively implemented, making the atmosphere hotter and more polluted. In big cities, CO emitted from vehicles causing air pollution accounted for from 70% to 90%, in which motorcycles causing pollution hit over 90% compared to other vehicles.

The local management team had a reasonably good awareness of the harmful effects of indiscriminate burning of forests, deforestation, and greenhouse gas emissions. Therefore, it's vital to establish an effective control mechanism for appropriate resources (manpower and financial resources) to implement the forest protection strategy and reduce and control emissions from motor vehicles. The international community had made efforts to control emissions. The most favorable result was that countries had agreed to sign the United Nations Framework Convention on Climate Change at COP 21 in Paris in 2015. It has gone into effect globally to prevent the earth's temperature from rising more than 1°C by the end of this century.

The survey results were below average in other momentous causes related to climate change. Only 43.6% of people believed that the cause of climate change was due to “using outdated production technology.” 41% of respondents confirmed that “misuse of fossil fuels” could lead to climate change. It could be

said that fewer than half of the local officials comprehended the need to upgrade and develop advanced and modern production technology, as well as restrict the use of polluting non-renewable energy sources. They directly lead the residential areas, so their influence is significant in keeping the green and clean environment in the wards, communes, and towns. Therefore, if there are no synchronous solutions to raise their awareness and sense of responsibility, it is challenging to improve using outdated production technology that consumes much energy and emits harmful gases into the environment. Some suggested solutions are: First, it is essential to promote communication about the economic and environmental benefits of using modern technology in production and life for officials and the people. In addition, the State and social organizations should provide supportive policies for business households to access new technologies (including introducing technology, subsidizing to purchase supplies and production equipment, supporting capital for technological innovation and production processes.)

According to scientists, rapid population growth has led to over-exploitation of resources (including deforestation for arable land and exhaustive exploitation of non-renewable energy resources.) These factors contribute to global climate change. However, the survey revealed that the number of people who comprehended this issue was only above average (56.4%). The awareness level of half of the local officials about social problems related to climate change was limited. The reason was that this connection was indirect, requiring the ability to reason. On the other hand, the issue of rapid population growth seemed to be beyond their control. Moreover, some of them didn't comply with the Government's regulations on implementing population policy and family planning, especially in rural, remote, and isolated areas.

In general, most respondents had an above-average understanding of the causes of anthropogenic climate change. It was not only the achievement of the education and communication that all relevant agencies and organizations had taken but also the local officials' efforts to improve their knowledge in recent years. However, positive measures are required more, raising their awareness.

Vietnam is a coastal country, so the long coastline makes it one of the countries at high risk of climate change. When researching the harmful effects of "sea-level rise and high tide" on people's daily lives and production, nearly 90% of the respondents said that sea-level rise and high tide made the land be "salinated and deserted." 84.6% of respondents confirmed that these phenomena would make "houses be destroyed." However, when asked about the adverse effects of these phenomena on other social issues, such as employment and biodiversity, which seemed unrelated to climate change, the respondents' level of awareness was quite limited. For example, 44% of the people stated that "sea-level rise and high tide reduce biodiversity." 36% of respondents said that "sea-level rise and high tide" caused a lack of jobs.

Table 3: Effects of climate change on the sea-level rise (%)

No.	Negative effects	Yes	No
1	Houses are destroyed.	84,6	15,4
2	Lack of food.	67,2	32,8
3	Soil is salinized and deserted.	89,2	10,8
4	A rise in diseases.	72,8	27,2
5	A reduction in biodiversity.	44,1	55,9
6	Serious environmental pollution.	76,9	23,1
7	Lack of jobs.	35,9	64,1
8	Freshwater is scarce.	79,5	20,5
9	It's difficult to control migration.	40,5	59,5

It's evident that to have the correct answers, participants need to be equipped with more extensive knowledge, especially that of social issues. From there, they can understand the indirect relation between climate change phenomena and life as well as work. The percentage of affirmative opinions was low in contents containing technical terms, which were rarely mentioned, such as "a reduction in biodiversity." In these cases, the education level of the respondents was momentous. For example, the proportion of opinions affirming the relationship between social issues (such as labor and employment) with climate change increased in people with high education levels and vice versa. Of 62 participants with high school education, 22 people (accounting for 35.5%) believed that climate change had terrible effects, reducing biodiversity. However, for those with undergraduate and graduate degrees, 166 people answered correctly (recording 42.6% of the total respondents). In which, 110 people (hitting 66.3%) understood the harmful effects of sea-level rise and high tide on biodiversity.

The sea-level rise and high tide directly and mainly affect coastal residential areas. In contrast, global warming affects all nations. It could be said that most officials were aware of the harmful effects that global warming caused on production and human activities. One of the most well-recognized consequences was "causing forest fires on a large scale," with 84.6% agreement. 84.1% of people said that global warming led to the water shortage for daily life and production. And, 83.6% of participants supposed that climate change and global warming caused a "rise in diseases." These figures showed a positive signal. However, the survey results had a downward trend for the factors measuring local managers' perception of consequences that were difficult to observe directly. For the question "Will global warming increase the cost of

medical care?” 39.5% of participants said “yes.” This demonstrates that many local officials haven’t had a profound and complete understanding of climate change’s consequences, indirect harms, and negative social impacts.

Local officials and organizations in charge of management need to know the vulnerable groups, which is an indispensable factor that mainly influences the response to climate change in the localities. The collected data revealed that most of these officials understood this issue. Specifically, up to 87.2% of respondents said that the poor were “the most vulnerable group to the harms and impacts of climate change.” Nearly 9% of people had no idea or said that “it’s difficult for them to answer,” and more than 4% of respondents believed that the vulnerable group was the rich (2.1%) and well-off people (2.1%).

iii, Awareness of measures to respond to climate change

In addition to finding out the awareness of local authorities on causes and consequences of climate change for people’s lives, production, and activities, this research also focused on clarifying some issues related to their views on the necessity of preventing and responding to climate change. The study had proposed six contents to measure staff’s awareness, and the results were as follows: (see the following table)

Table 4: Importance of responding to climate change in Vietnam nowadays (%)

No.	Natural and social conditions	Agree	Disagree
1.	Vietnam has a long coastline.	82,1	17,9
2.	Vietnam is a low-income country.	51,3	48,7
3.	The intellectual standard in Vietnam is low.	44,1	55,9
4.	Vietnam has a high population density.	48,7	51,3
5.	Vietnam is basically an agricultural-producing country.	75,9	24,1
6.	Vietnam hasn’t established effective mechanisms and policies to respond to natural calamities.	47,7	52,3

The above data showed that most participants (82.1%) thought responding to climate change was indispensable because our country had “a long coastline.” 75.9% of respondents said that “Vietnam is an agricultural-producing country.” In general, the above statements match with the analysis and assessment of scientists when ranking Vietnam at the top of the countries and territories most affected and at risk from climate change due to the above two reasons. It can be said that the natural geographical conditions and the dependence of agricultural production on weather fluctuations have made the response to climate change of our country more urgent than other countries and territories. Being well aware of

the risks from climate change allows local managers to prepare effective plans, minimizing negative impacts on people and society. Other criteria, such as intellectual standard and population density, don't play a decisive role in responding to climate change in all countries.

To determine the appropriateness of response solutions in the context of limited resources, the research presented a 9-measure system. The survey results were as follows:

Table 5: Response solutions that need to be implemented in the context of limited resources (manpower and financial resources) (%)

No.	Solutions	Agree	Disagree
1.	Providing information and warning people about the harmful effects of heatwave and drought on production and human health, and precautions.	81,5	18,5
2.	Communicating and educating eco-friendly lifestyle.	86,2	13,8
3.	Controlling and minimizing greenhouse gas emissions of factories and production facilities.	71,8	28,2
4.	Raising taxes and fees for exploiting or using fossil energy.	32,8	67,2
5.	Doing well in forest protection and afforestation.	94,4	5,6
6.	Suspending the operation of production facilities that cause environmental pollution.	75,9	24,1

The solution “forest protection and afforestation” was chosen the most and accounted for the highest percentage, reaching 94.4%. It is the right choice because responding to climate change requires short-term and long-term actions. Luckily, “protecting forests and planting new forests” both protect the ecological environment and develop sustainably.

“Communicating and educating eco-friendly lifestyle” and “providing information and warning the people about the harmful effects of heatwave and drought on production and human health, and precautions” were two solutions that received the support of the majority of respondents, recording 86.2% and 81.5%, respectively. They were considered possible solutions in the current status of provinces because they were easy to implement and inexpensive. Moreover, they promoted short-term and long-term efficiency.

Other solutions were fundamental and macro-level, so they were approximately the average percentage. Specifically, “applying advanced production technologies” to prevent and reduce environmental harm and climate

change only recorded 55.4% of people accepted. “Transforming production structure” and “planning the construction of ecological residential areas” reached 47.2% and 42.6%, respectively. However, the most important question was why many officials didn’t consent to the radical and consistent solutions with sustainable development? The reason could be pretty simple. Solutions with high consensus were feasible and suitable for the current conditions of localities. Although other solutions were fundamental, they lacked practicality due to limitations and difficulties in many aspects. Furthermore, they were not under the decision-making authority of the local government, which made their percentage low.

The study raised the question “What should local authorities do to protect civilians from the harmful effects of high tide and sea-level rise?” to clarify the perception of local managers about selecting solutions and actions to respond to climate change. According to the findings, “planting forests to block sand and preventing salinity and coastal erosion” was the solution that was chosen most. The three following measures possessed the rate from highest to lowest. “Building and strengthening river and sea dyke systems” reached 83.1%. “Establishing an early warning and information system” hit 81.5%. The last one, “relocating the local people from lowland and coastal areas,” recorded 72.3%. (See the table below)

Table 6: Response solutions

No.	Response activities	Agree	Disagree
1	Establishing an early warning and information system.	81,5	18,5
2	Relocating the people from lowland and coastal areas.	72,3	27,7
3	Planting forests to block sand and preventing salinity and coastal erosion.	89,7	10,3
4	Building and strengthening river and sea dyke systems.	83,1	16,9
5	Actively providing fresh water for production and daily life.	63,6	36,4
6	Increasing the capacity to handle environmental pollution after natural disasters.	68,7	31,3

These statistics showed that most local leaders knew the measures prioritized for the poor provinces with the above geographical and ecological characteristics. The most vital thing was that choosing the right solutions in the context of limited resources would bring success for specific ones. It also proved that local-level managers had good cognitive capacity.

4. CONCLUSION AND RECOMMENDATIONS

4.1. Conclusion.

After analyzing and evaluating the survey data, it can be seen that most leaders at the local level possess a good understanding of climate change. They have answered many critical criteria related to climate change. Yet, there were few correct answers for some abstract contents.

As for the causes and effects of climate change, respondents were aware of the leading reasons as well as significant impacts on people's lives, production, and society. However, many people didn't know indirect causes and effects.

Officials at the local government had comprehended the importance of taking steps to mitigate the consequences of climate change. They had highly agreed on specific actions that were appropriate for the conditions and capabilities of their areas.

4.2. Recommendations

To raise awareness and proactiveness of local authorities in responding to climate change, it is needful to actively implement the following key measures:

The first is to innovate and diversify forms of communication. Besides traditional forms of communication, including newspapers, radio, and television, direct media should be applied to increase the spread of knowledge about climate change and measures to respond to it. Distributing brochures and holding conferences, seminars, and short-term training play a crucial part in helping local government officials update the valuable information on climate change.

The second is that documents on climate change in particular and other documents, in general, should be designed to be simple and easy to understand. Thanks to that, the local officials can actively and voluntarily self-study on issues related to climate change in a more favorable way. Abstract scientific terms and concepts are not encouraged.

The third is to educate and train officials at local authorities, improving their education, culture, sense of responsibility, quality, and capacity. In particular, it is principal to update them with information about social issues related to climate change because this is one of their weaknesses.

The fourth step is to develop scenarios and response models, as well as teach local officials how to respond to extreme weather and natural catastrophes, as well as act and react in hypothetical circumstances.

The fifth is to attach importance to socialization, environmental protection, and response to climate change in many forms. At the same time, it is essential to establish and perfect the supervision and inspection mechanism of organizations and communities. Furthermore, staff with weak capacity will be fired.

The last is to strictly handle violations of the Law on Environmental Protection based on supplementing and perfecting sanctions. It is substantial to

create favorable conditions for local government managers to fulfill their duties and reward people with high achievements in climate change prevention and control, as well as response to its impacts.

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SOME THEORETICAL AND PRACTICAL PROBLEMS OF MODERN CARTOGRAPHY

Annotation: The article provides a detailed analysis of the current state of the science of "Cartography" on the example of Uzbekistan, identifies problems and offers suggestions for their theoretical and practical solutions.

Keywords: Cartography, education, analysis, problems, solutions.

Introduction. Paragraph 1 of the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated 15.03.2018 "On the development and publication of the National Atlas of Uzbekistan" No. 204 raises the issue of creating a fundamental scientific-lexical work in order to have a full imagination of the socio-economic potential and natural-geographical situation of the Republic. In order to carry out the National Atlas, which is accepted as a symbol of the state, at the level of modern requirements, it is necessary to conduct appropriate scientific research. Scientific research, on the other hand, encourages clarification of the concept, purpose, and methodological aspects of the science of Geography, including Cartography.

“Cartography is a science that teaches how to describe and use it as a source based on research methods, mathematical reduction and generalization of the location and relationship of events and phenomena in nature and society, as well as their properties that change over time, mathematical representation of them in a mathematical way using special models of images and their use as a source of research” described the cartographer, prof. T.Mirzaliev [1]. This

definition is very complex, it includes words such as "the interdependence, characteristics and change of events and phenomena in nature and society". But Cartography may not always reflect the unity, location, interdependence, characteristics, and change of nature and society. The science of cartography studies not only the unity of nature and society, the event and phenomenon in it, but also the state of their separate or interrelated.

Main part. Modern cartography is a system of scientific knowledge related to study of the design, creation, reproduction, transmission, modification, and implementation of maps that reflect nature, society, community and state, situations, events and the process between them in an offline or online mode. Simplified, modern cartography is a system of scientific knowledge of maps of a social nature. At the same time, we have not dwelled on the type, shape, scale, type of dynamic maps, and there is no need for it in the interpretation of science. After all, the concept of "map" needs a theoretical basis and is a separate object of major scientific debate [2].

The science of cartography is the ability of people to understand, know and comprehend the science of cartography. Derived from the Annotated Dictionary of the Uzbek Language [3], the words used in cartographic science can be described as follows: **comprehension** - to understand how much the science of cartography is necessary for the development of man, society and community; **to know** - to know the content and essence of the science of cartography; **to understand** - to correctly assess the theoretical and practical significance of the science of cartography.

In the explanatory dictionary of the Uzbek language, research is used in two different senses. The first is research work, verification, study. The second was seen as the result of scientific research. Unfortunately, this dictionary does not reveal the true meaning of the word research. In S.I. Ozhegov's dictionary [4] the word research is considered as scientific research and observation. But observation is a method or method of learning. In Wikipedia, research is, in a broad sense, the systematization of research in order to search for new sciences or to identify facts. In the narrow sense - a scientific method of studying something. There is no certainty in this either, as not everyone pays attention to or understands the "systematization" in determining the zero facts. It is also impossible to say that it is a "scientific method" because it is not a research method, but an analysis and synthesis (generalization) of any facts. It uses different research methods. The methods selected will be either scientifically based or applied in practice. In our view, scientific research is the process of studying, discovering, creating, and describing a situation, event, phenomenon, or process by humans using clearly structured methods. Methods of scientific knowledge systematized in science are methodology.

Cartographic research is the process of studying, discovering, creating, and describing in writing the situations, events, and processes that are or should be reflected in maps by people using clearly structured methods. Then:

- ✓ Systematization - the process of breaking down a situation, event and process into parts for a specific cartographic research and placing them on a hierarchical level;
- ✓ Method - empirical (practical) and theoretical (logical) methods of conducting cartographic research;
- ✓ Learning - mastering and possessing cartographic research
- ✓ Create - the creation, invention and solution of a problem or an innovative approach to a problem through cartographic research;
- ✓ Discovery - the discovery of a particular law or laws through cartographic research
- ✓ Written statement - a written statement or statement of the results obtained through cartographic research.

Dozens of words in the scientific literature on the concept of science methodology [5], such as reality, objective being, process, principle, tool, method, doctrine, theory, practice, organization, do not allow it to be applied in practice and easily understood by students. For example, in the general education block of the entire 1st stage master's curriculum of higher education there is a 36-hour training module "Scientific Research Methodology". However, when studying masters on the subject "Questionnaire", the level of mastery of this course did not increase by 15-20% (Table 1). Therefore, in order to assess this credit module in the curriculum of the master's specialty "Geodesy, Cartography and Cadastre" of the university, we consider it expedient to conduct a sociological survey of them through the following questions and assignments: What do you mean by "Subject of cartography"? What do you mean by "Science of cartography"? Explain the general and specific aspects of "Subject of Cartography" and "Science of Cartography"! What do you mean by "cartographic scientific research"? Explain the research methodology and its place in cartographic research! Systematize cartographic research methods from a methodological point of view!

Table 1. Indicators of mastering the course "Scientific Research Methodology" by masters of higher education

<i>The name of the experienced university</i>	<i>The direction of the master's degree surveyed</i>	<i>Number of masters involved in the experiment</i>	<i>Those who gave an incomplete answer</i>	<i>Those who could not answer</i>
			<i>In %</i>	
National University of Uzbekistan	Ecology and environmental protection	23	20	80
Gulistan State University	Methods of teaching geography	6	15	85
Tashkent State Pedagogical University	Methods of teaching geography	16	18	82

Give a scientific understanding of the term "methodology"? Explain the content and essence of the research methodology in cartography! Are you satisfied with teaching the subject "Methodology of Scientific Research" in the general methodological block of the master's degree? Your suggestions on how to teach the subject "Methodology of Scientific Research" in the master's degree! What would you like to know about this course?

Methodology is a set of teachings on scientific methods of knowledge, or rather a system here [6]. Cartographic methodology in the broadest sense is the selection, fragmentation and systematization of cartographic methods based on the current political situation, social conditions, economic opportunities, institutional situation in the conduct of cartographic research. In the narrow sense - a system of teachings on cartographic methods of scientific knowledge. Then:

- ✓ Cartographic science - people's ability to understand, know and comprehend the science of cartography;

- ✓ Cartographic research - the process of studying, and the process of describing them in writing, creating, discovering the situation, event, event and process reflected in the maps by people using clearly structured methods;

- ✓ Cartographic methodology - the selection, fragmentation and systematization of cartographic methods based on the current political situation, social conditions, economic opportunities, institutional situation in the conduct of cartographic research.

Summarizing all three concepts, the methodology of scientific research in cartography - the ability to understand, know, comprehend, choose cartographic methods based on the current political situation, social conditions, economic opportunities, institutional situation for the study, discovery, disclosure and description of cartographic research, disassemble and systematize them.

- ✓ It is advisable for each cartographer to follow the following systematic approach in conducting research methodology:

- ✓ Mastering the system of scientific knowledge related to the design, creation, reproduction, transmission, modification, implementation of maps depicting nature, society, community and the situation, event and process between them offline or online;

- ✓ Conscious understanding, knowledge and understanding of the current situation, event, process occurring in the science of cartography;

- ✓ To determine the level of study of problems in the science of cartography and issues related to its solution;

- ✓ Be able to clearly imagine the goals and objectives of the research and to define the topic in terms of its object and subject matter;

- ✓ Identify methods used in cartographic research on the selected topic;

- ✓ Distinguish the identified cartographic research methods in accordance with public policy, social conditions, economic opportunities, institutional (sustainable integration) situation;

✓ Systematization of isolated methods according to the research process, i.e. their vertical placement in a certain sequence (according to importance) on a hierarchical level;

✓ To make additions and changes to the selection and systematization of methods in accordance with the situation that has arisen in the course of the research;

✓ Follow a systematic approach in writing the obtained methodological results.

In the methodology of cartographic research, it is very important to take into account the political situation in society, the state, the international community, forward-looking sources of international law, laws, concepts, programs, plans, strategies or roadmaps. For example, the Law of the Republic of Uzbekistan "On Geodesy and Cartography", adopted on July 2, 2020, and the concepts given in Article 3, to apply in the research process or to express your attitude to it, i.e. to make suggestions and scientifically substantiate.

In choosing the methods of cartographic research, it is necessary to take into account the social conditions, i.e. whether society needs it, the possibility of mastering the system of knowledge, norms and values. This means that "Philosophy" is based on scientific knowledge, "Sociology" is based on the development of social associations (for example, the development of nations and countries according to their social conditions), "Psychology" is based on the mental state of people, "History" is based on periodic changes, "Ethnography" should not be left out of consideration of the law and regulations in the life of the local people. Otherwise, the research methodology may not yield positive results and practical results. For example, in the selection of methods for a cartographic object, one of the most effective tools is a quantitative and qualitative assessment of the social situation within it.

In the process of methodological approach to cartographic research, consideration of economic opportunity is reflected in its positive results. However, at a time when market relations are becoming more pronounced, it is important to know whether the researcher and his or her research institution have the opportunity to use selected research methods. Suppose there are not enough financial and material resources to purchase, launch and use them. In this case, it is better to abandon the choice of this method. For example, in cartography, you chose methods for the digital economy. The digital economy is an economic activity based on digital technologies, i.e. the development of digital goods and services related to e-business and commerce. But the author keeps the innovative methods secret. While you are currently unable to purchase these technologies, you will have to temporarily abandon their use in scientific research methodologies.

Another issue is to take into account the institutional situation in scientific research methodology, i.e. the researcher has to "sustainably unite" with practitioners, scientists and experts to apply cartographic methods on their own.

In doing so, it is important to find an answer to the pertinent question of who should have a sustainable merger and what methods will work for you. Taking into account the institutional situation and applying it throughout the research will undoubtedly yield effective results.

In the systematic analysis of the written expression of scientific research methodology - imagining a hypothesis> creating a concept> creating a framework (program and plan)> developing a theoretical basis> requires a certain hierarchy (step by step) of methods for practical application.

In conclusion:

The rise of cartographic practice to a new online stage requires a reconsideration of its scientific and theoretical foundations;

Cartography can be defined as a system of scientific knowledge related to the design, creation, reproduction, transmission, modification, implementation of maps that reflect nature, society, community and the state, situation, event and process between them offline or online;

cartographic science is the ability of people to understand, know and comprehend the science of cartography;

cartographic research - the process of studying, creating, discovering and describing in writing the situation, event and process reflected in the maps by people using clearly structured methods;

cartographic methodology - selection, division and systematization of cartographic methods based on the current political situation, social conditions, economic opportunities, institutional situation in the conduct of cartographic research;

In general, the methodology of scientific research in cartography - the ability to understand, know, comprehend, select, divide cartographic methods based on the existing political situation, social conditions, economic opportunities, institutional situation for the study, discovery, disclosure and written description of cartographic research and is to systematize them;

the hierarchical passage of a 9-step hierarchical approach in the conduct of any research cartographer's research methodology dramatically increases the effectiveness of the results.

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STATE OF THE ART OF MUSIC RESEARCH FOR PIANO AND ORCHESTRA

Annotation. Having chosen musical compositions for piano and orchestra (in other words, piano and orchestral compositions) as the material of our research, we included concertos for piano and orchestra and compositions similar to them in instrumental composition - fantasies, rhapsodies, poems, etc.

Key words: socio-cultural conditions, training of a specialist conductor, musical art, professional education.

Moving on to characterizing the degree of scientific elaboration of the problem, accompanied by a review of sources and literature on Telge, we begin with the statement that the problem of piano and orchestral

The performed literature review on the topic we have chosen indicates that the genre of the piano concert and the genre class of forte-piano-orchestral works that are not nominally concertos have long been and remain to this day attractive for specialists writing about music. An impressive array of works in the genre area of interest to us is fraught, however, with some imbalances.

In the historical-stylistic and personal-stylistic plans, they were expressed in a tangible quantitative predominance of studies devoted to the early classical concert and music in this genre created in the 20th century. Piano-orchestral music of the classical-romantic period is much less affected in scientific research, which is especially clearly expressed in Russian musicology.

In terms of the specificity of the scientific approach, there are reasons to talk about the prevalence of separate consideration of various works of the forepiano-orchestral sphere, in which the task of fixing the successive connections between them is not posed.

A certain inequality traditionally exists in the distribution of research attention to the three main parts of the concert cyclic form. The first part is considered in most detail, while the subsequent ones affect much less, their form-composition is characterized only in general terms, emphasized fluently.

With a pronounced dominance of works of a general historical profile, there are slightly fewer works that consider the compositional and technical originality of the piano concerto and works similar to it.

It is advisable to conduct further effective musicological development of the topic chosen by us along the path of equalizing the above disproportions.

The relevance of the topic of this research - "A piece of music for piano and orchestra as a genre-compositional phenomenon. (Classico-romantic era) "- are predetermined by the following factors:

1. The unevenness of the study of piano and orchestral works in terms of history and style.

2. Weak representation of the generalizing approach to this genre class as a whole.

3. The need to re-examine the nature of the connection between a piano-orchestral work, taken precisely within its classical-romantic boundaries, with the general logical prototypes traditionally attributed to this genre class as a whole (play logic of musical thinking, dialogicity, rhetoric), as well as with improvisation as a type playing music.

4. Extremely weak reflection of piano and orchestral music in modern educational courses in musical history and musical theoretical cycles.

A special direction was formed by studies of the concert as a form of musical life, a socio-cultural "ritual" (Young 1957, 1965, Heister, Cooper, Milligan, Dukov 1982, 1999, 2003, Veremieva), which largely contribute to the clarification of purely musical, "internal rukturnyh "(Aranovsky), intralingual meanings of the instrumental concert. So, in the work of E.V. Dukov "Concert activity as a social practice in the history of European culture" (Moscow, 1999), the genre of the instrumental concert is presented as the most demanded, central in importance (and, accordingly, in the place allotted to it in the programs of concert events of its time) genre of music, which naturally caused the expansion of its form.

From musicological works of recent years, along with the generalizing work of H.M. Koch, who traced the main stages of symphonization of a piano concert in the 19th century, a fundamental monograph on the Russian piano concert of the 20th century by E.B.Dolinskaya became a significant contribution to the concert performance.

H.M. Koch in his book "Piano Concerto of the 19th Century and the Category of the Symphonic" (Sinzig, 2001) seeks to overcome the tradition of vague and undifferentiated use of the category of interest (and the term corresponding to it). This tradition is deeply rooted in studies of musical genres in general and the piano concerto in particular. The author of the book showed that in different periods of the history of 19th century music, the term "symphonic" was interpreted differently.

The value of the book is greatly enhanced by the excerpts from the musical - theoretical and musical - journalistic texts of the first half of the 19th century, which we actively used in preparing the argumentation base of our research. The focus of Koch's book on a more precise, "targeted" use of the term was echoed in our work in the form of our adopted attitude towards the consistent delimitation of the genres of concert and symphony. The book by

M.E. Tarakanov "Symphony and Concert in Russian Soviet Music (60s - 70s) was very informative in this regard. Development Ways: Essays "(M., 1988).

The study by EB Dolinskaya "Piano Concerto in Russian Music of the 20th Century: Research Essays" (Moscow, 2006) is a significant contribution to the development of historical and theoretical problems of this genre and, perhaps, the most comprehensive research on the stated topic. In her book, the author went far beyond the title of the title, considering piano concerts in the neighborhood and interaction with concerts for other instruments with an orchestra against a carefully written historical and cultural background. The chronological frames defined in the title are also significantly overlapped. EB Dolinskaya covers with her book quite distant precedents of the genre phenomenon she is studying. She keeps in sight those concert pieces of the 19th century that explain the impressive flourishing of the piano concerto, which graced the musical life of Russia in the 20th century. E.B.Dolinskaya's book is also characterized by a multi-aspect: general historical information, compositional and technical analyzes, comparative textological excursions.

S. Kife expressed, in particular, doubts about the specificity of dialogical relations for piano concertos by W.A. Mozart, as well as doubts about the possibility of confidently affirming or refuting the presence or absence of such relations in the composer's concert scores. This seemingly paradoxical thought gives rise to the need for some revision of the established positions not only in relation to piano concertos by W.A. Mozart, but also to piano and orchestral music in general.

In the following presentation, we have to move on to a more specialized analysis of scientific sources on the chosen topic. In theoretical and methodological terms, the solution of the problems posed in the study was carried out based mainly on the fundamental scientific methods of historical and theoretical musicology. The purpose of this research is to develop a new musicological concept of piano and orchestral music.

In the course of work on the dissertation, the following tasks were solved:

1. Analyze the existing literature on the research topic and related topics to obtain a reliable picture of the current state of research in the affected area.
2. To study a given genre class of musical works from the point of view of its compatibility with updated ideas about those qualities that are currently considered genre-specific for it.
3. To identify the historical patterns of the existence of piano and orchestral music.
4. To re-analyze the piano-orchestral compositions of the classical-romantic period in order to identify the patterns of their structure, tonal-harmonic features, allowing quite definitely to distinguish between the specifics of a concert for a piano and an orchestra and the specifics of a symphony.

5. When solving the previous problem, pay special attention to the second and third movements in piano concertos of cyclic structure, whose originality is least of all taken into account in scientific views on the originality of the genre.

The object of this research is the piano-orchestral works of the classical-romantic period.

The subject of research is the historical, artistic and compositional specificity of a musical work for piano and orchestra of the classical Romanesque period.

The scientific novelty is contained in the theoretical model of piano-orchestral music substantiated by the author, based on a set of historical cross-cutting ties that cover this genre-specific array.

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WAYS TO INCREASE THE ECONOMIC EFFICIENCY OF VEGETABLE FARMS

Resume. Today, as in almost all sectors of the economy, the large-scale modernization, technical and technological re-equipment of production in the vegetable sector expands the opportunities for the production of competitive products. However, a serious problem is that the cost of some agricultural products remains high, which harms their competitiveness. One of the main ways to solve such problems on farms is to increase economic efficiency through the implementation of new innovative agricultural technologies.

Key words: economic efficiency, vegetable farms, variable costs, fixed costs, innovative agrotechnologies.

As a result of reforms in the agricultural sector of the economy of the Republic of Uzbekistan, farms have become the main producer of agricultural products. It is known that the existing natural conditions in Uzbekistan allow for the sustainable development of agricultural products, especially vegetables. This requires, first of all, to focus on increasing the economic efficiency of enterprises specializing in vegetable growing. Improving the economic efficiency of vegetable farms in a market economy is one of the least studied research problems today. The cost of production in agricultural enterprises is growing from year to year. However, there is a gap between the increase in costs and the increase in the price of the product, which is growing and affecting the level of economic efficiency. Opportunities to raise funds to finance reproduction are dwindling. Improving economic efficiency in agricultural enterprises using modern technologies and foreign experience is of great scientific, theoretical and practical importance.

Increasing the economic efficiency of vegetables as an important sector of agriculture has been studied by researchers and practitioners as a general economic problem. However, most of these studies were conducted in conditions where the legal and economic independence of economic entities was not ensured, and there were insufficient conditions for the materialization of

scientific and practical proposals in this area to the real economic conditions. Or they may not be in line with the current political system. Now it is necessary to advance new research, views, and opinions that can be realized in a market economy, based on the study of various views and concepts in the existing scientific literature.

Today, as in almost all sectors of the economy, the large-scale modernization, technical and technological re-equipment of production in the vegetable sector expands the opportunities for the production of competitive products. However, a serious problem is that the cost of some agricultural products remains high, which harms their competitiveness.

One of the main ways to solve such problems on farms is to increase economic efficiency through the implementation of new innovative agricultural technologies.

Uzbekistan has favorable natural conditions for growing fruits and vegetables. Here it is possible to get a very high yield following the rules of agrotechnics. The cultivation and export of vegetables in the country are constantly growing.

The establishment of vegetable farms around major cities and industrial centers through the specialization of farms has fully justified itself and allowed to grow a rich harvest. These farms are more productive and less expensive. The concentration of vegetables growing on specialized farms is a prerequisite for improving the system of preparation of these products.

There are no clear boundaries in the theoretical interpretation of economic efficiency indicators in vegetables. Therefore, the question of determining the ratio of these indicators remains open. It is important to clarify this issue and select the most appropriate solution as a starting point for studying and evaluating cost-effectiveness. Based on the views and opinions of scientists who have researched the methodology of assessing economic efficiency to date, they can be conditionally divided into two groups. Scientists in the first group believe that the criterion of economic efficiency should be unique. In their opinion, this indicator should have a general character and reflect the economic efficiency in an objective and complete way.

Efficiency is one of the main indicators of the level of economic efficiency of a farm and represents the profit per unit of expenditure. Profitability, by its nature, allows you to assess the potential of the network based on a final, general conclusion about the economic efficiency of the network. This means that the level of profitability depends not only on the profit but also on the cost of the product. The cost of a product consists of the money spent on its production, the cost of materials, and labor. Cases of wage reduction in the cost structure to increase profitability by reducing costs will lead to a violation of the system of material interests in the transition to a market economy. In this regard, ensuring the optimality of these two ratios in the cost structure is a key requirement of a market economy.

Every farm manager must first understand the extent to which each type of expenditure affects productivity and make expenditures accordingly. Several indicators are used to assess the cost-effectiveness of cultivating vegetables on farms.

Production costs can be divided into fixed and overhead costs, direct and indirect costs, simple and complex costs, and constant and conditional variable costs, depending on the volume of production.

The economic efficiency of a farm is formed in proportion to the optimal planning of variable and fixed costs. Fixed costs do not depend on the volume of output. For example, land tax, depreciation of some fixed assets (depreciation amount), etc. Variable costs are directly related to changes in the volume of output. These include seeds, seedlings, mineral, and local fertilizers, feed, fodder, labor costs, electricity, and other costs.

The final indicator of the economic efficiency of a farm is profitability, which is the ratio of farm profits to total production costs as a percentage. At the current stage of economic development, the optimal rate of return that can provide reproduction is 45-50%.

The value of the material resources supplied to the farm should be reconsidered in proportion to the agricultural products supplied by the farm. This is since the cost of material and technical resources in the structure of variable costs is very high, which creates specific difficulties.

It is necessary to stop the growth of variable costs and the cost of production through the introduction of new modern technologies and then achieve a reduction, optimal planning. It is necessary to take measures to optimize the level of profitability of production based on the use of effective technologies for growing vegetables on the farm.

It is necessary to pay more attention to increasing the share of variable costs and material costs in the structure of production costs on the farm to 50-60% and to improve their composition. This is because it includes fertilizers, seeds, fuels and lubricants, works, and services that directly affect crop yields.

In the future, it is necessary to pay more attention to the organization of technology for the storage and processing of agricultural products on the farm, as well as to attract foreign direct investment in this process. This will provide the farm with the financial resources needed to increase its economic independence.

The head of the farm should optimally allocate variable and fixed costs in proportion to the organizational and economic basis of the farm.

By combining all of the above arrangements, it is possible to reduce the variable costs of growing a single crop on a farm and further increase economic efficiency. To do this, it is recommended to create a special program that includes the above arrangements.

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KOMPYUTER TEXNOLOGIYALARINING KIMYO FANIDAN MASALLAR YECHISHDAGI O‘RNI

Annotatsiya. Maqolada kimyo amaliy mashg‘ulotlarida o‘quvchilarga masala yechishni o‘g‘atishda axmorot-kommunikatsion texnologiyalar elementlaridan foydalani masalalar ko‘rib chqilgan. Bu borada olib borilgan ishlar algoritmik ketma-ketlikda ko‘rib chiqilgan.

Kalit so‘zlar: AKT elementlari, amaliy mashg‘ulot, masala yechish.

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ROLE OF COMPUTER TECHNOLOGIES IN CHEMISTRY IN SOLVING PROBLEMS

Annotation. The article discusses the use of elements of information and communication technologies in teaching students to solve problems in practical classes in chemistry. The work done is considered in an algorithmic sequence.

Key words: ICT elements, practical exercises, problem solving.

Kimyoviy muammolarni hal qilishni o'rganishga har doim katta ahamiyat berilgan. O'qituvchi boshqarishi mumkin bo'lgan dasturlarda muammolarni hal qilishga o'rgatishning tizimli yondashuvi qo'yilgan bo'lib, uning muntazam bajarilishi o'quvchilarda kimyoviy fikrlashni shakllantirishga imkon beradi[1]. Muammolarning bir turini yoki ularni echish usulini o'zlashtirmagan va etarli darajada ishlab chiqmagan talabalar boshqa materialni o'rganishga o'tishga majbur bo'lishadi. Ular keyingi turdagi vazifalarni mutlaqo yangi va allaqachon ma'lum bo'lgan narsalar bilan bog'liq bo'lmagan narsa deb bilishadi. Natijada, o'quvchilarning katta qismi kimyoviy muammolarni hal qilishda umumiy yondashuvni ishlab chiqa olmaydi va ularni hal qilish qobiliyatiga ega emas[3].

Axborot – kommunikatsion texnologiyalari kimyo ta'limini tashkil etishda tobora muhim o'rin tutib bormoqda. Kimyoviy muammolarni hal qilishni o'rgatish uchun axborot texnologiyalaridan foydalanish hozirgi vaziyatdan chiqishning mumkin bo'lgan usullaridan biri bo'lib, u o'quvchilarning dunyoqarashini kengaytirishga imkon beradi, axborot uzatishning yangi

imkoniyatlarini beradi, ko'rgazmali qurollardan kengroq foydalanishni ta'minlaydi. ta'limning individualizatsiyasi va o'quvchilar faolligi bilan birgalikda interfaol o'qitish rejimi hisoblanadi[5].

Kimyo o'qitishdagi masalalarni yechishda har doim ham mustaqil o'rganish muhim deb hisoblanmagan; vazifalar yordamida talabalar kimyoning asosiy tushunchalari va qonunlarini o'zlashtiradilar, belgilar tizimi bilan tanishadilar, reaktivlar o'rtasidagi miqdoriy munosabatlarni tushunadilar, tajriba orttiradilar va amaliy ko'nikmalarni rivojlantiradilar. ko'nikmalar. Tarbiyalanuvchilar kimyoviy tafakkurni rivojlantiradi, paydo bo'lgan muammolarni hal qilishda mustaqil ravishda natijalarga erishish qobiliyatini rivojlantiradi va faol hayotiy pozitsiya shakllanadi [6].

Ushbu maqolada "Kimyo hamma uchun - XXI: masala yechish. Mustaqil masala yechish bo'yicha qo'llanma" interfaol o'quv elektron nashri (EN) yordamida kimyo fanidan masala yechishni o'rgatishning mumkin bo'lgan usullaridan ba'zi birlari taklif qilingan.

Ta'lim muassasalarining moddiy bazasi rivojlanishi bilan axborot texnologiyalaridan foydalanish tobora dolzarb bo'lib bormoqda. Ko'p maktablarda ko'rgazmali sinflar yaratilyapti va O'AIS(o'qituvchi uchun avtomatlashtirilgan ish stoli) tashkil etilyapti. AKT elementlari asta - sekin ekzotik bo'lishni to'xtatadi, endi u faqat o'rganish ob'ekti emas. Balki unga, birinchi navbatda, tinglovchilarning intellektini oshirish, intellectual qobiliyatini shakllantirish va rivojlantirish vositasi sifatida qarash tavsiya etilmoqda[7].

Hozirgi vaqtda o'qituvchilar va o'quvchilar uchun kimyo fanining turli bosqichlarida va mustaqil masala yechishni o'rganishda o'quv jarayonini qo'llab-quvvatlash uchun elektron nashrlarni (EN) tayyorlash muhim ahamiyatga ega. Kompyuter - bu har xil faoliyat turlarida o'qitish uchun o'quv jarayoniga qaraganda hozirgi vaqtda keng qo'llanilishi mumkin bo'lgan qulay o'qitish vositasi. Yuqorida aytilganlar ENM (elektron nashrlar va manbalar) ning rivojlanishini va eng muhimi, ularni qo'llash usullarini tezlashtiradi[8].

Tadqiqot olib borar ekanmiz, elektron "Universitetlararo intensiv o'qitish metodikasi laboratoriyasida" Kimyo hamma uchun-XXI: masalalar yechish qo'llanmasidan keng foydalanish mumkinligi ko'rsatildi. Mustaqil ish uchun qo'llanma "Elektron interaktiv nashrining o'quv jarayonida va mustaqil masala yechish qo'llanilishi mumkin bo'lgan ilovalarni o'rganib chiqdik. " [9]. Uni qo'llash va qo'llash usulini ishlab chiqish, kimyo fanidan masalalarni yechish o'rgatish amaliyotida mavjud bo'lgan qarama - qarshiliklarni ma'lum darajada hal qiladi: - kimyo fanini o'qitishga bag'ishlangan dars soatlarining qisqarishi, o'quvchining bilimiga qo'yiladigan talablarning yuqori darajasi va shu bilan birga ularning mustaqil masala yechish hajmining oshishi; - kimyo fanini o'rganish uchun ko'p sonli elektron nashrlarning mavjudligi va masala yechishni o'rgatish uchun funkcionallikning yo'qligi; - kimyo fanidan masalalarni hal qilishni o'rgatishda ENni amaliy qo'llash imkoniyati va ulardan foydalanishning etarlicha ishlab chiqilmagan metodologiyasi; - talabalarga murakkab kimyoviy

masalalarni mustaqil yechish zarurati va ularning muhim qismida hatto eng oddiy masalalarni ham yechish qobiliyati yo'qligi; - masala yechishni o'rgatish uchun ENdan foydalanish imkoniyatlarining oshishi va ko'pchilik o'qituvchilarning ularni o'quv jarayonida ishlatishga tayyor emasligi.

"Kimyo hamma uchun - XXI: masala yechish elektron qo'llanmasi. Mustaqil masala yechishni o'rgatish" ENdan foydalanish imkoniyatlarini o'rganish, o'quvchilarni kimyo fanidan masalalarni echishga o'rgatish, olingan ma'lumotlarni hisobga olgan holda yakunlash, metodologiyani ishlab chiqishda AKT elementlaridan foydalanib, o'quvchilarni kimyoviy masalalarni echishga o'rgatish kabi vazifalarni bajaradi.

Tadqiqot mavzusi - "Kimyo hamma uchun - XXI: masala yechish elektron qo'llanmasi. Mustaqil masala yechishni o'rgatish" ENdan foydalanish misolida o'quvchilarni AKT elementlari yordamida kimyo fanidan masalarni echishga o'rgatish metodikasi.

Eksperimental tadqiqot bazasi. Tadqiqot 2021 yilda Toshkent viloyati Chirchiq davlat pedagogika institute "Kimyo" kafedrasi bazasida o'tkazilgan. Chirchiq akademik litsyeyi "Kimyo" va "Organik kimyo" fanlarini o'rganishda, sinfda, individual-guruh mashg'ulotlarida, darsdan tashqari mashg'ulotlarni o'tkazishda, abituriyentlar o'rtasida tayyorgarlik kurslarida va mustaqil ishda, individual talabalar uchun uyda elektron nashr bilan tanishishgan va undan foydalanishgan. Tadqiqotda Chirchiq shahar "25 -sonli umumta'lim maktabi", "3 - sonli umumta'lim maktabi " o'quvchilari, Toshkent viloyati umum ta'lim maktablari o'qituvchilari uchun TVCHDPI "Kimyo" kafedrasi qoshida tashkil etilgan malaka oshirish kurslari tinglovchilari qatnashdi.

1. AKTlari elementlaridan keng foydalanish sharoitida masala yechish jarayoni kimyo fanini o'qitish va o'quvchilarni intellectual qobiliyatlarini rivojlantirishning etakchi usullaridan biriga aylanib borishini ta'minlash.

2. EN uchun kimyo fanidan masalalarni tanlash mezonlari va ishlab chiqilgan kimyoviy masalalar tasniflash (yengil, o'rtacha, murakkab va o'ta murakkab).

3. "Kimyo hamma uchun - XXI: masala yechish elektron qo'llanmasi. Mustaqil masala yechishni o'rgatish uchun qo'llanma" EN misolida kimyo o'qitish uchun AKT elementlaridan foydalanish usullari.

Olib borilgan muamolarni yechimlari quyidagilarda o'z aksini topgan:

1. O'quvchi o'zida mavjud bo'lgan vositalar yordamida hal qilishi kerak bo'lgan, muayyan muammoli vaziyatning modeli bo'lgan kimyoviy ta'lim vazifasining ta'rifi aniqlandi. Asosiy maqsad – masala yechishni bilmasligini emas, balki masala yechish jarayonining o'quvchilarning kimyoviy tafakkurining shakllanishiga ta'siri.

2. O'quv, uslubiy va ilmiy adabiyotlarni tahlil qilishdan kelib chiqadiki, kimyoviy masalalarni yechishni o'rganish jarayonini o'qitish usuli va nazorat vositasi sifatida katta ahamiyatga ega. Hozirgi vaqtda kimyodan masalalar yechishning ahamiyati ortib bormoqda va u o'qitishning muhim usuli bo'lib,

masala yechish o'qitish o'quvchilarning ko'nikma, malaka va shaxsiyatini shakllantirishda etakchi bo'lib qolmoqda.

3. Kimyoviy muammolarning mavjud tasniflarini tahlil qilish ko'pchilik tadqiqotchilar orasida yagona yondashuv yo'qligini ko'rsatadi. Taklif etilayotgan tasnif EI uchun vazifalar tizimini ishlab chiqish uchun ishlatilgan.

4. Ishlab chiqilgan tasnifga muvofiq, elektron muhitga moslashtirilgan, har xil turdagi vazifalar tuziladi yoki tanlanadi. Vazifalarni tanlash mezonlari ishlab chiqilgan. Izohlar bilan bog'liq muammolarni batafsil hal qilish.

5. Kimyo fanidan muammolarni hal qilishni o'rgatishda "Kimyo hamma uchun - XXI: masala yechish elektron qo'llanmasi. Mustaqil masala yechishni o'rgatish uchun qo'llanma" ENdan foydalanish odatiy kimyoviy masalalarni echish, malakalarini oshirish va ko'nikmalarini mustahkamlashga yordam beradi, talabalarning bilimlari, bu statistik ma'lumotlar bilan tasdiqlanadi.

6. "Kimyo hamma uchun - XXI: masala yechish elektron qo'llanmasi. Mustaqil masala yechishni o'rgatish uchun qo'llanma" EN talabalarga o'qitishda sinovdan o'tkazildi. Uning o'quv jarayonida qo'llanilishi ularning kimyo faniga bo'lgan qiziqishini uyg'otadi va umumiy hissiy holatini yaxshilaydi.

7. AKTlari elementlaridan foydalanish o'qitish samaradorligini oshiradi, o'qituvchining ishini osonlashtiradi, shu bilan birga unga ijodkorlik imkoniyatlarini beradi, o'quvchilar va o'qituvchilar faoliyatining xususiyatini o'zgartiradi, hamkorlik ularning munosabatlarining asosiga aylanadi.

8. "Kimyo hamma uchun - XXI: masala yechish elektron qo'llanmasi. Mustaqil masala yechishni o'rgatish uchun qo'llanma" EN misolida mustaqil masala yechishni o'rgatish uchun axborot texnologiyalarini qo'llashning ishlab chiqilgan usuli an'anaviy o'qitish uslubiga zid emas, u bilan yaxshi integratsiyalashgan. EN - dan kimyoviy masalalarni yechishni o'rgatishda foydalanish bo'yicha amaliy tavsiyalar uning o'quv jarayoniga qo'shilishini osonlashtiradi.

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TURKISTONDA JADID DIDAKTIKASINING PAYDO BO'LISHI VA ABDULLA AVLONIYNING TA'LIM MUHITIDA TUTGAN O'RNI

Annotatsiya: Turkiston o'lkasida jadid ma'rifatparlari tomonidan yangi usul maktablarining ochilishi, hamda bu maktablarda o'qitilishga mo'ljallangan darsliklarining yaratilishi jadid didaktikasining paydo bo'lishiga zamin yaratdi. Bu maqolada jadid didaktikasining paydo bo'lishi va Abdulla Avloniyning jadid didaktikasiga qo'shgan hissasi tahlil qilinadi.

Tayanch tushunchalar: jadid, didaktika, darslik, ta'lim, tabiiy fanlar, usuli jadid, maktab, o'quvchi.

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THE EMERGENCE OF JADID DIDACTICS IN TURKESTAN AND THE ROLE OF ABDULLAH AVLONI IN THE EDUCATIONAL ENVIRONMENT

Annotation: The opening of new methodological schools by Jadid enlighteners in Turkestan, as well as the publication of textbooks for teaching in these schools, laid the foundation for the emergence of Jadid didactics. This article discusses the emergence of Jadid didactics and Abdullah Avloni's contribution to Jadid didactics.

Keywords: jadid, didactics, textbook, education, natural sciences, method jadid, school, student.

Jadidchilikning asl mohiyati maorifni tubdan isloh qilish uchun qaratilgan harakat hisoblanadi. Ma'lumki "jadid" so'zi "yangi", "yangilik" degan ma'nolarni anglatadi. Insoniyat tarixida jamiyatga kirib kelgan yangiliklar doimiy to'siqlar, qarshiliklarga uchraganligi sir emas. Jadid ma'rifatparvarlari tomonidan ta'limda bo'ladigan jamiki o'zgarishlar xalq tomonidan osonlikcha qabul qilinmagan. Albatta, bu to'siqlar har qanday ma'rifatparvarning hayotini hatarga qo'yib, turli to'siqlardan qo'rqmay olg'a intilishida, o'zida kuch topib yo'lida davom etishida kuchli sabr va matonat talab etgan. Insonning ham jisman, ham ma'nan yuksalish davri qiyinchiliklarda toblanib, komillik sari yetaklagani bor haqiqatdir.

XX asr boshlarida Turkiston o'lkasiga kirib kelgan jadidchilik harakati namoyondalari tomonidan ta'lim va tarbiya tizimining tubdan o'zgartirilishi millat ijtimoiy hayotining yaxshilanishiga ham turtki bo'ldi. Sababi, xalq ancha savodli va ma'rifatli bo'la boshladi.

Turkistonga ilk jadid maktablarining ochilishi asli qrim-tatar millatiga mansub Ismoilbek G'aspirali va uning faoliyati bilan bog'liq.

Ismoilbek G'aspirali ma'lum bir tartib-qoidalar asosida yangi usul maktablarining tashkil etilishini tavsiya etadi:

- sinfda (maktabda) bolalar soni o'ttiztadan oshmasligi;
- bolalar faqat ikki dafa — yoz va qish boshlaridagina maktabga qabul qilinishi;
- har bir muallimda ko'pi bilan 3-4 sinf bo'lishi;
- agar maktab uch sinfdan iborat bo'lsa, darslar ketma-ket muayyan uyg'unlikda qo'yilmog'i;
- 7-9 yoshdagi bola uzluksiz 7-8 soat o'qiy olmaydi. Uning uchun 5 soat kifoya.
- har darsdan so'ng 10 daqiqa tanaffus; Juma va bayram kunlari dam olinishi;
- o'n oy o'qishdan so'ng yozning issiq kunlarida ta'til bo'lishi;
- dars o'quvchini zeriktirmasligi va boshqalarga e'tibor qaratilgan edi.[3]

G'aspirali "usuli jadid" bilan o'qitishning qoidalarini qo'yidagicha tushuntiradi:

- butun alifboni birdan o'rgatish og'ir;
- ibtido (boshda) uch, besh harf o'rgatib borish osondir;
- birinchi darsdan shogirdlari yozishni boshlamasliklari darkor;
- darslar muayyan soatlarga, qismlarga ajratilib o'rgatilishi lozim;
- o'quvchi bir darsni o'zlashtirmaguncha ikkinchisiga o'tilmasligi kerak;
- harflar bilan tanishtirganda, ular haqida kengroq ma'lumot berilgani ma'qul;
- bolalarni har olti oyda imtihon qilish;
- yil oxirida sinfdan sinfga o'tkazish,

o'zlashtirmaganlarni sinfdan qoldirish ko'zda tutiladi. Darslar har xil va har biri yarim soatdan bir soatgacha bo'lishi mumkin. Darslar orasida tanaffuslar bo'lmog'i kerak.[3]

Bu qoidalar orqali Ismoilbek G'aspirali shu davrgacha bo'lgan pedagogik fikrlarni to'liq tahlil qilib, maktab tartib-qoidalariga kiritganligi ma'lum. Uning didaktikasidan ko'zlangan maqsad, avvalo, o'quvchining ta'lim olishi uchun uning fiziologik, psixologik jihatlari ham e'tiborga olinishi ko'zda tutilgan edi. Shu maqsadda ta'lim tamoyillari to'g'ri va reja asosida tanlangan edi.

G'aspiralining jadid usulidagi maktab tartib-qoidalari Turkiston ma'rifatparvarlari tomonidan o'rganib chiqildi va amaliyotda joriy etildi.

Jadid usulidagi maktablarning vujudga kelishi bilan ta'limda dunyoviy fanlarning ham kiritilishi yuzaga keldi. An'anaviy ta'lim berish usullarida

o'zgartirishlar kiritildi. Asosan, tabiiy fanlarning kiritilishi, hamda ona tili va adabiyot fanlarining o'qitilish usullarining rivojlantirilishi bunga misol bo'la oladi.

Jadid pedagoglari o'z darsliklarini yangicha yondashuv asosida yaratib, o'z darslarida undan foydalandilar. Jumladan, jadid ma'rifatparlarining yetakchi vakillaridan biri Mahmudxo'ja Behbudiy "usuli jadid" maktablari uchun bir qancha darsliklar yozdi. "Muxtasari tarixi islom", ("Islomning qisqacha tarixi"), "Madxali jo'g'rofiya umroniy" ("Aholi jo'g'rofiyasiga kirish"), "Muxtasari jo'g'rofi rusiy" ("Rossiyaning qisqacha jo'g'rofiyasi"), "Amaliyoti islom" kabi kitoblari yangi usul maktablarida qo'llanildi.

Jadid pedagoglarining aksariyati darslik yaratish va maktab ochish ishini amalga oshirdilar. Fitratning "O'quv", "Ona tili", "Imlo masalalari", "O'zbek tilining sarfi", "O'zbek tilining nahvi", "Adabiyot qoidalari" kabi darsliklari, Saidrasul Saidazizovning "Ustodi avval", Munavvar qori Abdurashidxonovning "Adibi avval", "Adibi soniy", Ali Asqar ibn Bayramali Kalininning "Ta'limus soniy" kabi darslik va qo'llanmalari jadid maktablarida darslik sifatida foydalanildi. Is'hoqxon Ibratning "Lug'ati sittati al-sina" nomli lug'at kitobi shu davrda nashrdan chiqdi. Mazkur lug'at jadid pedagoglar tomonidan ochilgan maktablarda rus tilini o'rganishda birdan-bir darslik-qollanma sifatida foydalanib kelindi. Tilshunoslik sohasida Is'hoqxon Ibrat ancha mukammal "Jome'ul-xutut" ("Yozuvlar majmuasi") nomli asarni yaratdi. Bu asarda muallif yozuvlarning tarixiy taraqqiyotni yoritib berishga harakat qildi. Xat-savod chiqarishga bag'ishlangan "San'ati Ibrat qalami Mirrajab Bandiy" risolasi, "Ilmi Ibrat" nomli she'rlar to'plami kabi ma'rifatparvarlik ruhi bilan yug'rilgan risola va kitoblari nashr etildi. Bunday darsliklarning ta'lim maydonida yuzaga kelishi yangi davr didaktikasining yuksalishiga zamin yaratdi.[4]

Jadid pedagoglaridan Munavvarqori Abdurashidxonov darslarda, asosan, ko'rgazmali qurollardan foydalanishni yo'lga qo'ydi. Mahmudxo'ja Behbudiy, hamda Abdurauf Fitrat yozma va og'zaki nutq o'stirish usullarini qo'llaganligini, Abdulla Avloniy dars jarayonida ifodali o'qish turlari va texnik vositalardan foydalanganligini ko'rish mumkin.[2.]

Jadid pedagogikasining yorqin vakili Abdulla Avloniyning didaktik faoliyatida ta'limning takomillashuv jarayoni kuzatildi.

Abdulla Avloniy bolaga ta'lim berish bilan birga tarbiya masalasiga ham alohida yondashuv zarurligini ta'kidlaydi. Ta'lim va tarbiyani bir vaqtda amalga oshirish kerakligini aytadi. Bunda oila tarbiyasining o'rni beqiyos ekanligini hayotiy misollar orqali o'rganib, tahlil qilib beradi.

Abdulla Avloniy xalqning quyi qatlami vakillarini ham o'qitish kerakligini, ularning ilm olishi uchun zarur imkoniyatlarni yaratish maqsadida bu sohada tashkiliy ishlarni amalga oshiradi. Jumladan, Avloniy jamiyatning ziyoli vakillari: Munavvarqori Abdurashidxonov, Ubaydulla Xo'jaev, Toshpo'latbek Norbo'tabekov, Karim Norbekovlar bilan hamkorlikda "Jamiyati xayriya"ni tashkil etadi.

Bu jamiyat Turkiston o'lkasida ochilgan birinchi rasmiy jamiyat hisoblanadi. "Jamiyati xayriya" tashkiloti haqida o'sha davr nashrlarida, jumladan, "Vaqt" gazetasida, keyinroq esa "Sadoyi Turkiston" gazetalarida xabarlar bosilib chiqdi.

Bu jamiyatning asosiy maqsadi kambag'al oilalar farzandlarini bepul o'qitish va ularni o'quv qurollari bilan ta'minlash, yangi ochilayotgan maktablar uchun yangi darsliklar yaratish va maktablarni yangi darsliklar bilan ta'minlash, yosh avlod ichidan eng iqtidorlilarni tanlab olib, ularni chet eldagi nufuzli ta'lim dargohlarida o'qish uchun jo'natish, yoshlarga stipendiyalar ajratish masalalariga yo'naltirilgan. Bu tashkilot qoshida "Turkiston kutubxonasi" shirkati ham tashkil etiladi. Bu shirkatning asosiy maqsadi yangi darsliklar nashr etish, chet eldan yangi nashrdagi darsliklarni sotib olish va Turkiston maktablariga arzon narxlarda tarqatish masalalari bilan shug'ullanishdan iborat edi. Turkiston o'lkasida yaratilgan deyarli barcha darsliklar "Turkiston kutubxonasi" muassisligida bosmadan chiqarilgan. Mazkur darsliklarning oxirgi betida muallifi, narxi va qayerdan sotib olish mumkinligi haqida to'liq ma'lumot berib borilgan. [2]

"Jamiyati xayriya" tashkiloti o'lkadagi barcha ziyoli, ma'rifatli boy qatlam vakillarini o'z oldiga birlashtirgan. Ular orqali moddiy ta'minot amalga oshirilgan.

Abdulla Avloniy "usuli jadid" maktablari uchun to'rt qismdan iborat "Adabiyot yoxud Milliy she'rlar" hamda "Birinchi muallim", "Turkiy Guhston yoxud Axloq", "Ikkinchi muallim", "Maktab gulistoni" kabi darslik va o'quv qo'llanmalarini yaratdi.

1904-yilda Avloniy Toshkentning Mirobod tumanida yangi usuldagi maktab ochdi. Maktabning o'quv jihozlarini o'zgartirdi, o'z qo'li bilan doska partalar yasadi. Maktabga qabul qilingan bolalarning asosiy qismi kambag'al oila vakillari edi. Bu maktabning dovruqi butun Toshkentga tarqaldi.

Abdulla Avloniyning ilk o'quvchilaridan biri, Toshkent davlat universitetida uzoq yillar faoliyat yuritgan taniqli pedagog, marhum Yusuf Tohiriy o'zining 1966-yil 10-noyabrda "Toshkent oqshomi" gazetasida "Dono murabbiy" deb nomlangan maqolani chop ettirdi. Bu maqolada muallif ustoz Abdulla Avloniyning Mirobod tumanida tashkil etgan maktabi haqidagi shunday deb yozadi:

"Shaharning qarama-qarshi chekkasida, temiryo'l ishchilari istiqomat qiladigan Mirobodda yangi tipdagi maktab ochilganligi haqida eshitib qoldik. Tez orada bu maktabning fazilatlar haqidagi shov-shuvlar, uning muallimi Avloniyning dovruqi butun shaharga tarqaldi. Hammaning tilida: "Miroboddagi maktab 6 oyda o'qish- yozishni o'rgatarmish, jo'g'rofiya, hisob, tabiatni o'rganish degan darslar o'qitilarmish",- degan gap yurardi. Bizga juda sirli tuyulgan bu maktabni va uning donishmand muallimini ko'rishga oshiqardik. Nihoyat, bir kuni uch-to'rttamiz borishga jazm qildik.

Maktab pastakkina, nimqorong'u bo'lib, masjid yo'lagiga joylashgan edi. Xonaning tepasida yorug'lik uchun qoldirilgan tuynukdan qish va bahorda qor bilan yomg'ir ham tushib turardi. Lekin xonada o'quvchilar va domlanning shogirdlari ko'p edi. Xayolimizda domlanning allaqanday bir sirli tomoni bor edi. Bizni qotmagina, kichik jussali, qorachadan kelgan, istarasi issiq, cho'qqi soqol bir kishi kutib oldi. Bu nomi tilga tushgan Avloniy edi. O'qishga qabul qilindik. Ko'p o'tmay ko'z oldimizda yangi bir dunyo ochilganiga to'la ishonch hosil qildik. Bolalarimizning oldi bir necha yildan beri maktabga qatnab yurgan bo'lsalar ham mirobodliklar oldida uyalib qoldik. Ular o'qish-yozishda, hisob masalalarini hal etishda, tabiat hodisalaridan xabarlarini bilan hammamizni lol qoldirishdi. Ayni zamonda bizning eski maktabimiz bo'shab, Miroboddagi Abdulla Avloniy maktabi bizdan borgan bolalar bilan liq to'ldi. Shu tariqa, bu maktab tobora shuhrat topib bordi". [1]

Bu maqoladan ko'rinib turibdiki, Avloniy maktabida o'quvchilar yangi usulda o'qitilgan, ularning bilim olishlari kuzatuv asosida bosqichma-bosqich amalga oshirilgan. Avloniyning naqadar mahoratli, zukko pedagog bo'lganligi, maktabning sharoiti esa muallimning dars berish jarayoniga ta'sir o'tkaza olmaganligiga guvoh bo'lamiz. Zero, jamiyat taraqqiyotining asosi ta'lim bilan bog'liq masaladir.

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UNINTERRUPTED POWER SUPPLY SYSTEM WITH MINIHES AS A PRIMARY POWER SUPPLY

Annotation: This article discusses the use of Mini-HES, which are the portable HES in use today, which could be a perfect alternative to centralized power supply, or used to replace a traditional power source in power outages in networks. Information is provided on how to solve the problem of power outages, which allows to determine the optimal level of energy consumption for the consumer.

Key words: Mini-HES, micro-hydroelectric power station, uninterruptible power supply system.

In recent decades, the development of small and medium-sized businesses in the Republic of Uzbekistan and the creation of many facilities for the production of products and processing of raw materials in rural areas urgently requires an increase in energy supply in rural areas, farms, etc. In addition, it is necessary to solve the problem of energy supply to remote settlements. The solution to these problems requires the creation of energy sources of relatively small power $1 \div 10$ kW, including those based on renewable energy sources: solar, wind, hydraulic, biogas and in order to increase the reliability of installations based on renewable energy sources. [1]

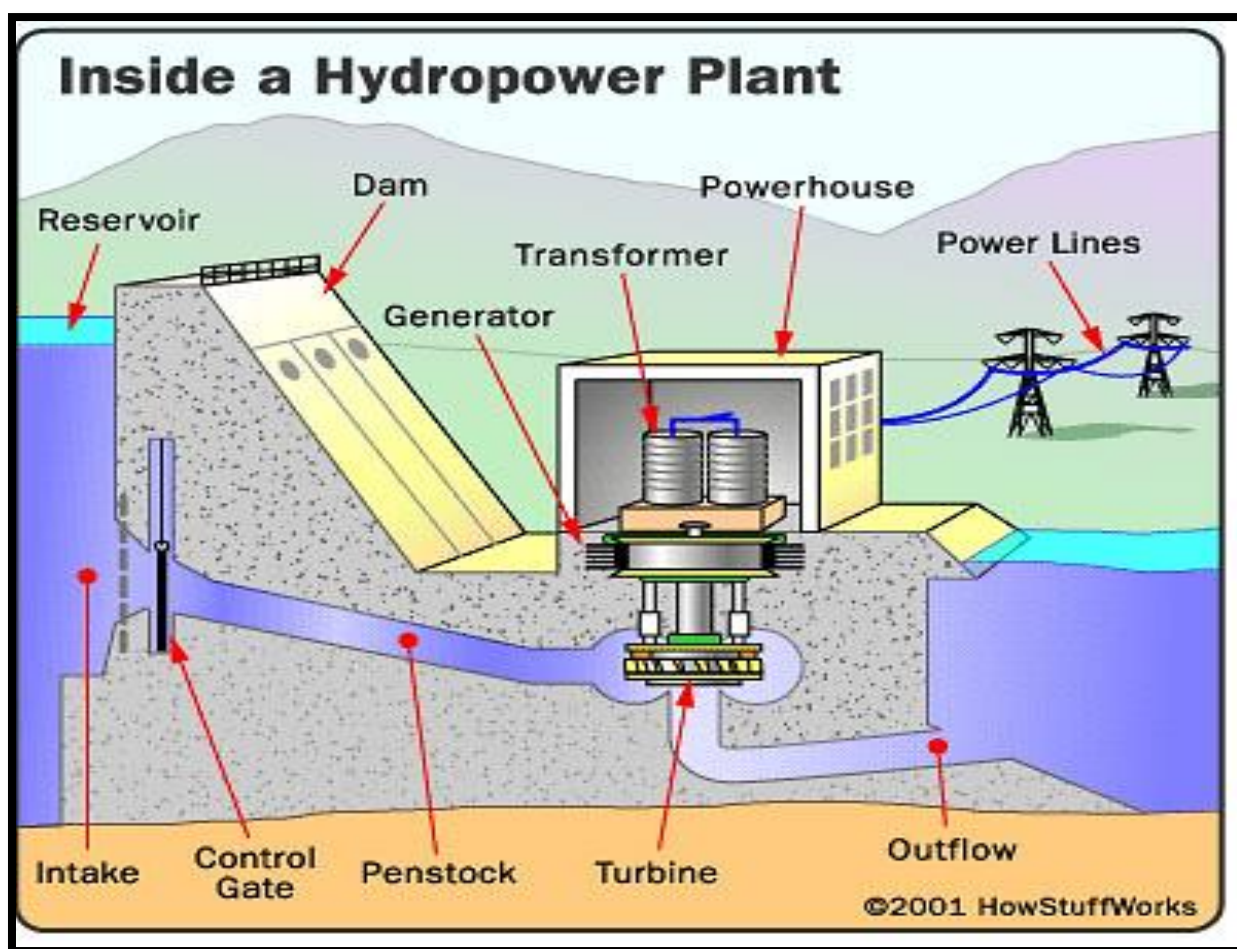
An uninterruptible power supply system with a micro-hydroelectric power station as a primary power source was developed and studied in the heliopolygon of the Instrument Engineering and Instrumentation Research Laboratory, specifically for supplying energy to low-power consumers in rural areas, farms and others. In fig. 1.1. depicts the simplest two-blade design of a mini-hydroelectric power station with a vertical axis of rotation. The design consists of the main shaft-1, mini blades in the closed working positions -2, and in the non-working vane positions -3.

When watching a river roll by, it's hard to imagine the force it's carrying. If you have ever been white-water rafting, then you've felt a small part of the river's power. White-water rapids are created as a river, carrying a large amount of water downhill, bottlenecks through a narrow passageway. As the river is forced through this opening, its flow quickens. Floods are another example of how much force a tremendous volume of water can have.

Hydropower plants harness water's energy and use simple mechanics to convert that energy into electricity. Hydropower plants are actually based on a rather simple concept - water flowing through a dam turns a turbine, which turns a generator.

The principle of operation of the proposed design is as follows, under the action of the water flow vector - 4, mini blades - 2 located on the left side of the blades, closing will form a wall (sail), and on the right -3 side, they will take vane positions when opening. As a result, a torque is generated and the vertical axis begins to rotate clockwise. If required, you can make a rotation in the opposite direction. The rise of environmental

Fig. 1. Diagram of a Small Hydro Generator installation.

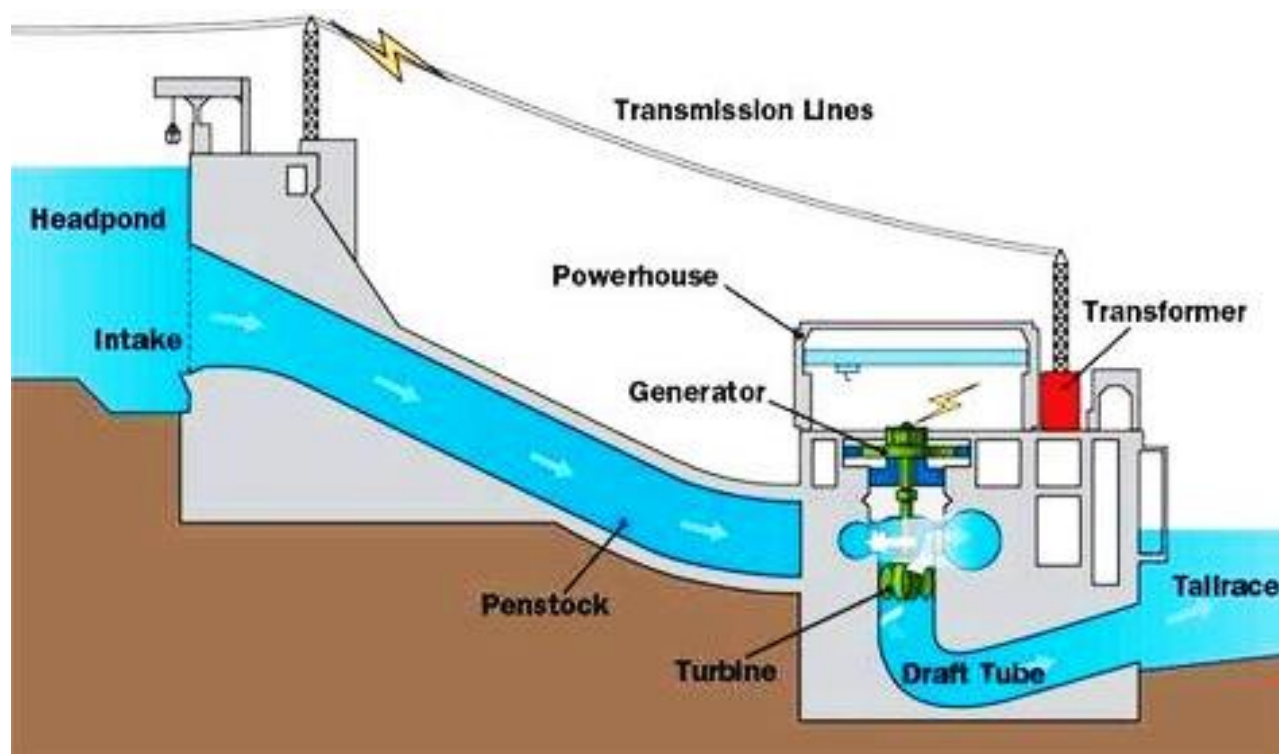


awareness as well as the unstable global fossil fuel market has brought about government initiatives to increase electricity generation from renewable energy sources.

These resources tend to be geographically and electrically remote from load centers. Consequently many Distributed Generators (DGs) are expected to be connected to the existing Distribution Networks (MINI-HYDROELECTRIC POWER STATIONSs), which have high impedance and low X/R ratios [2]. Intermittence and unpredictability of the various types of renewable energy sources can be of time scales of days (hydro) down to seconds (wind, wave). As the time scale becomes smaller, the output of the DG becomes more difficult to accommodate in the MINI-HYDROELECTRIC POWER STATIONSs. With the DGs operating in constant power factor mode, intermittence of the output of the generator combined with the high impedance and low X/R ratios of the MINI-HYDROELECTRIC POWER STATIONSs will cause voltage variations above the statutory limits for quality of supply.

Fig. 2. Micro Hydro-power Plant idea.

This is traditionally mitigated by accepting increased operation of automated network control or network reinforcement. However, due to the distributed nature of RES, automating or reinforcing the MINI-



HYDROELECTRIC POWER STATIONSs can be expensive and difficult solutions to implement.

The Thesis proposed was that new methods of controlling DG voltage could enable the connection of increased capacities of plant to existing MINI-HYDROELECTRIC POWER STATIONSs without the need for network management or reinforcement. [3] The work reported here discusses the implications of the increasing capacity of DG in rural distribution networks on steady-state voltage profiles.

Two methods of voltage compensation are proposed. The first is a deterministic system that uses a set of rules to intelligently switch between voltage and power factor control modes. This new control algorithm is shown to be able to respond well to slow voltage variations due to load or generation changes.

The second method is a fuzzy inference system that adjusts the set point of the power factor controller in response to the local voltage. [4] This system can be set to respond to any steady-state voltage variations that will be experienced. Further, control of real power is developed as a supplementary means for voltage regulation in weak rural networks.

The algorithms developed in the study are shown to operate with any synchronous or asynchronous generation wherein real and reactive power can be separately controlled. Extensive simulations of typical and real rural systems using synchronous generators (small hydro) and doubly-fed induction generators (wind turbines) have verified that the proposed approaches improve the voltage profile of the distribution network. This demonstrated that the original Thesis was true and that the techniques proposed allow wider operation of greater capacities of DG within the statutory voltage limits.

In conclusion, I can say that in the article I studied in the field and in the experimental processes, a computer model was developed to calculate and optimize the combined operating modes of geothermal micro electric power plants and geothermal waterworks.

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IMPROVING THE SORPTION PROPERTIES OF SALT UNDERWAY

Annotation: High humidity in the structures under the influence of salts leads to the erosion of the wall material, especially from the outer surface

Keywords: moderate humidity, decomposition of wall material, chlorine salts, structural solution of the wall.

Many production facilities of the chemical industry can be included in the range of buildings with normal or dry temperature and humidity regime. This is confirmed by scientific research conducted by research and design institutes on the temperature and humidity of the air in potassium plants.

But in many cases the walls of such buildings are covered with damp marks and salts. This in turn indicates that the moisture condition of the walls is not good.

Analysis of samples taken from raw brick walls showed that in some buildings, the average humidity was 5% higher than normal by the end of the moisture accumulation period, and the local maximum humidity was 7% higher. In the hot season of the year, the walls did not have time to be built.

High humidity in the structures under the influence of salts leads to the erosion of the wall material, especially from the outer surface.

The main reason for this is that the outer surface is exposed to rapidly changing temperatures, and the salt dust accumulated in the outside air is more than the indoor air dust.

The degree of salinity, the structural solution of the wall and other factors affect the wetting process and the distribution of moisture along the thickness of the covering structures.

If the structural solution of the wall is chosen correctly, then the main effect on the moisture state of the wall is the salt solution in the thickness of the coating. This is because the salt solutions that settle in the pores of the wall material differ from water in their physicochemical conditions.

The presence of chlorine salts in the wall thickness increases the moisture absorption (hygroscopicity) of the material (absorption of moisture in the air).

Moisture absorption (sorption) of building materials is determined by the nature of the binding of moisture to the surface of pores and capillaries.

The amount of sorption moisture under the influence of salts depends not only on the temperature-humidity condition of the environment and the nature of the material being wetted, but also on the physicochemical properties of the salts and the number of pores in the material.

The capillary condensation (condensation) in the fine pores of the salted material begins with the relative humidity of the air.

The increase in the sorption properties of salted building materials is directly proportional to the moisture absorption of the affected salts.

The presence of salts in the composition of building materials not only affects the sorption properties, but also reduces its long-term durability. The process of exploitation of the surrounding structures in the form of salts can be improved by reducing the number of salts. To do this, it is necessary to reduce the sorption properties of the liquid solution and condensate containing salts on the surface of the structures, as well as the structural material. This task can be achieved by volumetric hydrophobization of the heating layer, which forms the basis of the wrapping structure. Polyphenylethoxyloxane (FES) and crystalline sodium ethyl silicate (ESNK) were obtained as hydrophobic additives to the heating layer of lightweight concrete. The study of sorption properties of wall structures under the influence of sodium chloride salts was carried out in the following building materials: heavy concrete, expanded clay concrete, expanded clay concrete with FES, expanded clay with ZSNK. The study of sorption properties was carried out in cubes with a rib height of 3 cm. In the preparation of the cubes, the diameter of the filler fraction was made smaller. Additives to the expanded clay concrete composition were FES-2 (ESNK-01) relative to the weight of cement. The prepared samples were dried after 3 months at a temperature of -105 °C until their weight remained. The soaking of sodium chloride in them was 0.5 and 0.1 times more saturated and insoluble than saturated solution. The results obtained show that sodium chloride increases the sorption moisture in building materials. The more salt in the pores of the building materials, the greater the sorption. In materials containing ESNK and FES additives, sorption moisture is reduced regardless of salinity. The reduction of sorption moisture as a result of the addition of additives serves to improve the thermal properties of the wrapping structures and increase their durability.

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HISTORY OF FOAM CONCRETE PRODUCTION DEVELOPMENT

Annotation. The article provides a review of literatures dedicated to the history of the development of foam concrete in industry, building materials and products. The results of work carried out by foreign and domestic researchers on the production and improvement of the technical properties of foam concrete are presented.

Key words: foam concrete, foaming agent, cellular concrete, thermal conductivity coefficient, strength, deformability, frost resistance, thermal insulation, autoclave treatment, non-autoclaved foam concrete.

Foam concrete is one of the most demanded materials construction industry all over the world. The use of the material allows you to reduce the coefficient of thermal conductivity, weight of the structure and construction costs. Currently there are more than 260 enterprises in 55 countries annually supplying more than 60 million m³ of construction products from foam concrete.

Foam concrete is a relatively new material; if a brick is 3000 years old, then it is no more than 100. This is an artificial porous stone that can float in water, meeting all the requirements of regulatory documents for building materials, in terms of strength, deformability, frost resistance, its heat-shielding properties are 2-3 times higher than by the brick. Recent years have been characterized by a new surge of interest in aerated concrete. This is due to two reasons: the tightening of standards in relation to the requirements of thermal protection of building elements and new advances in technology and design of cellular concrete products [1].

At the beginning of the twentieth century, the Swedish architect A. Erickson invented new technologies for the manufacture of artificial stone, with characteristics close to those of wood. This event marked the beginning of the development of the history of aerated concrete. This invention was protected by an international patent in 1924, and after 50-60 years, foam concrete was used in more than forty countries of the world. [2]

Development of technology for the production of cellular concrete of natural

hardening took place at a time when issues related to durability material has not been studied. Influence of temperature and shrinkage deformations on the durability of concrete, as well as the influence of technological factors of production have been insufficiently studied. Large-sized Fencing products made of cellular concrete were characterized by low cracking resistance and were operated without protective coatings at high humidity and exposure to aggressive environments. Under these conditions, the unprotected material quickly collapsed and lost its strength properties.

From the experience of using non-autoclaved aerated concrete products hardening, it follows that not enough measures were taken during their production to ensure the protection of the material during operation. For guard

products from the effects of aggressive environments, a vapor-proof was used a dense layer of cement-sand mortar. Due to the accumulation of moisture on the border of cement-sand mortar and aerated concrete developed destructive processes. The dense protective coating collapsed after the first two years of operation. In some cases, the result of destruction products was insufficient protection of reinforcing steel from corrosion. At the application of measures to eliminate moisture in structures, as well as to protect embedded parts against corrosion, non-autoclaved aerated concrete products hardening acquired the required durability [4].

Further development of the technology for the production of autoclave aerated concrete by the Ericsson method in Sweden and in other countries went along two directions. One thing led to the production of aerated concrete using the technology YTONG (Sverige). It is autoclaved aerated concrete obtained

from a mixture of quicklime with silica filler, without cement.

The second led to the production of aerated concrete - SIPOREX (Sverige) in 1934, developed by Finnish engineer Lennart Fopsen and Swedish engineer Ivar Eklund, obtained from a mixture of Portland cement and silica component, no quicklime.

In these areas, the production of aerated concrete has been developing since 1935 years in many countries. Aerated concrete plants of YTONG (Sverige) firms, SIPOREX (Sverige), HEBEI (Deutschland), WEHRHAHN (Deutschland), MASA-HENKE (Deutschland) currently operate in many countries of the world. A significant contribution to the production technology was made by SRIPI silicate concrete (Tallinn), Research Institute Concrete and Reinforced Concrete (NII ZHB). In many scientific institutions of the country (Kiev, Rostov-on-Don, Chelyabinsk, etc.) research is underway to find new production methods, improve the properties of the finished material and expanding its areas of application. Similar works are engaged in the departments of engineering and construction institutes in Leningrad, Voronezh, Novosibirsk, Moscow. [5].

The following method of obtaining aerated concrete was proposed Danish engineer E.S. Bayer in 1911, he assumed the preparation concrete mix by mixing an aqueous solution of raw materials with pre-prepared foam. Depending on the type of binder substances and silica filler materials received the following names: foam concrete, foam silicate, foam silicate, foam slag, gypsum foam concrete, etc. [6]

The production of foam concrete by this method began in 1922-1926. v Denmark, then in Germany and other countries. From that time it was a large number of inventions have been patented on methods of obtaining foam concrete from different types of mineral components and with different foaming agents. Some types of that material are known abroad. under the names "Isobeton", "Betosel" [7].

The first studies of production technology and properties of lungs concretes in the CIS countries date back to 1930-1935. P.A. Rebinder, B.N. Kaufman and others have developed a technology for the manufacture of heat-insulating foam concrete, gaining design strength in natural conditions. I.T. Kudryashov et al. Have shown the advantages of autoclaved concrete over non-autoclaved ones. Autoclaved concrete has the following advantages: reduced consumption of a binder, reduced shrinkage deformations, increased strength characteristics and reduced time to build design strength. For the first time, large-scale production of autoclaved foam concrete products began in 1939 in Novosibirsk. I.T. In 1940, Kudryashov developed a method for manufacturing products from autoclaved gas silicate using quicklime and finely ground sand. [eight]

Research work in the field of lightweight concrete significantly expanded in the post-war period. Aerated concrete studies were divided into two areas: the use of industrial waste for their production and development of technological parameters for the manufacture of aerated concrete products, including heat treatment modes. So, F.P.Kiviselg and others have done a lot of work in the field of shale ash foam concrete - foam cokermite. P.I. Bozhenov developed the technology of autoclave foam concrete on nepheline cement. From technological research post-war years, it should be noted the work on the search for new pore-formers and technological methods for the production of cellular concrete. These are studies of the "Perhydrol" gas generator E.Ya. Ershler and foaming agent "GK" L.M. Rosenfeld. E.S. Silaenkov carried out work concerning the study of issues of durability of structures made of cellular concrete. Studies of the thermal properties of aerated concrete were carried out K.F. Fokin, B.N. Kaufman. All these and other research papers contributed to the further development of production and use aerated concrete in construction. [9]

Today the construction industry needs new, rational technologies for the production of foam concrete. This is due to the high cost of raw materials and low quality of production products. There are many methods to improve the quality of foam concrete. These include: activation of foam concrete

components mixtures, modification of the concrete mixture with additives, vibration impact on the concrete mix, reinforcement with fibrous components, activation of the concrete mix by the action of electrical energy on it.

At the department "Building materials and products and structures" of the Fergana Polytechnic Institute, research is being carried out on the development of new effective foaming agents and the production of foam concrete based on local industrial waste.

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INFLUENCE OF PHYSICAL AND GEOGRAPHICAL PROCESSES ON THE STATE OF BREAKTHROUGHDANGEROUS LAKE IN THE KOKSU RIVER BASIN

Abstract: This article discusses dam lakes located in the basin of the Koxsu River, their formation, as well as the influence of physical and geographical processes occurring in this basin on them.

Key words: landslide dam, dammed lakes, Lake Bottom, morph metric indications, hydrologic regime.

As in all mountainous regions of the world, landslides, landslides and landslides are actively developing in the high mountain ranges surrounding the Fergana Valley. As a result, landslides and landslides occur. There are 14 such sites in the Koxsu River Valley, a right tributary of the Shohimardon River[3]. A typical example of such a collapse is the Kurbankol collapse dam. Kurbankul Lake dam belongs to the genetic type of collapse according to the classification of exogenous-geological processes proposed by VP Pushkarenko [3]. According to sources, its formation is associated with three consecutive collapses on the right side of the basin in an earthquake in 1766 in the valley of the Koxsu River [4]. Geophysical studies of the Fergana hydro geological expedition, as well as other studies, confirm that the dam is composed of collapsed layers with different filtration characteristics in three different generations [1].

In recent years, as a result of the rapid development of natural geographical processes in the basin, significant changes have been observed in the hydrological regime of Kurbankul Lake. These processes are reflected in:

- The accumulation of rocks on the bottom of the lake as a result of active erosion on the northern and southern slopes of the lake basin;
- The formation of sediments on the bottom of the lake by muddy estuaries of the Koxsu River;
- In recent years, the left bank of the upper reaches of the lake has been flooded with deposits of flood currents, which are often observed in the Akhunkul River, blocking the river Koxsuv;
- The emergence of a new, smaller lake above Kurbankol Lake as a result of the blocking of the Koxsu River by erosion and flood deposits;

- The fact that the new lake will block the waterway from Kokkol Lake (Yashilkol) above Kurbankol Lake, and as a result, due to stagnation, more water will accumulate in Kokkol, etc.

As a result of the above-mentioned processes, the Kurbankol Lake dam system of lakes has been formed in the basin of the Koksuv River. Below we will briefly discuss its details.

To the south of Kurbankol Lake, 200-250 meters above it, there is a small but very beautiful Kokkol Lake (Yashilkol). It was formed as a result of the blockage of the Koksuv River valley of about 200 m by the conical spreading deposits of the Akhunkul River. The eastern part of the lake opens into the Koksuv River. The lake is bounded on the south by mountains and on the north by a dam of ancient moraine and bedrock. Until 1998, part of the water of the Koksuv River flowed into the Kokkol Lake and again flowed into the river through a stream. Floodwaters from the Akhunkul River in July 1998 blocked the Koksuv River basin, and as a result, the newly formed lake merged with the Kokkol Lake into a single basin.

As a result of the annual spring and summer floods in Akhunkul, the inflow of the Koksuv River to Kurbankol Lake has risen by almost 2 meters over the last twenty years. This process is still ongoing. In the Axunkol basin, which we witnessed, a flash flood that occurred on August 4, 2009 completely blocked the Koksuv River route for almost a day. As a result, the water level of the newly formed lake and the adjoining Kokkol Lake rose to 135 cm.

As a result of our depth measurements on the same day in Kokkol, it was found that the maximum depth reached 5.45 m, and on August 5 - 6.80 m. These and similar cases have a negative impact on the hydrological regime of the Kurbankol Lake and Kurbankol dam lake systems, more precisely, on the stability of the lake dams, leading to an increase in their risk [2].

All morph metric indicators of dam lakes are dynamic in nature, fluctuating sharply throughout the year and even overnight, depending on the amount of water flowing into the lake, as well as changes in the water level in the lake. To this end, one of the directions of our research in the Kurbankol lake system is the study of this issue.

The first data on the morph metric parameters of Kurbankol Lake were given in the researches of L.A. Molchanov (1929), and later in the researches of I.A. Ilin (1959), A.M. Nikitin (1987). However, the morph metric parameters of Kurbankol Lake have not been fully elucidated by the above-named researchers, nor have any data on the size parameters of the newly formed lakes been recorded in any literature.

In order to clarify this issue, we used the field research conducted by the Fergana Hydro geological Expedition (FGGE) and scientists of the National University of Uzbekistan named after Mirzo Ulugbek in 1985-1986, as well as data collected in recent years in the Kurbankol lake system.

During this period, we performed special calculations based on the results of depth measurements carried out on August 8, 1985 in Kurbankol Lake and the tachometric plan of the lake and the fall dam system on June 2-6, 1986.

These calculations made it possible to determine the most basic morphometric parameters of Kurbankul Lake, which belong to different water levels. According to him, when the water level of Kurbankol Lake reaches its maximum value, its water surface area is $G_k = 227.8 \times 10^3 \text{ m}^2$, the volume of water collected in the basin is $V = 3.037 \times 10^6 \text{ m}^3$, the length of the lake is $L = 1069.2 \text{ m}$, the average width is $V_{\text{mid}} = 212, 0 \text{ m}$, maximum depth $h_{\text{max}} = 23.4 \text{ m}$, average depth $h_{\text{mid}} = 13.3 \text{ m}$, shoreline length $L_0 = 2838.2 \text{ m}$. This means that the bowl of Kurbankol Lake can hold $3.04 \times 10^6 \text{ m}^3$ of water.

We have restored New Kokkol Lake to its current condition on the basis of a map-scheme drawn as a result of our depth measurements and planning on August 4, 2009. According to it, the water surface area of New Kokkol Lake, $F_k = 41200 \text{ m}^2$, length of the lake, $L_k = 336 \text{ m}$, maximum width of the lake, $B_{\text{max}} = 164 \text{ m}$, average width of the lake, $B_{\text{urt}} = 122.6 \text{ m}$, length of the shoreline of the lake, $L_0 = 832 \text{ m}$, we found that the coefficient, which represents the curvature of the shoreline of the hand, is equal to $K_e = 1.17$. According to the data, on August 5, 2009, the water surface area of New Kokkol Lake was $41,200 \text{ m}^2$, and the volume of water collected in it was 112440 m^3 .

The morphometric characteristics of lakes in the basin vary depending on their hydrological regime. This is an important factor in assessing the sustainability of lakes. It is safe to say that no one can guarantee that the floods observed in the Oxunkul Lake Basin on August 4, 2009 will not be repeated. This will further intensify the natural geographical processes in the basin and create new lakes in the basin. This further increases the risk of flooding in the area. This is because newly formed dams, which tend to be washed away under the influence of water flow, are likely to cause flooding. As a result, the main dam of Kurbankol Lake below it is also in danger of collapse.

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GEOGRAPHICAL ASPECTS OF ORIGIN OF FLOOD MUDFLOWS

Annotation: In this article it is analyzed the types, genesis and geographic aspects of flooding and floods.

Key words: mudflows, type of mudflows, mudflow "focus", genesis.

The main part. Floods occur at unexpected times, causing significant damage to the national economy. It is also noteworthy that such incidents often occur in mountainous areas. However, floods, their origin and genesis have not yet been studied in depth. In many cases, information about them and short lines of damage caused by them are saved only after the flood. Sometimes the causes of floods cannot be fully disclosed. The causes of floods in recent years have been significantly enriched by rapid changes in the water regime of mountain rivers, as well as by the problems of accurately predicting their state in the context of global climate change. This, in turn, requires an in-depth analysis of the factors causing floods, a study of their genesis and determination of their causes.

Before determining the genesis of a flood, it is necessary to have information about its types. Flood waters are classified as rocky, muddy and muddy. When classifying them, the granulometric composition of the floodplains is taken into account. In general, their strength can also be determined by the types of flood waters. The stronger the flood flow, the larger the size and size of the rocks in its sediments and, conversely, the softness of the sediments, the smaller the volume, the weaker the flood flow. However, classifying floods by type also helps determine their genesis. For example, heavy rainfall on steep slopes creates a mostly turbid and rocky mixed flow. They also have trees. The flood currents that form in the plains are mainly a mixture of turbid and shallow streams, the strength of which is not very great.

First of all, the necessary conditions for the occurrence of flooding are necessary. These include the relief structure of the terrain, the nature of the rocks, the degree of overgrowth, the state of the territory in relation to meteorological factors (exposure), the state of existing natural and man-made hydrographic objects on the territory, the degree of contamination of the territory. anthropogenic load on hydrographic objects, etc.

Relief structure of the area. This factor largely determines the nature of the flood runoff. This is because the destructive force of flood currents is associated with this very factor. Flood currents often form in mountainous and foothill areas and cause large losses. In this case, it will be very difficult to determine their genesis depending on the location of the floodplain. This is due to the fact that their ovens are usually located at very high altitudes. The Ecological Atlas of Uzbekistan identifies 9 of these floodplains in the mountainous and foothill regions of Uzbekistan. They are located in the Nurata, Chatkal, Gissar ridges.

The nature of the rocks. The condition of the rocks also determines the nature of the flood flow. Washed-out rocks not only increase the amount of muddy sediments in the flood flow, but also cause landslides. Also, the presence of unreinforced rocks leads to the presence of a large amount of solid materials of various sizes in the composition of flood currents.

The flow rate is determined by the absolute height, slope and position of the rocks in which the floodplain is located. As a result of floods, the process of cracking develops in the regions. Intense precipitation is actively falling in the foothills and mountainous regions. According to AN Nigmatov (2005), the specific water consumption and the volume of surface runoff under various conditions are directly proportional to two parameters of precipitation - their kinetic energy and the maximum flow rate from the watershed to the bottom of the slope [2].

Land cover level. Plants usually slow down the process of erosion of mountain rivers and slopes, prevent landslides, and strengthen terraces. On slopes overgrown with trees, the movement of surface currents slows down and the strength of flood currents decreases.

The state of the region in relation to meteorological factors (exposure). The impact on the environment is one of the most important factors in the location of floodplains. The fact that the exposition enters the path of air masses causes a large amount of precipitation to fall here. This causes flood flows associated with heavy rainfall. The aforementioned 9 flood centers in Uzbekistan are also prone to this. The location of the floodplain in the Shohimardon river basin is also closely related to exposure. At the confluence of the Oksna river valley with the Shohimardon river, 1 km south of Kadamjay, there is a floodplain, where the western route of air masses turns into a narrow gorge, which forms a closed valley with Katrontov on the right bank of the Shohimardon river. This valley in a small area is a favorable condition for the accumulation of air masses and the formation of intense precipitation.

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THE ROLE OF EMPLOYEES IN THE DEVELOPMENT OF INDUSTRIAL ZONES IN UZBEKISTAN AND ENSURING THAT WORKERS WORK IN FAVORABLE CONDITIONS

Annotation: Management of working hours, rest time, safety measures and sanitary standards of labor legislation of the Republic of Uzbekistan, their operation at industrial enterprises in favorable conditions for labor protection of workers and employees.

Key words: labor protection, lighting equipment, sanitary rules, industrial buildings.

Currently, the construction and industrial sectors are developing rapidly in the country. On July 29 this year, President Shavkat Mirziyoyev visited the Yoshlik-1 field of the Almalyk Mining and Metallurgical Combine and gave a number of instructions to ensure that workers work in favorable conditions.

Improving the labor productivity of workers in our country is a key requirement of our time. Given that most of the industrial buildings in the country were built in the former Soviet Union, there is a growing demand for natural light, air circulation system, noise protection from equipment.

In our country, the tasks of labor protection are inextricably linked with the interests of production. Measures on labor protection are one of the key elements of the program of economic development of the Republic of Uzbekistan. The labor legislation of the Republic of Uzbekistan governs and regulates working hours, rest, safety and sanitation. They provide for special standards for labor protection of workers and employees in construction materials enterprises.

Safety in Uzbekistan is a system of measures to prevent injuries and occupational injuries. Occupational safety and health, which is an integral part of it, is a symbol of the care of the Uzbek government, economic and trade union bodies for the people.

One of the most important sectors developing the country's economy and creating new jobs is the construction sector. Training of specialists and development of mature personnel has always been considered as one of the important tasks for each country. Therefore, to create a wide range of opportunities for higher education, to pay attention to the teaching staff, the

importance of enhancing the training of specialists was now present is one of the issues.

Poverty alleviation and rational use of available material, economic and intellectual resources are limited. The higher the yield from the reserves, the lower the living standards of the population to prevent the outflow and the constant increase, the negative of the crisis. Much is being done to mitigate the effects and ensure sustainable economic growth. In particular, the Decree of the President of the Republic of Uzbekistan Sh.M.Mirziyoev dated February 7, 2017 No. PF-4947 "On further development of the Republic of Uzbekistan Development Action Strategy" is the fourth priority.

- As one of the important tasks in the development of the social sphere improving the quality of general secondary education, secondary special and higher education as well. It is difficult to implement measures for their development, all of which are reflected in the conditions in which the world is dominated by COVID-19.

One of the main problems of today is the fact that the legal framework, norms and standards and technologies of the construction industry, which is one of the main processes of economic development in our country, lag behind world standards. This means that the provision of the construction industry with modern equipment and specialists is also lagging behind. As a result, foreign construction companies are engaged in exporting their services and importing foreign currency into the country. People's Democratic Party presidential candidate Khotamjon Ketmonov said in his election manifesto that "special attention should be paid to the training of qualified specialists, sending them to study abroad. New materials and technologies and reforms in our country can allow Uzbek enterprises to enter foreign construction services markets." together, Construction companies in the country have abandoned the old standards in the construction and design of modern buildings - emphasizing that the design and construction on the basis of European rules and European standards is a modern requirement.

Design of construction facilities and implementation of its construction innovative design in compliance with regulatory requirements for enhancement solutions and the right decisions in the application of new scientific and technical developments inability to accept, foreigners involved in the construction industry leading to an extension of the investment process is coming. So, training, retraining and their training is required. This issue has also been resolved in our country. Presidential decrees have been adopted to improve the state regulation of the construction industry, create favorable conditions for attracting investment, increase the efficiency of the system of professional training, retraining and advanced training of personnel in the construction industry. President Mirziyoyev Sh.M., providing higher education institutions with modern teaching, educational and methodological and scientific literature, including the purchase and translation of the latest foreign literature, regular

updating of the funds of information and resource centers. Based on these ideas, it is necessary to develop new approaches to teaching and educating students, to teach modular technology-based education, to improve the structure and content of existing teaching technologies, and to continuously improve the skills of teachers working in this area. rotating. In this regard, President Sh.M.Mirziyoev adopted the Decree No. PF-5789 dated August 27, 2019 "On the introduction of a system of continuous training of managers and teachers of higher education institutions." Teaching students on the basis of modular methods is a special subject to ensure continuity between the modules in the content, training acceleration allows for regular monitoring and evaluation of students' mastery, teaching practical activities based on interest. This means that students can effectively master special subjects through step-by-step teaching of teaching materials.

By the President of the Republic of Uzbekistan Sh.M.Mirziyoev "The higher education system of the Republic of Uzbekistan until 2030 Decree "On approval of the concept of development" signed. The staffing of each enterprise is provided by the safety service, which carries out its activities under the direct supervision of the chief engineer or manager of the enterprise. The main tasks of this service are: to organize work to eliminate the causes of industrial injuries; control over the production and maintenance of the enterprise, the improvement of working conditions, safety and protection; development and implementation of organizational-technical and sanitary-hygienic measures for the prevention of occupational injuries and diseases.

In their work, employees of the enterprise safety service receive instructions from the decisions of the Government of the Republic of Uzbekistan, instructions of ministries and departments, the Republican Committee of Trade Unions and the above-mentioned uniform rules. Supervision of compliance with labor legislation, safety regulations, in particular, the requirements of uniform rules, is carried out by the technical inspection of workers of the construction and building materials industry, and public control by public inspectors of the labor protection commission of the trade union committee.

General safety rules include medical examinations and instruction of new hires, training in safe work practices, alarm systems, their behavior in the event of an injury, first aid for injured persons, and other similar general rules.

From the point of view of strengthening the knowledge of future staff from students in the current situation:

- credit
- module system;
- modular learning technologies;
- through person-centered education, the teaching process is improved and adapted to create opportunities for student learning through education aimed at developing students' thinking and mastering skills and abilities.

Let's take a look at the distribution of employees working in the construction industry of the country by categories:

- Leaders - 4.6%;
- Specialists - 10.4%;
- Technical staff - 4.1%;
- Service staff - 9.7%;
- Production staff - 71.2%.

According to the age of the population, the number of employees working in the "construction" sector:

- under 18 years - 0.0%;
- 18-29 years - 27.3%;
- 30-39 years old - 28.5%;
- 40-49 years - 23.0%;
- 50-54 years old - 12.6%;
- 54 and older - 8.6%.

Population data in enterprises and organizations with "construction"

Distribution by level:

- High - 14.8%;
- Medium special - 44.2%;
- Intermediate and unfinished secondary - 41%.

These personnel will provide new achievements in the field tomorrow, and will help to further improve their knowledge, skills of industry owners, to provide the system with modern specialists.

This indicates that the idea of the Third Renaissance will definitely come true as a result of the work carried out by our President.

To do this:

- Interaction of higher education institutions with foreign educational institutions it is necessary to establish cooperation; (State Statistics Committee of the Republic of Uzbekistan "Construction in Uzbekistan". Tashkent-2018.)

- Non-governmental education to further enhance the prestige of higher education

the number of settlements should be increased;

- Highly qualified personnel in higher education institutions requires increased competition in the process of engaging education;
- for self-government of young people in higher education institutions more opportunities need to be created;
- It is necessary to instill in young people the role of youth in higher education

(because they always act out of fear);

- Foreign experience for young people in the development of the construction industry to help them understand the importance of learning should be established;

- Young people studying the construction industry to increase their knowledge

he needs to know that it's time to connect with more practice;

- Young people should know that this is the future of the industry.

The President addressed to our people and youth:

"It's going to be a difficult year," he said. We can do it, but in the words of our people in other words, when the water comes, it eats, when the stone comes, it eats, from the path we have chosen we must not return. Because nothing in life happens by itself.

If we don't act on our own, no one will help us indiscriminately. Today it is about the future of our people, our homeland, our children. All of us to work hard, to bring all our experience to our homeland we need to mobilize. We must not betray ourselves, if we don't deceive ourselves, if we work honestly, to the goals we set for ourselves We will definitely do it, "he concluded.

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TURIZM GEOGRAFIYASI

Annotatsiya. Bu maqolaning mazmun-mohiyati shundan iboratki hozirgipaytda bir qancha sohalar qatori turizm geografiyasi ham anchagina rivojlanib kelmoqda. Uning hududiy tuzilishi, joylashishi, turistik obektlar bilan qay darajada ta'minlanganligi, sayyohlarni o'ziga qanday jalb eta olishi va yana ko'palab boshqa tarmoqlari haqida batafsil yoritilgan.

Kalit so'zlar: Turizm geografiyasi, turistik obektlar, "O'zbekturizm", Jahon sayyohlik tashkiloti, "Ipak Yo'li" sayyohlik yo'nalishi.

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GEOGRAPHY OF TOURISM

Annotation. The essence of this article is that the geography of tourism, along with a number of other areas, is currently developing significantly. It details its regional structure, location, level of tourist attractions, how it can attract tourists, and much more.

Keywords: Geography of tourism, tourist sites, "Uzbektourism", World Tourism Organization, "Silk Road" tourist route.

Bugungi kunda geografiya fanlar tizimiing yana bir rivojlanib borayotgan tarmog'I bu turizm geografiyasidir. Turizm geografiyasiga asosan ular bilan bir qatorda sayyohlik yo'nalishlari ham kiradi. O'zbekistonda sayyohlik yo'nalishlari qatorida "Buyuk Ipak Yo'li" sayyohlik yo'nalishi ham mavjud bo'lib u 1994-yil Toshkent va Samarqandda Jahon sayyohlik tashkilotining "Ipak Yo'li" loyihasini ishlab chiqish bo'yicha xalqaro yig'ilishi o'tkazilib, unda O'zbekiston o'sha yo'nalishning markazi etib belgilandi. 1995-yil 2-iyunda O'zbekiston Respublikasi Prezidenti "Buyuk Ipak Yo'li" ni qayta tiklashda O'zbekistonni ta'sirini kuchaytirish va uni ishtirokini kuchaytirish, respublikada xalqaro sayyohlikni rivojantirish borasidagi chora tadbirlar to'g'risida farmon

qabul qildi. Shu tariqa “ O‘zbekturizm ” milliy kompaniyasi ipak yo‘li o‘tgan yo‘nalishlar bo‘ylab 200 dan ortiq yo‘nalishlar ishlab chiqdi. Ular asosiy sayyohlik yo‘nalishlarini qamrab oladi va Toshkent, Samarqand, Xiva, Buhoro va Farg‘ona vodiysi shaharlarini o‘z ichiga oladi. Ipak yo‘lining tarmoqlari hisoblangan Andijon, Namangan, Farg‘ona, Termiz, Nukus shaharlari orqali o‘tuvchi yo‘nalishi “ Farg‘ona Oltin Halqa ”sini tashkil qilib ko‘plab shaharlarni o‘z ichiga oladi. Bu sayyohlik yo‘nalishlari maqsad va vazifalariga qarab quyidagicha guruhga bo‘linadi:

Ixtisoslashgan va sarguzshtli sayyohlik.

Kemping va karvonsaroylarda dam olishdagi sayyohlik.

Qishloq sayyohligi. Etnik va diniy sayyohlik.

Suvda sayyohlik. Avtomobil sayyohligi.

O‘quv va yoshlar sayyohligi. Boshqa turdagi sayyohlik. kabi turlardan tashkil topgan.

Buyuk ipak yo‘li sayyohlik yo‘nalishida turistlar uchun qulay shart-sharoitlar yaratish, ularga namunali hizmat ko‘rsatish maqsadida yangi shinam mehmonxonalar, motellar, kempinglar umumiy ovqatlanish maskanlari va dam olish joylari bunyod etilmoqda. Buning natijasida yo‘nalish bo‘ylab sayohat qiluvchilar soni yildan-yilga oshib bormoqda.

O‘zbekistonning qadimdan mavjud bo‘lgan tarixiy yodgorliklari uning turizimini rivojlantirib ko‘plab turistlarning kelishiga sabab bo‘lmoqda. Ushbu qadimgi yodgorliklarning eng yiriklari Xiva, Samarqand, Buhoro, Shahrisabz, Toshkent va Qo‘qon shular jumlasidandir. Ularning qulay geografik muhitda joylashganligi sayyohlarning tashrif buyurish jarayonini o‘z ichiga sabab bo‘lmoqda. O‘zbekistonda jami qadimdan 36 000 nafar tarixiy obidadan 7 000 tasi saqlanib qolgan bo‘lsa ularning 200 nafari YuNESKO ro‘yhatiga kiritilgan va uning muhofazasiga olingan. Ular haqida qisqacha tavsif: Samarqand. Turistik obektlari haqida qisqacha hozirgi vaqtgacha bir qator yodgorliklar saqlanib qolgan. Eng mashhur yodgorliklardan biri- Registon maydonidagi me‘moriy majmua, ya‘ni Tillakori madrasasi (XVII) asr, Sherdor madrasasi (XVII) asr, Ulug‘bek madrasasi (XV) asr, Bibi xonim jome masjidi (XIV-XV) asrlar, Shohi Zinda majmuasi (XIV –XV) asrlar, Go‘ri Amir maqbaralar majmuasi (XV) asr va Ulug‘bek rasadxonasi 1429-yil va yana ko‘plab madaniy obidalarni keltirishimiz mumkin.

Buxoro. Buxoro viloyati qadimgi davr, ilk va o‘rta asrlarda qurilgan me‘moriy yodgorliklarga juda boy. Hozirgi vaqtda Buxoro davlat me‘moriy-badiiy muzey qo‘riqxonasi hisobida 997 ta tarixiy yodgorliklar mavjud. Turondagi qadimiy yodgorliklardan biri, Buxoro hukmdorlarining qarorgohi Buxoro arki (mil.avv.I asr) hhozirgi kunga qadar saqlangan. Amirning yozgi qarorgohi Sitorai Mohi Hosa saroyi (XIX-XX) asrlar, Vobkent tumanidagi Vobkent minorasi (XII) asr, Chashmai Ayyub maqbarasi (1208 –yil), So‘fi Dehqon Honaqohi (XVII-XVIII) asrlar, Toshmasjid (XVI-XVII) asrlar va

Mahmud Torobiy dahmasi (XIII) asr kabi tarixiy majmualar shlar jumlasidandir.

Qo'qon. Manbaalarda Qo'qon shaxriga oid ma'lumotlar X asrdan boshlab uchray boshlaydi. Uning yoshi 2000 yildan oshadi. Ma'lumotlarda keltirilishicha Qo'qon nomi " Huvoqand" (" Havoqand", " Ho'qand") nomlari bilan qayd etilgan. Havoqand so'zi – go'zal, yoqimli, hushmanzara, shahar degan ma'noni anglatadi degan fikrlar ham mavjud bo'lgan. Qo'qon shaxri XVIII-XIX as birinchi yarmida nafaqat xonlikning, ayni paytda O'rta Osiyoning eng yirik shaharlaridan biri edi.

Endilikda mamlakatimizda turizmni rivojlantirish uchun ko'plab keng ko'lamli ishlar amalga oshirilmoqda, buning sababi hozirgi kunda turizm jahon iqtisodining jadal rivojlanayotgan sohalaridan biriga aylandi. Uning keng qamrovliligi ko'plab mamlakatlar uchun katta daromad manbaiga aylanadi masalan Fransiya 2015-yilda Fransiya dunyo bo'yicha 83,7 million sayyoh kelgan bo'lsa Amerika Qo'shma Shtatlariga 74,8 million nafar sayyoh tashrif buyurgan.

Fanning mazmuni shundan iboratki uning maqsadi va vazifalari ham mavjud. Maqsadi - turizm geografiyasi maqsadlari va uning vazifalarini asosiy turlarini, ko'rinishlarini ilmiy asosda tahlil qilish, turizmning geografik xususiyatlari, uning xususiyatlari hududiy tarkib yuksalish bosqichlari va xalqaro turizm geografiyasini tushuntirish va kelgusida ilmiy tavsif berishdan iboratdir. Vazifasi - o'z sohalarini bo'yicha bilim, malaka va ko'nikmalarini shakllantirish turizm geografiyasi turlarining vujudga kelishi va rivojlanishi qonuniyatlari xalqaro turizmning regional, lokal, hududiy, siyosiy ma'naviy va ijtimoiy ahamiyatini amalga oshirish, turizm va turist tushunchalariga ta'rif berish ularning ilk ko'rinishlari taraqqiyoti haqida ilmiy va daliliy manbaalar keltirish, turizm va turistik maqsadlarni aniqlab olish turistik xizmatlar tuzimini takomillashtirish sirlarini ochib berish, turizm yo'nalishlari va maxsus mashrutlar haqidagi bilimlarga ega bo'lish.

Birlashgan Millatlar Tashkiloti huzuridagi Jahon Sayyohlik tashkiloti bergan ma'lumotlarga ko'ra dunyo bo'yicha 2015-yilda 1,184 mlrd sayyoh qayd etilgan bo'lib, ularga ko'rsatilgan eksport xizmatlar miqdori 1,5 trillion AQSH dollarini tashkil etadi.

Turizm geografiyasining yana bir muhim yo'nalishi bu turistlarga hizmat ko'rsatish bo'yicha xorijiy tillarni hamda tarix va geografiyani yaxshi biladigan mutahhasislar tizimini takomillashtirishdir. Hozirgi kunda " Ipak Yo'li " Xalqaro turizm universtitetining faoliyati ham shu maqsadda hizmat qilmoqda. Umuman olganda turizm sohasiga iqtisodiyotning muhim tarmog'i ya'ni iqtisodiyotga yuqori daromad keltiradigan istiqbolli tarmoqlardan biri sifatida qaralmoqda.

Xulosa. Maqolaning xulosasi shundan iborat turizm geografiyasi fanining imkoniyatlari, o'rganadigan obektlarining ko'pligi va boshqa ko'plab fanlar bilan uzviy bog'liligi uning keng darajada rivojlanishiga va ommalashishiga sabab

bo'lmoqda. Turizm geografiyasi davlatlarning sayyohlar tashrif buyuradigan hududlari va joylari haqida batafsil ma'lumot beradi. Buning sababi hozirgi vaqtda turizm jaxonda yuksak taraqqiy etayotgan sohalardan ekanligi undan foydalangan holda dunyoda daromadining asosiy qismini turizm tashkil etadigan mamlakatlarning ham mavjudligi fikrimizning yaqqol isbotidir va u haqida qiziqishlarni oshishiga sabab bo'lmoqda.

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QIPCHOQ DIALEKTIDA UNDOSH FONEMALAR TASNIFI

Annotatsiya: Ushbu maqolada "Qipchoq (Jizzax viloyati Baxmal tumani)" dialektidagi fonetikaga doir tasniflanishi va ularga misollar keltirilgan. Har bir dialektda fonetikasi, ularning tasnifi turlicha, bu ulardagi talaffuzga bog'liqligi ko'rsatilgan.

Kalit so'zlar: Dialekt, fonetika, tovush, jarangli, jarangsiz, undoshlar, unlilar, difton.

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CLASSIFICATION OF SUBJECT PHONEMAS IN KIPCHAK DIALECT

Annotation: This article gives a classification of phonetics in the dialect "Kipchak (Bakhmal district of Jizzakh region)" and gives examples. Each dialect has a different phonetics, different classifications, depending on their pronunciation.

Keywords: dialect, phonetics, sound, consonant, consonant, consonants, vowels, diphthong.

Dialektologiya, birinchidan, adabiy tilni boyitish, til tarixini va xalq madaniyatini o'rganish uchun muhim ahamiyat kasb etadi. Ikkinchidan, u sotsiolingvistika bilan uzviy bog'liq: jamiyatda adabiy til va sheva munosabatlarini o'rganishga, ular atrofida yuzaga kelayotgan ijtimoiy munosabatlarni tushunishga yordam beradi. Prof.V.V.Reshetov, asosan, turk tillari tasnifi uchun ham asos bo'lgan ikki lahjani (qipchoq va o'g'uz lahjasini) tasnifi uchun asos qilib oladi. U uchinchi lahja sifatida qadimdan o'zbek xalqining shakllanish tarixida muhim rol o'ynagan qorluq, chigil va uyg'ur qabilalarining birligini ko'rsatib turadigan qorluq-chigil-uyg'ur dialektini e'tiborga oladi. Ularning lingvistik xususiyatlarini hisobga olib, ularni lahja atamasi bilan quyidagicha tarzda ataydi:

1. Qipchoq lahjasi.
2. O'g'uz lahjasi.
3. Qorluq -chigil-uyg'ur lahjasi.

O'zbek tilining qipchoq shevalari orasida "j"lovchilari bor (hamma qipchoq shevalari "j"laydi degan, keng tarqalgan fikr haqiqatga mos kelmaydi). Ba'zi hududlarda "j"lovchi sheva egalarini kamsitish, masxaralash holatlari uchraydi. Bu — dolzarb ijtimoiy masala. Ammo mening fikrimcha, har bir dialektning adabiy tilning rivojlanib va boyib borishida o'z o'rnini bor degan fikrdaman. Bu barcha dialekt shu adabiy tilning bo'g'ini — tub ildizi hisoblanadi. Dialektologiya bu kabi masalalarni ochib beradi va ular hal etilishiga turtki bo'ladi. Dialektologiya barcha shevalar go'zalligini va o'zaro tengligini namoyish qiladi. Shunday qilib, u muhim amaliy vazifani bajaradi.

Shevalar adabiy tilning asosi hisoblanadi. Undagi har bir so'z adabiy tilida ma'no ifodalaydi, garchi uni shakli o'zgargan holatda bo'lganda, ularni biz faqat grammatik asosini tahlilga olamiz. Tilshunoslikda shevadagi so'zlarning tarkibini sintaktik jihatdan ham tahlilga olish, ulardagi asos tarkibidagi qo'shimchalarni ham tahlilga olish va ularning o'rganilish jabhasini kengaytiradi. Bu tilning qaysidir ma'noda tub ildiziga yanada chuqurroq yo'l ochib beradi degan fikrdaman. Misol uchun adabiy tilimizdagi jarangli undoshlarning shevada jarangsizlanishini ko'rishimiz mumkin.

D jarangli undoshi t jarangsiz undoshi singari talaffuz etilishi:

Baland - бәләнт, qand - қәнт, band - бәнт, omad - омәт, zavod - зәвәт, obod-обәт, ozod - озәт, tushdi — туштә, tortdi - тәрттә

B jarangli undoshi p jarangsiz undoshi kabi talaffuz qilinishi:

Maktab - мәктәп, kitob - кәтәп, yozibti - йәзәптә, hisob - хәсәп, bob - бәп

m jarangli undoshi p jarangsiz undoshi kabi talaffuz qilishi:

qilyarman - qilyarpan - қәлйәппән
kelyarman - kelyarpiz - кәлйәппіз
o'quarman - o'quarpan - оқйәппән

v jarangli undoshi f jarangsiz undoshi kabi talaffuz qilinadi:

avtomat - aftomat - әфтәмәт, avliyo - afliyo - әфлйә, avtobus - aftobus - әфтәбус

Adabiy tildagi jarangsiz undoshlar shevada jarangli undoshga aylanishi:

Bizga ma'lumki, jaranglashish hodisasi adabiy tilda spontan o'zgarish atamasi bilan yuritiladi. Spontan o'zgarish biror tovush ta'sirida yuz bermaydi, balki u shevaning tarixiy rivojlanishi bilan bog'liq hodisa hisoblanadi. Bunda jarangsiz undosh tovush talaffuzda jaranglashadi.

So'z oxirida bazida q undoshi g undoshiga o'zgaradi. Masalan:

Bayroq - bayrog' - бәйрәф, qayroq - qayrog' - қәйрәф, varoq - varog' - вәрәф

qishloq - qishlog' - қәшләф, oriq - arig' - әрәф

p jarangsiz undoshning b jarangli undoshga o'zgarishi:

Gapdon - gabdon - гәбдән

F jarangsiz undoshi v jarangli undoshi singari talaffuz etilishi:

Afzal - avzal - әвзәл, afg'on - avg'on - әвғәһ, afsun - avsun - әвсуһ
tavsifnoma- tafsivnoma- тәфсёвһомә, safsata – savsata - сәвсәтә

K jarangsiz undoshi g jarangli undosh singari talaffuz etilishi (asosan so'z oxirida):

Suyak - suyag суйәг, yurak - yurag - йурәг, kurak - kurag - курәг, elak - elag- еләг, tilak - tilag - тьләг.

Adabiy tilda so'z boshida qatnashadigan undoshlar ma'lum bir ma'noda o'xshash tovushni ifodalaydigan birikmali harflar bilan o'zgarishligini kuzatishimiz mumkin. Misol uchun: **S undoshi ch undoshi bilan almashadi:**

Sichqon - чьчқәһ, soch - чәч,

S undoshi sh undoshi bilan almashadi:

Supurgi – шьпъргь, seshanba - шешәмбә, suvadi - шувәдъ.

t jarangsiz undoshi d jarangli undoshi bilan almashadi:

to'p - do'p - дәп, tovush - dovush - дөвүш, tutun - dut - дут

Bo'g'iz undoshi **H** ga to'xtaladigan bo'lsak: **H** undoshi aksariyat shevalarda **x** undoshi fiziologik tabiatiga moslashadi, lekin shimoliy o'zbek shevalarida, qipchoq shevalarida bu undosh talffuzda bor. **H** undoshi Toshkent shevalarida qo'llanmaydi. **H** undoshi bizning **2-guruh j-lovchi** shevamizda ham uchraydi.

Hamsoya – həmsijə, handalak – həndələk- - хәндәләк, hazil- həzl.

Bundan tashqari ushbu undosh tovushning o'rnida til orqa **x** undoshi talaffuz qilinishini ham kuzatishiz mumkin:

Hayot - xayot - хәйт, havo - xavo - хәвә, - хәндәләк, hokim - xokim - хәкәм.

Bo'g'iz undoshi **H** ham so'zi olmoshli birikma tarkibida kelganida, jarangli, til o'rta **y** undoshi bilan almashishi mumkin:

U ham - uyam - уйәм, bu ham - buyam - буйәм, bizni ham - bizniyam - бьзныйәм, shuni ham - shuniyam - шуныйәм.

Bundan tashqari mazkur shevada **f** undoshini lab-lab, portlovchi, jarangsiz **p** tarzida talaffuz qilish holatlari ko'p uchraydi:

Farosat - parosat - пәрәсәт, faqat - raqat - пәкәт, farq - parq - пәрк, Furqat - Purqat - Пурқәт, poyda - poyda - пәйдә, aft – apt - әпт, taft - tapt - тәпт, insof - insop - ынсәп, isrof - isrop - ьсрәп, daftar - daptar - дәптәр, Abdulatif - Abdulatip - әбуләтәп, Shaftoli - shaptoli - шәптәль.

Diftonglashish. Diftong bu talaffuzda tovush ortishi hodisasi hisoblanadi, ya'ni talaffuzda tovush ekskursiyasida boshqa tovush unsurlari qo'shiladi va to'xtam hamda rekursiyasida asosiy tovush talaffuz qilinadi. Diftong hodisasi singarmonizimli shevalarda, asosan, qipchoq va o'g'uz lahjasida kuzatiladi. Diftong ikki xil ko'rinishda yuz beradi:

1. So'z boshida tovush ortishi:

2. So'z o'rtasida tovush ortishi:

Doir - doyr - дәйър, shoir - shoyir - шәйър, orzum - orzuym - әрзуйъм, oila - oyila - әйлә, doimo - doymo - дәймә.

Bundan tashqari k undoshi jarangli **g** undoshiga almashishi adabiy tilda ham yuz beradi ammo, bu adabiy me'yordir. **K** undoshi so'z oxirida kelganda egalik va boshqa qo'shimchalar qo'shilganda **g** undoshiga o'zgaradi:

Yurak + im = yaragim - йурәгәм, tilak + ing = tilaging - тиләгән, eshik + I = eshigi – ешгә, etak + im = etagim - етәгәм, tiriklik + ing = tirikliging - тәрәкләгән. Demak, bu so'zlarda spontan o'zgarish yuz bermayabdi.

Ma'lumki, til jamiyat a'zolari o'rtasida aloqa-aralashuv vazifasini, insonning fikrlash va fikr mahsulini og'zaki hamda yozma ravishda bayon qila olish, o'z ichki kechinmalarini ifodalash vositasi bo'lib xizmat qiladi. Tilimizning oldiga qo'yilgan bu ijtimoiy vazifa o'quvchilarni fikrlashga, o'zgalar fikrini anglashga va shu fikr mahsulini savodli bayon qila olishga, ya'ni kommunikativ savodxonlikni rivojlantirishga o'rgatishdan iborat. Shuning uchun ham bugungi kunda ona tili ta'limi oldiga mukammal shakllangan, savodxon shaxsni kamol toptirish maqsadi qo'yilgan. Shu sababli adabiy tilimizning tub ildizlari bo'lmish dialektlarni o'rganish muhim masalalardan biri xisoblanadi. Qachonki, til chetdan o'zlashgan so'zlardan emas, balki, adabiy tilning asosi bo'lmish shevalardan yangi so'z olsagina rivojlanadi. Har bir til o'z tomirlaridan suv olib, o'sib borishi kerak degan fikrdaman. Xulosa qilib aytadigan bo'lsam, xalq tilidagi harflar, harf birikmalari, olmoshlar bilan qo'llanganda ba'zi bir so'zlar tarkibidagi undosh tovushlarning o'rin almashinishini, boshqa tovushlarga o'zgarishini va ba'zi so'zlar tarkibi mutlaqo boshqa tarkibda ifodalanishini ko'rishimiz mumkin. Adabiy til bilan shevalar bir – biriga uzviy boqliq va so'z tarkibidagi o'zgarishlarni talaffuzda ko'rishimiz mumkin. Adabiy til- qoliqlangan, ma'lum bir tarkida va hamma tushunishi uchun bir xil ko'rinishga keltirilgan bo'ladi, shevalar esa, o'sha hudud va ularning atrofidagi ma'lum bir hududgagina tegishli bo'lgan so'zlashuv jarayonida foydalaniladigan tildir. Shevalar insonlar uchun qulaylashtirilgan va ma'no ifodalashi osonlashtirilganligini ham ko'rishimiz mumkin. Bundan tashqari oliy ta'lim muassasalarida talabalarga o'tiladigan dars sifatini oshirish maqsadida har bir dialektning transkripsiyasidan tashqari ularning audio variantlarini yaratish ham dolzarb muammolardan biri hisoblanadi. Bunda dialektalogiya fanini o'rganishda transkripsiya qilish bu nazariyot bilan bog'liq bo'lsa, uning obozli yozib olingan varianti bilan ishlash amaliy ahamiyatini ochib beradi. Bu talabalarga qiyinchiliklarga duch kelishining oldini oladi.

O'zbekistonda dialektologik tadqiqotlar o'tkazish zarurati kun sayin oshib bormoqda. Bunda sovet davridagidek an'anaviy uslublardan bo'lgan ekspeditsiyalar o'tkazib, nazariy material to'plash bilangina cheklanib qolish kerak emas. Albatta, buning ham o'z o'rnini bor — qaysi hududlarda qanday shevalar tarqalgani, bu shevalar qanday so'z boyligiga egaligini bilish foydali. Lekin zamonaviy, amaliy dialektologik tadqiqotlar ham o'tkazish lozim. Har bir hududning alohida –alohida dialektik lug'atlarini yaratish va ulardan so'zlarni tahlilga olib, chetdan o'zlashayotgan ayrim so'zlar o'rnida qo'llashni yo'lga qo'yish kerak. Ular shevalar tarixini, ijtimoiy va madaniy hayotdagi o'rnini

ko'rsatib beradi. Bugungi kundagi o'zbek tilining dolzarb muammolaridan biri ham o'zlashma so'zlarni o'zlashgandek emas balki tilimizda mavjud so'zlarga almashtirib iste'molga kiritishdir. Har bir o'zlashma so'zni xalq qabul qilmasdan ilgari uning o'zbekcha muqobilini topib joriy qilish tilimizning rivoji hamda sofligini saqlashga yordam beradi. Bunda bilamizki, dialektning ham o'rni beqiyosdir. O'zlashma so'zlar o'rnida qo'llamoqchi bo'lgan so'zlarni mahalliy dialektlardan olinsa: birinchidan – xalqning qabul qilishi osonroq bo'ladi; ikkinchidan – tilning sofligi saqlanib qoladi; uchinchidan – dialektlarning rivojlanishini ko'rishimiz mumkin. Hayotiy ozuqa olib turadigan asosi bo'lmasa, har qanday adabiy til vaqt o'tishi bilan o'lik tilga aylanadi. Shuning uchun ham shevalar har qanday adabiy tilning asosiy hamda rivojlanish poydevoridir. Bugungi kun nuqtayi nazaridan dialektlarimizning fonetikasi, leksikasi, so'z yasaliishi, sintaksisini chuqur o'rganish, ilmiy nazariy qarashlarni takomillashtirish, ilmiy amaliy jihatlarini tadqiq etish lozim bo'lmoqda. Ehtimol, shevalarimizning yuqorida ko'rsatilgan jihatlarini misollar vositasida qayta tahlil va talqin etilganda, ular to'g'risida sho'ro davridagidan ko'ra mukammal ilmiy xulosalarga kelish mumkin bo'ladi.

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**MAKTABGACHA TA'LIM TARBIYACHILARINING BOLALARNI
O'YIN METODI ORQALI IQTIDORINI RIVOJLANTIRISHDA
PEDAGOGIK ASOSLARI**

Annotatsiya: Ma'lumki, bolalarning asosiy vaqti o'yin bilan o'tadi. O'yin — maktabgacha yoshdagi bolalarni har tomonlama rivojlanishining muhim vositasi, ularning asosiy faoliyati bo'lib hisoblanadi. O'yin jarayonida bola shaxsi faoliyat subyekti sifatida shakllana boshlaydi. Maqolada ham maktabgacha ta'lim tarbiyachilarining bolalarni o'yin metodi orqali iqtidorini rivojlantirishda pedagogik asoslari xususida so'z yuritiladi.

Kalit so'zlar: maktabgacha ta'lim, tarbiyachi, bola, metod, vosita, o'yin.

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**PEDAGOGICAL FUNDAMENTALS OF PRESCHOOL EDUCATIONAL
TEACHERS IN DEVELOPING THE CAPACITY OF CHILDREN
THROUGH GAME**

Annotation: As you know, kids spend most of their time playing. O'yin is an important tool for the full development of preschool children, their main activity. In the process of O'yin, the child begins to form as a subject of personal activity. The article also discusses the pedagogical basis of preschool education in the development of children's abilities through the method of play.

Keywords: preschool education, educator, child, method, tool, game.

Kirish

Bolaning eng sevimli mashg'uloti bu, albatta o'yin. O'yin orqali uning olamiga kirib borib yangi bilimlarni egallashida yordam berish samarali usuldir. Bugun farzandining ko'p savol beril holijoniga qo'ymay, u bilan o'yinlar o'ynashi kerakligini, bunda esa o'sha ota-onaning sira xohishi yo'qligini aytib, ertaga bolasining betga chopar bo'lib ketganini, kattalarning odatlarini o'zlashtirib olayotganidan noliyotganlar ko'p topiladi. To'g'rida, ayrim yosh onalarning telefoniga mukkkasidan ketib termulishga vaqti boru, farzandi bilan aytaylik qizalog'ining istagi bilan qo'g'irchog'iga ko'ylakchalar tikib "mehmon-mehmon" o'ynashiga sira vaqt topilmaydi. Esimda qo'shnimiz Nazira hola qizlari bilan doim shu o'yinni o'ynashar, tugmachani cho'pchaga qadab ko'zini

sochini g`altak ipidan tikib qo`g`irchoq yasab berardi. Bugun esa ona tarbiyasini olgan qizlar, biri katta tikuvchi, biri o`qituvchi boshqasi esa shifokor. Demakki yoshlikda to`g`ri tanlangan o`yinlar ham farzandlarimizning kelajagiga yo`l ochilar ekan. Ko`p hollarda ona -qiz o`rtasidagi salbiy munosabatlarni kuzatar ekanmiz unitilib ketayotgan milliy o`yinlarimizning kechagi kuni, arosat ko`chalarda o`z yo`lini topolmay sarson bo`layotgan onaqizlarimizning ayanchli taqdiri hamisha so`roq ostida qolaveradi. Yoki bo`lmasa otalarimiz akalarimizga yasab bergan lankalar o`rnini qimmatbaho qo`l telefonlari egallayotgani ham barchamizni birdek havotirga soladi. Shunday ekan, bugungi kunda uzluksiz ta`limning bir bug`ini maktabgacha ta`lim tarbiyachilari oldida yana bir mas`uliyatli vazifa o`yin metodikasini rivojlantirish, unitilib ketayotgan milliy qadriyatlarimiz o`yinlarni tiklash va ommalashtirish biz pedagoglarning ham maqsadidir.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Ma`lumki o`yin - bolalarning yetakchi faoliyati. O`yin bola tarbiyasining muhim vositasi. O`yin uzoq davrlardan beri mashhur olimlar, pedagog-psixologlar, faylasuflar, sotsiologlar, etnograflar va madaniyat arboblari diqqatini o`ziga qaratib kelgan.

Manbalarda yozilishicha mashhur allomalardan Abu Nasr Forobiy, Abu Rayhon Beruniy, Abu Ali ibn Sino, Yusuf Xos Hojib, Ahmad Yugnakiylar o`z asarlarida xalqimizga xos bo`lgan farzand tarbiyasi ustida fikr yuritir ekan, xalq pedagogikasini o`rganish davomida tarbiyaviy ishning eng ta`sirchan uslubi — o`yin shaklidan juda keng foydalanilgan. Pedagog olimlaridan P.F. Lesgaft, K.D. Ushinskiy tomonidan o`yin nazariyasi ishlab chiqilgan. O`yinining mehnat jarayoni asosida paydo bo`lganligi va uning yosh avlodni mehnat faoliyatiga tayyorlashdagi roli, o`yin mazmunining bola shaxsini shakllantirishdagi ahamiyatini K.D. Ushinskiy asoslab berdi. Rus olimlari san`atning kelib chiqishini tadqiq qilayotganlarida bolalar o`yinlariga e`tibor qiladilar. Ularning fikricha, kishilik tarixida o`yinlar san`at kabi, mehnat paydo bo`lgandan so`ng va uning asosida vujudga kelgan. Jamiyat hayotida mehnat jarayonida bolalar kattalar mehnatiga taqlid qilish orqali o`ynaydilar, xuddi shu o`yin keyinchalik bolalarni mehnat faoliyatiga tayyorlashda muhim bosqich bo`lib hisoblanadi. P.F. Lesgaft «Bola dastlabki o`yinida tevarak-atrofdagi voqeahodisalarga taqlid qiladi, o`yin ijtimoiy voqelikni aks ettiradi», deb izohlagan edi. Buyuk psixolog D.V. Elkonin o`yinining kelib chiqishiga oid yangi g`oyani ilgari suradi. Jamiyatning dastlabki taraqqiyotidayoq bolalarning kattalar hayoti va mehnatida ishtirok etishlari, bolalarning mehnat qilishlari uchun qulay o`yinchoq — mehnat qurollari ishlab chiqilgan. O`yinchoq-qurollar paydo bo`lishi natijasida rolli o`yinlar paydo bo`ladi. D.V. Elkonin kattalar mehnatida ishtirok etish orqali bolada mehnat qilishga intilish hissini uyg`otish zarurligi g`oyasini ilgari surgan. Maktabgacha pedagogikada o`yin nazariyasi ijtimoiy faoliyat hisoblanib, mehnatning tarixiy rivojlanish jarayonida paydo bo`ladi. O`yin doimo hayotni aks ettiradi. Shuning uchun uning mazmuni ijtimoiy voqelikda o`zgarib turadi.

O`yin — maqsadga qaratilgan o`ylangan jarayondir. O`yin jarayoni asosida o`quv faoliyati rivojlanadi. Bola yoshligida qancha ko`p o`ynasa, bu maktabda yaxshi o`qishiga va keyinchalik mehnat faoliyatiga ijobiy ta`sir ko`rsatadi. O`yin nazariyasining asosiy masalalari 0`yinning mohiyati va 0`ziga xos xususiyatlari. O`yin — buyumli predmetli va ijtimoiy voqelikda harakat qilish va uni anglashga yo`naltirilgan jarayondir. U o`zining kelib chiqish, yo`nalish va mazmuniga ko`ra ijtimoiy voqelik hisoblanadi. O`yin, bu — bola faoliyatining yorqin turi. Unda maqsadning mavjudligi, sabablar, amalga oshirish vositalarining rejali harakatlari, natijaning mavjudligi uning o`ziga xosligidir. Xususiyatlarning orasida sabablarning o`ziga xosligi asosiy hisoblanadi. 0`yin jarayonida bolaning psixik bilish jarayoni, irodasi, hissiyoti, ehtiyoji va qiziqishlari, ta`sirchanligi — uning butun shaxsiyati shakllanadi. Bola o`yinda o`zining bevosita ehtiyoj va qiziqishlaridan kelib chiqadi. Bolalarning o`yinlari o`zining rang-barangligi bilan ajralib turadi. 0`yin o`z mazmuni va tashkil etilishi, bolalarga ta`sir ko`rsatish darajasi, buyumlarning turlari hamda kelib chiqishiga ko`ra ijodiy va qoidali o`yinlarga bo`linadi.

MUHOKAMA VA NATIJALAR

O`yinlarning ichida bolaning iqtidorini gavdalantiradigai bu - Ijodiy o`yinlardir. Ular bolalarning mustaqil, ijodiy, o`zlari o`ylab chiqqan o`yin hisoblanadi. Bunda bolalar o`z taassurotlari, borliq hayotdagi tushunchalari va unga bo`lgan o`z munosabatlarini aks ettiradi.

Ijodiy o`yinlar quyidagi turkumlarga bo`linadi:

- sujetli-rolli;
- dramalashtirilgan;
- qurilish;
- tabiat materiallari bilan o`ynaladigan o`yinlar.

Ijodiy o`yinlar boshqa tur o`yinlardan quyidagi xususiyatlari bilan ajralib turadi:

- 0`yin mazmunining o`ziga xosligi.
- Rollarning mavjudligi.
- Xayoliy vaziyatning mavjudligi.

0`yin mazmunining o`ziga xosligi uning eng muhim xususiyatlaridan biridir. Ijodiy o`yinlar sujetlari va mazmunining rang-barangligi, ularni tavsiflash zaruratini keltirib chiqaradi. Sujet o`yin faoliyati tizimida asosiy komponent sifatida o`z ichiga personajni, hayotiy vaziyatni, harakat va personajlar munosabatini oladi. Ijodiy o`yinlarda xayoliy vaziyatning mavjud bo`lishi bolaning tafakkurini o`stirib, sujet va rollar o`yin mazmunini takomillashtiradi. Ijodiy sujetli-rolli o`yinlarning o`ziga xos sabablari mavjuddir. Buning eng asosiy sababi — bolalarning kattalar bilan birgalikda ijtimoiy hayot kechirishga intilishidir. Bu sabablar bolaning yoshiga qarab, o`yin mazmuniga qarab o`zgarib boradi. Kichik yoshdagi bolalarda asosiy sabab buyumlar bilan bajariladigan qiziqarli harakatlar bo`lsa, bola katta bo`lgan sari o`yindagi kattalar harakatlarini va munosabatlarini qayta aks ettirish asosiy

sabab bo'lib xizmat qiladi. Shunga ko'ra, o'yinlarni sujeti, mazmuniga ko'ra uch guruhga bo'lish mumkin: 1. Maishiy o'yinlar (oilalar, bolalar bog'chasi va boshqa voqelikni aks ettiradigan). 2. Mehnat mavzuidagi o'yinlar (oilalar va kattalar mehnatida ishtirok etish, o'z-o'ziga xizmat va boshq.). 3. Ijtimoiy mavzudagi o'yinlar. Bolalar rollarni tanlab o'ynaydilar. Sijetli-rolli o'yinlarda xatti-harakatlarni, qoidalarini egallash asosida, rolda mujassamlash⁵⁹ tirilgan axloqiy qoidalar ham o'zlashtiriladi. O'yinda kishilar turmushiga, ishlariga, jamiyatdagi xulq-atvor me'yor va qoidalariga ijobiy munosabat shakllantiriladi. Xuddi shu jarayonda o'yin muomala madaniyatini shakllantirish vositasi sifatida ham yuzaga keladi. Bola kundalik hayotda kuzatgan buyumlar bilan bajariladigan harakatlarga taqlid qiladi (gazeta o'qiydi, yer chopadi, kir yuvadi), bularning hammasi sijetli-rolli o'yin uchun sharoit yaratadi. 60 Uch yoshga qadam qo'ygan bolalar bilan suhbatlar, kuzatishlar o'tkazish, ularga hikoya va ertaklar o'qib berish, maslahat berish orqali o'yinlarga qiziqtirish kerak. Manbalarda yozilishicha, o'yinda bolalarni katta ish-harakatning faqat tashqi tomonigagina taqlid qildirmay, balki ularni odamlarning, mehnatga boigan munosabatlariga ham taqlid qildirish, bolalarda ahillik bilan o'ynay olish, rollarni taqsimlay bilish, ko'zlangan maqsadga erisha olish, ko'nikmalarini tarbiyalash, tortinchoq va uyatchan bolalarga loyiq rollarni taklif qilib, ularning o'yinga qo'shilishiga yordam berish kerak. Bolalarda xayol tasavvurlarini o'stirish ularda mustaqil biron yangi o'yinni ijod etish, bu o'yinga kerakli narsalarni tanlash, binolar qurish, ba'zi o'yinchoqlarni o'z qo'li bilan yasash, badiiy mashg'ulotlarda orttirgan malakalarini o'yinda qo'llash, qo'shiqlar aytish, she'r o'qish, chizgan rasmlaridan va yasagan narsalaridan foydalanish istagini uyg'otadi. **Undan tashqari**, sahnalashtirish o'yinlarining o'ziga xos xususiyatlari. Sahnalashtirish o'yinlari, bu bolalarning mustaqil ijodiy o'yin turi bo'lib, unda badiiy asar va hikoyalar bolalar tomonidan rollarga bo'lib ijro etiladi. Bu o'yinlar bolalarda iroda, intizom va o'z xatti-harakatlarini boshqara olish, boshqalarning harakatlari bilan hisoblashish kabi ijobiy ma'naviy xislatlarni shakllantiradi. Sahnalashtirish o'yinlarida bolalar o'yin jarayoniga kirib boradilar, voqea va ertak qahramonlarining ichki hayotiga bevosita aloqador bo'lgan qahramonlik, jasurlik, mehribonlik, jonbozlik, jonkuyarlik kabi ijobiy fazilatlarni o'zlarida yaqqol namoyon qiladilar. Bu jarayonda bolalarning nutq faolligi, lug'at boyligi, dunyoqarashi kengayib boradi. Sahnalashtirish uchun badiiy asar, ertaklar tanlash katta yoshdagilardan bolalarning yosh xususiyatlari, qiziqishlari, istaklarini hisobga olishni talab etadi. Adabiy asarlarni tanlashda quyidagi talablar qo'yiladi: 1. Mazmunining g'oyaviy-ma'naviy barkamolligi. 2. Badiiy jihatdan mazmundorligi. 3. Asardagi qatnashchi va rollarning soni (qancha ko'p bo'lsa, asar shuncha ahamiyatlidir). 4. Mazmuni yaxshi bo'lishi bilan birga, unda harakat turlarining ham ko'p bo'lishi. 5. Ifodali o'qishga mos bo'lishi. 6. Mazmuni qiziqarli, hayot bilan bog'langan bo'lmog'i. Bolalar xalq ertaklarini sahnalashtirishni yaxshi ko'radilar. Masalan, «Sholg'om», «Zumrad va Qimmat», «Bo'g'irsoq» va

boshqalar. Bolalar boshqa xalq ertaklarini ham turli usullarda qo‘g‘irchoq, soya, stol teatri orqali sahnalashtirishga ehtiyoj sezadilar. Badiiy asarni eslab qolishlari uchun uni qayta o‘qib berish, sahna ko‘rsatish, rasmlar namoyish etish, didaktik o‘yinlardan foydalaniladi.

Xulosa

Shuni alohida ta’kidlash kerakki o‘yinlarda qadriyatlarimiz ham namoyon bo‘lishi lozim. Zero bolalarda vatanga bo‘lgan muhabbat, sadoqat, kattalarga hurmat, saxovat tushunchalari ham milliy o‘yinlarimiz orqali singdiriladi. Masalan, xalqimizga xos ermak va ovutmachiq o‘yinlari bilan, asosan, bolaning ilk yosh davridan boshlab shug‘ullanishiga yordam beradi. Bu o‘yinlar asosan kattalarning bevosita rahbarligida harakat va so‘zlarning uyg‘unlashuvi bilan o‘ynatiladi. Masalan, «Barmoqlar», «Sichqon-sichqon» o‘yinlari orqali bolalarda xushchaqchaqlik kayfiyatlari hosil qilinib tasavvurlari o‘sib boradi. Xalqimizda «Bolaning ilonni changallaydigan davri» degan ibora ham uning o‘yindagi holatidan kelib chiqib aytilgan. Bu davrda bola hali qo‘rqish hissini bilmaydigan ya’ni yaxshi-yomonni ajrata olmaydigan bo‘ladi. Pedagogning mahorati esa dastro‘moldan sichqoncha yasay olishidir. Bog‘cha opasi qo‘li bilan yasalgan san’at asari uning harakatlanishidan bola zavqqa to‘ladi, yayraydi. «Ermak o‘yinlardan «Oymoma», «Bog‘ga kirsam maylimi», «Alla», «Aji-aji», «Boylandi», «Chapakka-xo-chapakka» orqali bolalarni muloqotga o‘rgatib boriladi. Bu jarayonda bolalarning eshitish, ko‘rish, sezish, his qila olish kabi sensor qobiliyatlari faollashadi. Bolalarning nutq faolligini o‘stirish maqsadida aytishma o‘yinlaridan keng foydalaniladi. Bunday o‘yinlarga «Boylandi», «Xolam keldi», «Mundi-mundi», «Bulbulim-bulbulim», «Ko‘z boylog‘ich», «Oq sholi, ko‘k sholi», «Ada hormang»lar kiradi. Yana, xalqimizda azal-azaldan o‘ynab kelinadigan so‘z o‘yinlaridan «Yarashtirgich»lar hali-hanuzgacha bolalar orasida «tinchlik — yarashuv» timsoli sifatida qo‘llaniladi.

Xullas, o‘yinlar orqali yosh avlod qalbiga kirib borar ekanmiz uning nozik qalbiga hozirdan zarar yetkazmay o‘z mehrimizni shunday namoyon qilaylikki, kelajakda ulardan yetuk shaxslar, olimu fuzalolar yetishib chiqsin.

Adabiyotlar ro‘yxati:

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PROBLEMS AND PROSPECTS OF MUSIC AND PEDAGOGICAL EDUCATION AT THE TURN OF THE XX-XXI CENTURIES

Annotation. Within the framework of complex pedagogical research in recent years, the works of music teachers who recorded the changes that have occurred and continue to occur in the field of teaching the disciplines of the artistic and aesthetic cycle are of great interest. Of course, innovations and reforms in the Uzbek school of the eighties and nineties could not but affect the sphere of musical upbringing and education.

Keywords: pedagogical technologies, technical equipment, pedagogical means, mechanisms of realization, educational process.

In the state studied nesootvetstvie praktiki obucheniya, osnovannoy na predmetno-L distsiplinarnoy razdroblennosti, razobshchennosti blokov znaniy, karakteru i stylistike budushchey deyatelnosti spetsialista v oblasti muzykalnoy kultury; deyatelnosti, kotoraya vseгда i vo vseх sluchayax, vne zavisimosti ot vida i «janra» sinkretichna i tselostna v svoey osnove.

Within the framework of complex pedagogical research in recent years, the works of music teachers who recorded the changes that have occurred and continue to occur in the field of teaching the disciplines of the artistic and aesthetic cycle are of great interest. Of course, innovations and reforms in the Uzbek school of the eighties and nineties could not but affect the sphere of musical upbringing and education. In the works of E. Abdullin, L. Archazhnikova, Y. Aliev, A. Malyukov, V. Maksimov, G. Stulova, L. Tarasova, various aspects of the musical educational process in its modern modification are considered in this regard. In other works, the issues of content, forms and methods of teaching, the development of general and special abilities of students are interpreted from the standpoint of today (B. Kritsky, A. Malinkovskaya, O. Radynova, N. Terentyeva, L. Shkolyar, G. Tsypin, etc.) ; analyzes causal relationships and relationships in the field of music teaching; excursions into the past of national pedagogy are being undertaken; highlights the problems of traditions and innovation (E. Nikolaeva, T. Mariupolskaya, E. Dolinskaya, N. Shakhnazarova, etc.).

It should be pointed out at the same time that the specialists listed above focused, as a rule, on topical problems of our time, on the state of affairs in today's theory and practice of teaching. Only a few works from among those dated by the last two or three decades are devoted to the issues of pedagogical

prognostics (I. Bestuzhev-Lada, B. Gershunsky, V. Kutyev, V. Rachkov,). There are practically no works aiming at scientific excursions into the future of Uzbek pedagogy.

The foregoing serves as an additional argument in favor of the relevance of this dissertation research.

The methodological foundations of the study include:

- the dialectical-materialistic concept of development, interpreting development as an internally natural, irreversible change in material and ideal substances (objects), as a transition from one state and stage to another, from lower to higher, from less perfect to more perfect (M. Bakhtin, A. Losev, M. Mamardashvili, K. Marx, F. Engels, and others);

- the postulates of historiosophy, developed in line with this concept and taking as a basis the idea of movement in its modern interpretation - an idea that appears in one of its central modifications as the idea of self-movement and internal change, the restructuring of complex systems (from a person to social institutions);

- didactic principles established in the domestic system of upbringing and education, in particular, the principle of upbringing and developing education; the principle of consciousness, creative activity, taking into account individual characteristics; the principle of stimulating the cognitive forces of a student, etc. (Yu Babansky, M. Danilov, B. Kraevsky, M. Lerner, M. Skatkin, B. Osipov, etc.);

- methodological and methodological approaches to teaching outstanding Uzbek music teachers (A. Goldenveiser, K. Igumnov, G. Neigauz, L. Oborin, A. Yampolsky and others) who advocated a harmonious combination of authoritarian teaching methods - with liberal-tolerant methods ; proclaiming the student's right to creative initiative, to freedom of self-expression in the classroom;

- futurological ideas and prognostic concepts of domestic scientists (I. Bestuzhev-Lada, B. Gershunsky, E. Kostyashkin, O. Kutyev, V. Rachkov, M. Skatkin), in particular, regarding the prospects of socio-pedagogical forecasting of personality-oriented forecasting, theoretical-methodological and experimental-experimental forecasting.

- analysis of scientific and literary sources on the problems of didactics, general and musical pedagogy, educational psychology, philosophy, cultural studies, musicology, pedagogical sociology;

- study of modern scientific and practical approaches to teaching basic musical disciplines; generalization of advanced teaching experience; critical analysis and pedagogical interpretation of the experience of teaching and educational work at the Tashkent State Institute of Music named after A.G. Shnitke; application of a set of methods of the empirical level - prolonged pedagogical observations, interviews, questionnaires, as well as ascertaining and formative (teaching) experiments.

The development of Uzbek pedagogy as a social institution is inscribed ("built in") into the integral metahistorical process of the formation and development of modern European civilization with all its inherent qualities and properties. This means that pedagogy as a whole, as well as in its individual segments and specific manifestations (in particular, musical pedagogy), functions, obeying objective laws immanently inherent in it, acting with more or less obviousness and being derivatives of a single, universal law of motion and development in nature and society. Therefore, there is reason to talk about a certain logic of external and internal transformations ("shifts", "metamorphoses", etc.) that take place in the depths of the domestic educational system and are implemented in the practical activities of all subjects involved in this system.

Statement of objectivity and causality of changes taking place in pedagogy; the understanding of its movement in historical space as evolution proceeding under the influence of certain determinants - evolution that is consistent and internally grounded - all this is of fundamental importance. Only this position, in fact, allows us to talk about the reality, expediency and scientific validity of forecasting in the field of pedagogy.

This is one side of the problem. There is another. Along with the logical consistency and determinism, the historical and pedagogical process, as the world experience shows, is imbued with surprises, all sorts of surprises, emergencies, that is, such "turns and turns" that do not follow directly and directly from the previous state of affairs. Some historians, both in the West and in Uzbekistan, expressed in this connection judgments about the stochastic nature of self-movement of educational and educational structures, pointed out the internal contradiction, the zigzag nature of this movement. Hence, the conclusion was drawn about the groundlessness, the actual futility of forecasting in pedagogy.

One cannot agree with such a conclusion. Even F. Engels emphasized that at a historical distance, it is not short-term "explosions", not transient "outbursts", not accidental metamorphoses, etc., but "long-term movements that cause great historical changes" are important. To investigate the reasons, he said, which, explicitly or implicitly, directly or indirectly, affect the development of events, the state of minds, that is, "are reflected in the form of conscious impulses in the heads" of people - "means to embark on the only path leading to the knowledge of the laws prevailing in history in general"⁵.

There are reasons to accept today as a starting point of view, according to which the self-movement of pedagogy in the historical space is a complex, internally contradictory process, where mosaicism coexists with integrity, deep with superficial, logical with emergent, discrete with constant and continuous. And this does not mean at all that pedagogical prognostics should be ignored, that there is no room left for it. Against. Since the objective and causal is, with this approach, the main component of the historical and pedagogical process (as

mentioned above), since nomogenesis - as an expression of the internally lawful and logical - acts in this case as a basic substance that characterizes the process as a whole, insofar as pedagogical prognostics acquires complete the right to exist.

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MILLIY XOS SO'ZLAR YOKI REALIYALAR VA ULARNING TARJIMADA AKS ETISHI

Annotatsiya. Ushbu mavzuning tanlash mazmuni shundaki, hozirgi vaqtda realiyaning tabiati, turlari va ularni tarjima qilish usullari masalasi ochiq. Tarjimon tarjima jarayonida ma'lum bir mamlakatning lingvistik voqeliklari, ularning ijtimoiy-madaniy xususiyatlari bilan to'qnash keladi. Bu har doim ma'lum bir murakkablikni keltirib chiqaradi, lekin ayni paytda tarjimon tomonidan mavzuga doimiy qiziqishni ta'minlaydi. Tadqiqot predmeti - asosiy ma'lumotni o'z ichiga olgan va o'rganilayotgan tilda bevosita ekvivalentiga ega bo'lmagan leksik birliklar.

Kalit so'zlar: realiyalar, ekvivalentlik, geografik realiyalar, etnografik, ijtimoiy-siyosiy realiyalar, leksik birliklar.

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NATIONAL WORDS OR REALIES AND THEIR REFLECTION IN TRANSLATION

Annotation. The content of the choice of this topic is that the question of the nature, types and methods of translating them into reality is now open. In the process of translation, the translator encounters the linguistic realities of a particular country, their socio-cultural characteristics. This always brings a certain complexity, but at the same time provides a constant interest in the topic by the translator. The subject of research is lexical units that contain basic information and have no direct equivalent in the language being studied.

Keywords: realies, equivalence, geographical realities, ethnographic, socio-political realities, lexical units.

Tarjimada asliyat ruxini, mohiyatini anglash, matndagi turli tuman elementlarning leksik, frazeologik, grammatik, fonetik funksiyalarini tushunib etish, tarjima tilida ularga xar tomonlama mos muqobillar topish g'oyat ko'p qamrovli va murakkab jarayondir. Bunda L.S. Barxudarov ta'biri bilan aytganda «ikki turli xil tillarning leksik birliklari o'rtasidagi semantik muqobilligini topish muximdir».

Shu nuqtai nazardan faqat ma'lum xalq turmush tarziga, dunyoqarashiga, narsa va predmetlarni atashdagi o'ziga xos xususiyatlar, tushunchalar boshqa xalqlarnikidan farq qiladi. Bunday o'ziga xosliklar shu xalqning tafakkur qilish shakli, xatti-xarakatlari, kiyinish rusumlari, ovqatlanishlari, urf-odatlar va boshqa o'ziga xos xususiyatlari bilan boshqa xalqlardan ajralib turadi. Natijada faqat shu xalqqa tegishli bo'lgan turli xil tushunchalarni ifodalovchi so'zlar vujudga keladiki, bu so'zlar anglatgan tushunchalar o'zga xalqlar tilida mavjud bo'lmaydi. Tilshunoslikda, tarjimashunoslikda bunday so'zlarni «realiyalar», «xos so'zlar» deb atash qabul qilingan.

Realiyalar deganda ma'lum bir millat va elatga xos narsa-hodisalarni ifodalovchi so'zlar va tushunchalar anglashiladi. Ularni boshqa tilga o'girishda tarjima tilining taraqqiyot darajasiga qarab katta-kichik muammolar paydo bo'ladi. Bu muammolarning yechimi, ularning tasnifi va tavsifi tarjima nazariyasida o'rganilmoqda [15].

Realiya so'zi lotincha "realia" dan olingan bo'lib, u ashyoviy, haqiqiy degan ma'nolarni anglatadi. Lingvistik atamalar lug'atida unga quyidagicha ta'rif beriladi: "Borliqdagi ashyoviy madaniyat natijasi, mumtoz grammatikada esa, muayyan mamlakatning davlat qurulishi, muayyan xalqning tarixi va madaniyatini ifodalovchi so'zlar, muayyan tilda muloqot qilish xususiyatlarini ifodalovchi lingvistik birlik" [6, 381] deyiladi.

Realiyalarning aniq ta'rifi, ularning «atama»lardan farqi, boshqa tillarga tarjima qilishdagi o'ziga xosliklar, ular ifodalaydigan leksik, semantik, stilistik funksiyalar xaligacha tilshunos va tarjimashunos olimlar tomonidan turlicha talqin qilinib kelinayapti. Realiyalar ifodalagan milliy o'ziga xoslik, uni tarjimalarda berish masalasi rus va o'zbek olimlarining ko'plab ilmiy tadqiqotlariga mavzu bo'lgan. Realiya maxalliy, milliy koloritni ifodalovchi so'z sifatida va ularni tarjimalarda berish ilk bora o'tgan asrning 50 yillarida olimlarning diqqat e'tiborini torta boshladi.

Matndagi realiyani quyidagi mezonlar bilan aniqlash mumkin:

1. so'zning tarjima tilida doimiy ekvivalenti yo'q, bu uning moddiy ma'nosini bildiradi;

2. so'z asliyat til madaniyatiga xos bo'lgan va tarjima til madaniyatiga yot ob'ekt yoki hodisani bildiradi.

Bugungi kunga qadar madaniy belgilar birliklarining yagona tasnifi mavjud emas va tadqiqotchilar ma'lum printsiplarga asoslanib, realiyalarning turli tasniflarini taklif qilishadi.

Realiyalarni quyidagi turlarga bo'lish mumkin:

1. geografik (fizik geografiya ob'ektlari);
2. etnografik (kundalik hayot, din, san'at, madaniyat bilan bog'liq);
3. ijtimoiy-siyosiy (ma'muriy-hududiy tuzilma, ijtimoiy tuzilmalar va aholi guruhlar, hokimiyat organlari va egalari va boshqalar).

Geografik realiyalar odatda transkripsiya yoki transliteratsiya yordamida tarjima qilinadi. Masalan, Washington - Vashington (transliteratsiya), Miami -

Mayami (transkripsiya). Ma'noga asoslangan tarjima kamroq qo'llaniladi. Masalan, Great Britain - Buyuk Britaniya.

Etnografik realialar biror xalq turmush tarzi va madaniyatiga oid tushunchalar): maishiy (kimono); mehnatga oid (kovboy); san'at va madaniyat tushunchalari nomlariga oid (polvon, balalayka); etnik tushunchalarga oid (kazak); o'lchov va pul birliklari (funt, frank).

Ijtimoiy-siyosiy realiyalar transkripsiya va transliteratsiya (царь - podshoh) yordamida ham, tasvirlash va analoglar tanlash (губерния - viloyat) yordamida ham tarjima qilinadi: ma'muriy-territorial tuzilishga oid tushunchalar (guberniya, shtat); hukumat organlari nomi, (veche); xarbiy sohaga oid (kuning, samuray) [9, 59-65].

Globallashuv jarayoni ba'zi realiyalarning o'zlashtirilib, boshqa madaniyatning haqiqatiga aylanishiga olib keladi. Masalan, yaqinda mamlakatimizda "blogger" kasbi bo'lmagan bo'lsa, endi bu haqiqat va shunga yarasha so'z jamiyatimizda mustahkam o'rin oldi.

A.E. Supruna realiyalari predmetiga ko'ra "bir necha semantik guruhlariga" bo'linadi.

Realiyalarning tasnifi A.A. Reformatskiy predmet-til printsipli asosida qurilgan: chet tilidagi so'zlar qaysi tillardan rus lug'atiga kirganligi qayd etilgan, bu esa quyidagilarni bildiradi:

- 1) tegishli ismlar;
- 2) tangalar, pul birliklari;
- 3) shaxslarning mansablari va lavozimlari;
- 4) kostyum va bezak detallari;
- 5) taomlar va ichimliklar nomlari;
- 6) unvonlar va martabalar.

V.S. Vinogradovning so'zlariga ko'ra asosiy ma'lumotlarning mazmuni, birinchi navbatda, milliy hamjamiyatning tarixi va davlat tuzilishining o'ziga xos faktlarini, geografik muhitning o'ziga xos xususiyatlarini, o'tmish va hozirgi moddiy madaniyatning o'ziga xos ob'ektlarini, etnografik va folklorni qamrab oladi. [8, 87]. Realialarni aks ettiruvchi tushunchalar milliy xususiyatga ega bo'lib, ekvivalent bo'lmagan lug'at deb ataladigan lug'atda moddiylashadi [8, 88]. V.S. Vinogradov Lotin Amerikasi materialiga asoslanib, realiya muammosini ko'rib chiqadi. Olim o'rganilayotgan fon ma'lumotlarini yetkazuvchi leksik birliklar zaxirasini bir qancha tematik guruhlariga ajratadi:

1. Kundalik hayotni tavsiflovchi lug'at:
 - a) turar joy, mulk;
 - b) kiyim-kechak, bosh kiyim;
 - v) oziq-ovqat, ichimliklar;
 - d) mehnat va kasb turlari [8, 91];
 - e) banknotalar, o'lchov birliklari;
 - f) cholg'u asboblari, xalq o'yinlari va qo'shiqlari, ijrochilar;
 - g) xalq bayramlari, o'yinlari;

- h) murojaatlar [8, 92].
 - 2. Etnografik va mifologik voqeliklarni nomlovchi leksika:
 - a) etnik va ijtimoiy jamoalar va ularning vakillari;
 - b) xudolar, ajoyib mavjudotlar, afsonaviy joylar.
 - 3. Tabiat dunyosi haqiqatlarini tavsiflovchi lug'at:
 - a) hayvonlar;
 - b) o'simliklar;
 - v) landshaft [8, 93].
 - 4. Davlat boshqaruv tuzilmasi va jamiyat hayotining voqeliklarini tavsiflovchi lug'at (hozirgi va tarixiy):
 - a) ma'muriy birliklar va davlat muassasalari;
 - b) jamoat tashkilotlari, partiyalar va boshqalar, ularning mansabdor shaxslari va ishtirokchilari;
 - v) sanoat va qishloq xo'jaligi korxonalari, savdo muassasalari;
 - d) asosiy harbiy va politsiya bo'linmalari va unvonlari;
 - e) fuqarolik lavozimlari va kasblari, unvonlari va unvonlari [8, 94].
 - 5. Onomastik realiyalar deb ataluvchi lug'at:
 - a) antroponimlar;
 - b) joy nomlari;
 - v) adabiy qahramonlarning nomlari;
 - d) kompaniyalar, muzeylar, teatrlar, restoranlar, do'konlar, plyajlar, aeroportlar va boshqalar nomlari [8, 95].
 - 6. Assotsiativ reallikni aks ettiruvchi lug'at:
 - a) vegetativ belgilar (masalan: Madridning madrono poetik ramzi);
 - b) hayvoniy belgilar (masalan: kabure - yirtqich qush, uning patlari, afsonaga ko'ra, sehrli kuchga ega);
 - v) rang belgilari (masalan: yashil - umid rangi (Panama, Chili), kelajak ramzi; sariq - motam rangi (Ispaniya, o'rta asrlar);
 - d) folklor, tarixiy va adabiy tashbehlar. Ularda turmush tarzi, xulq-atvori, xarakter xususiyatlari, xatti-harakatlari va boshqalar haqida maslahatlar mavjud. tarixiy, xalq va adabiy qahramonlar, tarixiy voqealar, afsonalar, rivoyatlar va boshqalar [8, 96].
 - e) lingvistik ishoralar. Ularda odatda qandaydir frazeologik birlik, maqol, matal, tutqichli ibora yoki umumiy iboraga ishora mavjud [8, 97].
- Assotsiativ voqelik turli milliy tarixiy-madaniy hodisalar bilan bog'lanib, tilda o'ziga xos tarzda gavdalanadi. Bunday voqeliklar maxsus so'zlarda, ekvivalent bo'lmagan lug'atda aks ettirilmagan, balki eng oddiy so'zlarda (masalan: ranglar, ramzlar) "belgilangan".
- Madaniy belgili lug'at tadqiqotchilarining qator ishlarida realiya so'zlari ekvivalent bo'lmagan lug'atning alohida toifasini ifodalaydi. Shunday qilib, L.S. Barxudarov ekvivalent bo'lmagan lug'atning quyidagi toifalarini ajratadi:
1. Boshqa til lug'atida doimiy yozishmalarga ega bo'lmagan o'ziga xos nomlar, geografik nomlar, muassasa, tashkilot, gazeta nomlari va hokazo.

2. Realialar – boshqa tilda soʻzlashuvchi kishilarning amaliy tajribasida mavjud boʻlmagan narsa, tushuncha va vaziyatlarni bildiruvchi soʻzlar.

3. Tasodifiy boʻshliqlar – boshqa tilning lugʻaviy tarkibida negadir mos kelmaydigan tillardan birining lugʻat birliklari [2, 9495].

S. Vlastov va S. Florin tomonidan taklif qilingan realialarning batafsil tasnifi ularni turli nuqtai nazardan koʻrib chiqishga imkon beradi: realiyani ularning konnotativ maʼnolariga koʻra ajratish, yaʼni mahalliy (milliy, mintaqaviy) va vaqtinchalik (tarixiy) holatga qarab.

Ushbu tasnifning umumiy sxemasi quyidagicha:

A. Geografik realialar:

1) fizik geografiya obʼyektlarining, shu jumladan meteorologiyaning nomlari;

2) inson faoliyati bilan bogʻliq geografik obʼektlarning nomlari;

3) endemiklarning nomlari (hayvon va oʻsimliklarning nomlari) [9, 59].

B. Etnografik realialar:

1) kundalik hayot:

a) oziq-ovqat, ichimliklar va boshqalar;

b) kiyim-kechak (shu jumladan poyabzal, bosh kiyimlar va boshqalar);

v) uy-joy, mebel, idish-tovoq va boshqa idishlar;

d) transport;

e) boshqalar [9, 60];

2) mehnat:

a) ishlaydigan odamlar;

b) mehnat quroli;

v) mehnatni tashkil etish (shu jumladan, iqtisodiyot va boshqalar) [9, 61];

3) sanʼat va madaniyat:

a) musiqa va raqs;

b) musiqa asboblari;

v) folklor;

d) teatr;

e) boshqa sanʼat va sanʼat obʼektlari;

f) ijrochilar;

g) urf-odatlar, marosimlar;

h) bayramlar, oʻyinlar;

i) mifologiya;

j) ibodat qiluvchilar va ergashuvchilar;

k) kalendar.

4) etnik obyektlar:

a) etnonimlar;

b) taxalluslar;

v) yashash joyidagi shaxslarning ism-shariflari;

5) oʻlchovlar va pul:

a) oʻlchov birliklari;

b) pul birliklari.

D. Ijtimoiy va siyosiy realiyalar.

1) ma'muriy-hududiy tuzilishi:

a) ma'muriy-hududiy birliklar;

b) aholi punktlari;

v) aholi punktining qismlari;

a) hokimiyat organlari;

b) hokimiyat tashuvchilari.

3) Ijtimoiy-siyosiy hayot:

a) siyosiy tashkilotlar va siyosatchilar;

b) vatanparvarlik va ijtimoiy harakatlar (va ularning rahbarlari);

v) ijtimoiy hodisa va harakatlar (va ularning vakillari) [9, 63];

d) unvonlar, darajalar va boshqalar;

e) muassasalar;

f) ta'lim muassasalari va madaniyat muassasalari;

g) mulklar va kastalar (va ularning a'zolari);

h) sinf belgilari va belgilari.

4) Harbiy realiyalar:

a) bo'linmalar;

b) qurol;

v) forma;

d) harbiy xizmatchilar (va komandirlar) [9, 64].

Realiyalar u yoki bu sarlavhaga qat'iy mahalliy asosda emas, balki ikkita chambarchas bog'liq va o'zaro bog'liq mezonni hisobga olgan holda belgilanadi:

1) voqelik (uning referenti) tomonidan belgilangan ob'ektning milliyligi;

2) tillarni tarjima qilishda ishtirok etish.

Hududning kengligiga qarab, ya'ni tarqalishi, qo'llanilishi bo'yicha realiyalar milliy, mahalliy va mikrolokal, boshqalari esa xalqaro va mintaqaviy bo'lishi mumkin.

Realiyalar tarjimasida tarjimonlar odatda ikki xil qiyinchilikka duch kelishadi.

1. Tarjima qilinayotgan tilda xorijiy tilda berilgan realiyaga mos keladigan ekvivalentning mavjud emasligi

2. Asliyat tilidagi realiya ifodalagan ma'no, shu millatga xos milliy, tarixiy koloritni tarjima qilinayotgan tilda to'laligicha ifodalashning murakkabligi

Shu nuqtai nazardan realiyalar tarjimasida quyidagi xolatlar ko'zga tashlanadi:

1. Allaqachon internatsionallashtirilgan realiyalar. Tarjimonlar ularni o'z xolicha tarjimasiz qoldirishi mumkin.

2. Faqat ma'lum bir regionga, ma'lum bir millatga xos bo'lgan realiyalar. Ular shu millatga xos bo'lgan tushunchalarnigina ifodalab keladiki, agar tarjimon bunday o'ziga xoslikni tushunmay, uni boshqa ma'no ifodalovchi so'z

bilan o'girib qo'ysa, asarning milliy koloritiga, so'z ifodalagan ma'noning o'ziga xosligiga putur etkazgan bo'ladi. Bunday xollarda realiyalar tarjimada xorijiy tilda berilib matn ostida iqtibosda izoxlanadi yoki ona tilida qabul qilingan shaklda keltirilib matn ichida yoki matn ostida izox beriladi.

3. Ayrim tarjimonlar realiyalarni matn ichida o'zicha qoldirib, jumla konteksti ichida uning izoxini keltirishadi.

Shunday qilib, realiyalarni tarjimada berishda olimlar quyidagi usullarni ilgari surishadi:

1. transkripsiya:
2. transliteratsiya:
3. tarjima orqali yangi so'z – neologizm xosil qilish:
4. so'zma-so'z (kalka) tarjima qilish:
5. realiyalarni realiya bilan tarjima qilish:
6. ma'nosi yaqinlashtirilgan so'z bilan o'girish:
7. realiyaning izoxlab bayon qilish:
8. kontekstual muqobil bilan almashtirish kabi usullardan foydalanib kelinmoqda.

Tadqiqot yakunida quyidagi xulosalarga keltirib o'tish mumkin.

Realini tadqiq qiluvchi mahalliy va xorijiy tilshunoslarning tajribasini umumlashtirib, biz ushbu lug'at qatlamining quyidagi xususiyatlarini ta'kidlaymiz:

1. Real – bir xalqning hayoti, kundalik hayoti, madaniyati, ijtimoiy-tarixiy taraqqiyotiga xos bo'lgan va boshqa xalqqa yot bo'lgan o'ziga xos narsa va hodisalarni nomlaydigan lug'aviy birliklar, ya'ni ular milliy madaniyatlarning o'ziga xos belgilarining og'zaki ifodasidir.

2. Ular ekvivalent bo'lmagan lug'at bilan ustma-ust tushadi: rivojlanmagan realiyalar lug'atning bu qatlamiga kiradi, o'zlashtirilgan lug'at realiyalari esa unga kirmaydi.

3. Realiyalar boshqa tilda aniq mosliklarga ega emas va tarjimada alohida yondashuvni talab qiladi.

4. Lug'atning bu guruhi moslashuvchanligi bilan ajralib turadi: ular o'z mavqeini yo'qotmagan holda bir vaqtning o'zida bir nechta leksik turkumlarga kirishi mumkin.

Ma'noning madaniy komponenti nafaqat ekvivalent lug'atda, balki chet tilida ekvivalentlarga ega bo'lib ko'rinadigan lug'atda ham mavjud. U jismoniy va ijtimoiy dunyoning madaniy o'ziga xos tomonlarini ifodalovchi referent xarakterga ham, madaniy qadriyatlarning o'ziga xos tizimiga ishora qiluvchi indeksga ham ega bo'lishi mumkin. Samarali madaniyatlararo jamiyatni ta'minlash uchun turli madaniyatlarga mansub suhbatdoshlar tomonidan baham ko'rilgan umumiy madaniy ma'noni yaratish imkoniyatini beradigan til shaxsining shunday ko'nikmalarini rivojlantirish kerak. Demak, samarali muloqot qilish ko'nikma va malakalarini shakllantirish uchun ingliz tili lug'atini

o'zlashtirish jarayoniga leksik ma'noning madaniy komponentini rivojlantirish ishlarini kiritish zarur.

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MAKTABGACHA TA'LIM TASHKILOTLARIDA "STEAM" TEKNOLOGIYASINI TADBIQ ETISH

Annotatsiya. STEAM – bu fan, texnologiya, muhandislik va matematikaning umumlashganidir. Maqolada bugungi kunda jadal rivojlanib borayotgan STEAM texnologiyalari haqida ma'lumot berilgan. Ushbu texnologiyadan foydalanishning usullari, dastlabki STEAM texnologiyasining joriy etilishi yuzasidan fikr bildirilgan.

Kalit so'zlar: texnologiya, maktabgacha ta'lim, matematika, muhandislik, robototexnika, tasviriy faoliyat, Lego-texnologiya.

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IMPLEMENTATION OF STEAM TECHNOLOGY IN PRESCHOOL EDUCATION

Annotation. STEAM is a generalization of science, technology, engineering and mathematics. This article provides information on the rapidly developing STEAM technologies today. Ways of using this technology were discussed, as well as the introduction of the first STEAM technology.

Keywords: technology, early childhood education, mathematics, engineering, robotics, fine arts, Lego technologies.

Hozirgi kunda ta'lim jarayoniga texnologik yondashish jadal rivojlanib bormoqda. Yuqori texnologiyali mahsulotlar va innovatsion texnologiyalar zamonaviy jamiyatning ajralmas qismiga aylanmoqda. Maktabgacha ta'lim tashkilotlarida, maktab va oliy ta'limda robototexnika, muhandislik, modellashtirish va dizayn yetakchi o'rinni egallamoqda.

Maktabgacha ta'lim tashkilotlarida STEM ta'limini joriy etish bolalarga axborot oqimini tezda boshqarish va olingan bilimlarni amaliyotda qo'llashni o'rganishga yordam beradi. Maktabgacha yoshdagi bolalar zamonaviy hayotda talab katta bo'lgan qo'shimcha amaliy ko'nikma va malakalarga ega bo'ladilar. O'yin ko'rinishidagi qiziqarli tadbirlar bolaning ijodiy salohiyatini yuzaga chiqarishga imkon beradi.

Avvalo STEM o'zi nima? STEM - bu fan, texnologiya, muhandislik va matematikaning qisqartmasi. Bu fan, texnologiya, muhandislik va matematika

sohalarini birlashtirgan ta'lim va rivojlanishning innovatsion yondashuvidir. Bundan tashqari, bu integratsiya-bu real hayotiy ilovalarga asoslangan birlashtirilgan o'quv modeli.

Ko'p yillar davomida talabalar maktabda fan, texnologiya, muhandislik va matematikani to'rtta alohida fan sifatida o'rganishdi. Biroq, STEM ushbu to'rt sohaning aloqalariga ko'proq e'tibor beradi. Agar biz dunyodagi misolni ko'rib chiqsak, fan texnologiya, muhandislik va matematikaga tayanadi. Xuddi shunday, muhandislik ilmiy kashfiyotlarga, matematikaning qo'llanilishiga va texnologiyadan foydalanishga bog'liq.

Dastlabki STEM ta'lim tashkilotlarida yangi g'amxo'rlikka muhtoj bo'lgan muhim narsalar sifatida targ'ib qilingan. Keyin, to'satdan, STEAM bir xil turdagi ko'nikmalarni targ'ib qiluvchi yangi qisqartirildi. Qo'shilgan «A» san'at uchun, ijodkorlik va dizayn tamoyillaridan foydalanishga alohida e'tibor berishni anglatadi. STEM ilm-fan texnologiyasi va matematika o'zaro bog'liq tushunchalarni o'rgatadigan va tanqidiy fikrlash va analitik ko'nikmalar bilan yechilgan muammolarni aniqlashga qaratilgan ilm-fan va unga aloqador mavzularga zamonaviy yondashuvni ramzlash uchun ishlatiladigan qisqartma bo'ldi. Keyinchalik, Rhode orolining Dizayn maktabi STEAM qo'shimchasini qo'shdi, ayniqsa, qo'shiqni qo'shib qo'ydi. Bu yaxshi dizayni va ijodiy yondashuv elementlari ham o'qitishga qo'shilganligini namoyish qilish uchun mo'ljallangan. Stenforddan Design Thinking loyihasi kabi dasturlar mavjud, ular loyihalarda STEM ko'nikmalarini tez-tez ishlatadigan haqiqiy muammolarni hal qilish va tanqidiy fikrlashni o'rgatadi. San'at /musiqa/ dizayn elementini qo'shgan holda, o'qituvchilar o'zlarining miya-analitik va ijodiy tomonlarining har ikkalasini ham ertangi kunning eng yaxshi mutafakkirlarini rivojlantirish uchun foydalanayotganligiga ishonishadi. Bu STEM ta'limi uchun tovar nomini yoritishga yondashishga o'xshaydi. Ba'zi yoritmoq aslida o'quv materiallari provayderlari tomonidan markalanadi. Qo'shilgan harflar turli xil fikrlash tarzini rag'batlantirgan o'quv dasturidan foydalanish mumkinligini ko'rsatishi mumkin bo'lsa-da, qo'shimcha xat bo'lmasligi, ta'lim uslublari eskirgan degani emas. Bu oddiygina STEMni o'rgatish uchun maktabda ma'lum bir brendni ishlatmasligini anglatadi. Muhimnarsa STEM ko'rsatmalarining asosiy elementlari sinfda mavjud bo'lishidir. Bolaning tarbiyachi - o'qituvchisidan STEM yoki STEAM yoki boshqa narsalarni o'rgatishlarini so'rash o'rniga ushbu sifat belgilarini izlang:

- ✓ Fan va matematika fanlari haqiqiy muammolarga bog'liqligi;
- ✓ Muammolarni aniqlaydigan va mustaqil hamda tengdoshlari bilan yechimlarni yaratadigan topshiriqlarining mavjudligi;
- ✓ Tegishli hollarda, loyihalar bo'yicha yaxshi dizayn va estetika hisobga olinadi;
- ✓ Loyiha asosida o'qish, yozishni aniq va ishonchli yozish, ma'lumotlarni tahlil qilish uchun matematikani to'g'ri ishlatish va boshqalar

kabi tarkibning boshqa mavzularida ko'nikmalardan foydalanishni o'z ichiga oladi.

STEM ta'limining ahamiyati shundaki, bolalar STEMning o'z hayotiga qanday ta'sir qilishlarini o'rganishadi, shuningdek, tanqidiy fikrlash va mulohaza qilish qobiliyatlari bilan birgalikda muammolarni aniqlash va ularni hal qilish yo'llarini topishga imkon beradi. Yangi mavjud muammolarga ijodiy yondashuvlarni topish – bugungi iqtisodiyotda va kelajakdagi ish joyida zarur bo'lgan asosiy ko'nikmalarni hosil qilishga o'rgatish lozim.

Bugungi kunda maktabgacha ta'limni ham shaklan, ham mazmunan yangilashga qaratilgan bu kabi innovatsiyalar barcha pedagoglardan bola tarbiyasi, uning ta'lim olishga tayyorgarligiga zamon talablaridan kelib chiqqan holda yondashuvini talab etadi. Inson faoliyati barcha sohalarida dinamik rivojlanayotgan texnologiyalar joriy etilmoqda.

Kelajakdagi mutaxassislar texnologiya, ilm-fan va muhandislikning turli xil sohalaridan kompleks ta'lim va bilimlarga muhtoj bo'ladi.

STEAM farzandlarimizga - ixtirochilar, kashfiyotchilarning kelajak avlodi, olim sifatida tadqiqotlar olib borish, texnologiyani shakllantirish, muhandis sifatida loyihalash, rassom sifatida yaratuvchi, matematik sifatida analitik fikr yuritishni o'yin orqali yuzaga keltiradi.

Bugungi kunda STEAM-ta'lim dunyodagi asosiy tendentsiyalardan biri sifatida rivojlanmoqda va amaliyot yondashuvni qo'llashda beshta sohani yagona o'quv sxemasiga integratsiyalashga asoslangan. Bunday ta'limning shartlari uning uzluksizligi va bolalarning guruhlarda o'zaro muloqot qilish qobiliyatini rivojlantirish bo'lib, bunda ular fikrlarni to'plashi va fikrlar almashadi. Shuning uchun, asosiy ta'lim dasturiga quyidagilar Lego-texnologiyalar, bolalar tadqiqotlari kabi mantiqiy fikrlashni rivojlantirish modullari kiradi.

STEAM (S-fan, T-texnologiya, E - muhandislik, A - san'at, M - matematika) - ilm-fan, texnologiya, muhandislik, san'at va matematikani birlashtiruvchi zamonaviy yondashuvdir.

Bu yondashuv kelajakda bolalarda hayotiy muammolarni hal etishda yordam beradi. Ko'pgina rivojlangan davlatlarda, jumladan AQSh, Yaponiya, Izrail, Singapur, Rossiyada maktabgacha ta'lim tashkilotlarida bolalarni ijodiy va ixtirochilik qobiliyatlarini rivojlantirish maqsadida mazkur yondashuv metodlaridan samarali foydalanib kelinmoqda.

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THE PRODUCTIVE SKILL “SPEAKING”

Annotation: This article is about the productive skill “speaking” and difficulties in speaking, phases in speaking. And the most important one is fluent speaking. What should you do to speak fluently? Function and characteristics of this skill.

Key words: speaking, conceptualization phase, articulation phase, formulation phase, teaching design, interaction, skill.

There are four skills listening, reading and writing and speaking. The first two skills are receptive and the next two are productive. Why the first two are receptive, because in which we get information. Why the next two are productive because in which we give information. Much research shows there are people who develop receptive skills. Many are afraid of speaking or writing. From my own experience, I can say that we are more concerned with reading and listening. Speaking is a central component of human interaction and, in addition to listening, reading and writing, is one of the skills that should be developed and trained in foreign language lessons. When we speak, we pass on information, ask questions, make suggestions, argue or express e.g. wishes, hopes or feelings. All of this must also be learned and trained in the foreign language. We assume that you can only learn to speak by speaking, i.e. by speaking as often as possible in situations that require speaking, as explained in the time-on-task principle. To actively involve the learners in the classroom and to get them to speak as often as possible is a particular challenge for the teachers and the design of the lesson.

Sometimes you speak to make initial contact or to avoid appearing impolite. It is possible to speak without direct reference to the person you are speaking to, but this usually requires special opportunities or situations, for example in presentations or lectures (monologic speaking). Usually, however, one speaks to a partner (dialogical speaking) with whom a relationship is to be established. So speaking is a social interaction. Interaction means related actions.

Depending on the social group in which we move, speaking takes place in more or less fixed, intercultural often very different forms of conversation. We speak differently to our colleagues at work than to friends in a sports club, to our children differently than to our parents, to strangers we speak differently than to familiar people. This not only decides how formal or informal our language has to be (e.g. Siezen or Duzen), but also which expressions, routines and forms of politeness we use ("Leave me alone" you might say to your friend, but not to his) Boss) and what topics we can talk about.

Speaking in and of itself is very complex and has numerous characteristics, including typically face-to-face communication (exception: on the phone) and depends on the respective extra-linguistic context, e.g. on the situation in which the person is speaking, and depends on the prior knowledge of the communication partner. For example, the sentence "Don't you have a trash can?" Is not to be understood as a question, but as an indirect invitation to clean up, which both interlocutors must know in order for the speech act to have an effect.

Other features of spoken language include that

- a sentence once spoken can only be corrected afterwards,
- you usually have to react spontaneously to verbal statements,
- Sentence breaks, incomplete or grammatically incorrect sentences, repetitions or pauses can occur,
- non-verbal elements (gestures and facial expressions) accompany and support speaking,
- linguistic routines and formulaic expressions are usually used automatically.

These characteristics must also be taken into account in speaking skills training in order for learners to be able to speak fluently.

What actually happens in your head when you speak? The best-known model is that of Levelt (1989), who starts from a conceptualization, formulation and articulation phase.

The communication is planned in the conceptualization phase. The knowledge of the world that the speakers have, their knowledge of the respective conversation situation and the way in which one speaks to one another, as well as their addressee knowledge, i.e. they know who they are talking to, help.

In the formulation phase, the words are searched for and the grammatical and phonological structure of the utterance is built up. To do this, the speaker uses his speech memory (mental lexicon), in which the vocabulary, grammar and sounds are stored.

This means that the formulation first exists internally in the head before it is pronounced aloud in the articulation phase, for which we need the voice and the corresponding muscles for mouth and tongue movements, etc.

All mental processes are checked again and again, either by an internal monitor (conceptualization phase) or by the listening comprehension system (formulation and articulation phase). So we always speak the words mentally and check them. The speaker listens in while he is planning and while he is speaking. If we do not agree with what we are saying, we break off the articulation, e.g. if we have made a promise. Speaking without hearing is, strictly speaking, hardly possible. When we speak, we train to hear at the same time.

However, the different processes do not run one after the other, as the model might suggest, but take place simultaneously. When speaking, articulatory, phonological, grammatical, semantic, textual skills and world knowledge have to interact - and very quickly. In contrast to writing, when speaking you don't have time to first look for the right word in your head, then, for example, think about an ending and then connect the word with the next word, etc. The person you are talking to becomes restless when between the words too much time passes when the spoken language is not fluent. Therefore, not only speaking as such, but above all fluent speaking must be practiced in class, as provided by the learning field model.

SUMMARY

In order to learn to speak, we need to train vocabulary, structures and pronunciation (formulation phase). Since speaking is a form of human action that takes place in social interaction, it is also important to build up culture-specific action knowledge, as shown in the conceptualization phase of the level model, and to train it through application, in that the learners get to know different situations and roles and in and with them Act. This has important consequences for practicing speaking in task-oriented lessons, which are intended to prepare for language action.

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HISTORICAL AND SEMANTIC PATTERNS IN A PIECE OF MUSIC FOR PIANO AND ORCHESTRA

Annotation. The urgent need for some revision and significant addition to the established positions that characterize the piano concert and, more broadly, the piano-orchestral composition as a whole, has matured in the pedagogical branch of musicology.

Key words: history and theory of performance, psychology of musical perception, complex music lessons, applied sociology, criticism.

We have identified a significant shortage of reliable, effective scientific and theoretical support in this genre of musical art, as evidenced by the unequal position of piano concerts in musicology courses compared to other genres. This disadvantage becomes especially intolerable against the background of the universally recognized special social significance of this genre. The author found that the genre of the piano concerto, the artistic merit and beauty of which are obvious, the controversial-dialogical nature is well-known, the emphasized focus on the listener is generally recognized, meanwhile, (largely due to the aforementioned evidence), turned out to be very stubborn in scientific-theoretical development. The issues of musical education at school are inextricably linked with the problem of cognitive interest, since it is known that modern schoolchildren, especially teenage schoolchildren, perceive serious classical art ambiguously. Actively interested in any aesthetic activity (in preschool and primary school age), schoolchildren later often lose interest in music lessons and in the most serious music. The deceptive clarity of the competitive paradigm, which, as it is still often believed, is indicated by the etymology of the word "concert", evokes the illusion of an exhaustive understanding of the genre semantic code in the works of this class, the solution of its scientific and theoretical problems.

The study made it possible to find, along with the abovementioned ones, one more reason for cognitive difficulties in this genre class of musical compositions, which lies in the practical indissolubility of the phenomenon of musical beauty, similar to the non-formalization of the phenomena of happiness and love. The supremacy of the musically beautiful, steadily and increasingly crowding in the piano concerto, the habitually attributed to it practical and general logical prototypes, its figurative and semantic abstraction, evidence of which was found by the author in the musical journalism of the classical

romantic period, naturally pushed the measures of the specificity of the named prototypes in a piano concert.

Having considered this issue anew, we proved a kind of neutrality of the main musical genres in terms of the influence of dialogical relations on them and, having defended this thesis, we shaken the persistent and deeply rooted idea of the instrumental concert as a genre supposedly predominantly dialogical. The opinion was also substantiated that the view of the instrumental concerto was limited only from the point of view of its unswerving symphonization.

As the analysis has shown, the vulnerability and incompleteness of the existing theoretical concept of the instrumental and, in particular, the piano concerto, is especially acute, affected the scientific coverage of the classical stage of its development, which is not sufficiently covered by fundamental research (for example, in comparison with the more demanded in musicology baroque and the early classical periods, as well as the piano and orchestral heritage of the 20th century).

In the light of the main cognitive difficulties outlined by the author in the studies of the piano concert, the regularity of their special concentration and exacerbation at the classical-romantic stage of the development of this genre is shown, where the focusing and forcing the priority of absolute music takes place, and the rise of the individual-personal principle finally narrows the space of dialogicity and puts forward to the first plan monologue.

This period is also characterized by the extinction of the art of improvisation, unanimously recognized by contemporary musicologists as the most important "driving force" and genre-forming feature of the piano concert. In the end, an impressive array of piano and orchestral works belonging to the mentioned period of the development of this genre trend, occupying a central position in the modern pedagogical and concert-philharmonic repertoire, due to the absence of the usual signs of genre specificity, was brought to the periphery of genre evolution, classified as a manifestation of a kind of "anti-genre". The focus on the classical-romantic period in the history of the piano concerto made it possible to overcome the one-sidedness of this view. Otherness in the placement of the chronological framework of research, a decisive departure from "symphonycentrism", as well as from the absolutization of the balance of the piano and orchestral parts as a criterion for several violent delimitations within a fundamentally largely homogeneous genre space of a piano-orchestral composition, the search for real historical and genre-compositional patterns, the principles that implicitly control this space, have led to new scientific positions, either significantly supplementing and expanding the existing theoretical positions on this account, or acting as an alternative to them.

Analysis from the standpoint of "desymphonizing" and "integrating" (within the boundaries of the piano-concert genre as a whole) approach provided, in particular, a much more equal position in the general genre-

evolutionary picture of F. Chopin's piano concertos, which until now have an undeserved, as it turned out, the reputation of genre "marginals".

We found out that despite the diversity of historical contexts in which outstanding piano and orchestral compositions of the classical romantic period arose at different times, many of them, due to certain circumstances, were located "on the edge" of the most important processes of the musical life of their time. They act as a cultural breakthrough in three dimensions of the musical-historical process at once: 1. individual-personal, 2. national-regional, and 3. artistic-system. The relative rarity of works of this class in the creative heritage of most authors of the 19th century and, on the other hand, extremely high professional standards

The 348 darts, established in relation to the piano and orchestral composition in the creative practice of several generations of authors, naturally put forward piano concerts, along with the usual favorite - opera, to the role of a kind of "extraordinary events" in the history of musical art. An equally important prerequisite for the cultural and dynamic potential of this genre was the focusing of the main types of musical professionalism in it (in spite of the all-encompassing and continuous narrow specialization as a general trend in the musical art of the 19th century). The piano-concert composition of the classical-romantic time is affirmed on the positions of the factor of cultural dynamics in the space of musical art.

The sharpness in the piano-orchestral composition of the individual and personal principle, accompanied, among other things, by the visual highlighting of a complexly gifted and universally professionally trained person made it possible to consider this genre class as the most consistent with the general emphasis on the individual and personal principle in romantic musical art, or, in other words as a musical genre highly romantic. An important concomitant factor in this regard, introducing additional dynamics into the general process of "personalist" injection, is a kind of "bilateral" polarization of large and small values in the performing act itself in the case of a piano-orchestral composition. In it the "massive" orchestra and the "lonely" figure of the soloist in the "human dimension", imposingness, the size of the piano and the comparative smallness of the orchestra's instruments in the "instrumental dimension" are opposed to each other.

Immersion in the historical and theoretical problems of piano and orchestral composition turned out to be productive in terms of realizing the original path of development of Russian musical art, cognitive in terms of Russia's merits in world musical art, as well as comprehending the indirect, but essential connections of Russian musical art at the turn of the 19th-20th centuries with social life of the state. The socio-psychological context and the artistic and cultural life of Russia at that time favored the rapid development of a musical genre of Western European origin - the piano concert. In the Russian

culture of the "Silver Age", this genre has acquired a distinctive Russian "golden" branch.

We have revealed the fundamental importance of an explosive nature, which is acquiring the development of piano and orchestral composition in Russia in the works of S.V. Rachmaninova, A.N.: Scriabin, S.S. Prokofiev, I.F. Stravinsky ("Petrushka"). Together, they crowned the western in origin musical genre with a specifically Russian general culmination, which makes it possible to speak of it as a national and cultural priority of Russia, which opened in this period.

Consideration of personal contribution to; the piano-orchestral heritage of the most outstanding: the authors from the standpoint of the three-level system of historical constants built by the author allowed to see the historical purpose of this genre in a new way ^ as a result of which its confinement to the maturation of the romantic style in musical art, to the advancement of a single-part-cyclical form in the forties XIX century, to a radical revolutionary transformation in musical composition at the beginning of the XX century. An unexpected kinship was also revealed in the logic of the historical development of national composing schools, their "re-start" based on a piano concert.

A new result in the personal plane of our research is the restoration of the most direct connections of I.S. Bach with the musical art of the classical-romantic period, connections are often ignored.

Our analysis of the personal refraction of the historical patterns of the piano concerto deduced in the work, taken as a factor of cultural dynamics, provided additional material characterizing the individual creative attitudes of various composers. Very indicative from this point of view is the unequal quality of innovative transformations in the piano and orchestral works of I. Brahms and A.N. Scriabin ("Prometheus"): "velvety" in the first case and explosiveness - in the second. It is precisely this vision of I. Brahms's piano concertos that made it possible to appreciate in these works their innovation - seemingly unobtrusive outwardly.

The compositional-analytical approach has shown itself to be productive in terms of advancing to the still undeveloped layers of genre-specific specificity in the piano-orchestral music of the academic tradition. The idea of the musical genre as a predominantly stable and conservative component in a single system of musical thinking led to the hypothetical idea of the presence in the structure of the musical genre (in our case, piano-orchestral music) canonical regular relations, the knowledge of which is advisable through a close study of the genre and, on the other hand, the form-composition correlated with it in the broad sense of the word. This hypothesis was largely confirmed.

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HAMID OLIMJON IJODIDA QOFIYANING POETIK VAZIFASI

Annotatsiya: Maqolada qofiya turli janrdagi asarlarda badiiyatning asosiy qirralaridan biri hisoblanishi aytib o'tilgan. Zero, bunday asarlarning salohiyati ularda qo'llangan g'oyalar mazmun-mohiyati, timsollar qiyofasini ochishdagi ahamiyati, qofiyalarning ma'naviy teranligi, ohangdorligi va jozibadorligi bilan belgilanishi sir emas. Qofiyaning xilma – xil turlaridan va san'atlaridan, vazn va qofiya munosabatlaridan mahorat bilan foydalanish asarning o'qimishlilikini va ta'sirchanligini ta'minlash alohida ta'kidlangan.

Kalit so'zlar: H.Olimjon, ijodkor, qofiya, xalq ijodiyotining mahsuli, qofiyadoshlik, jozibador, yoqimli, ohangdorlikni ta'minlash, misralar, intonatsion tugallik, qofiya poetik san'at, ritm, ritmik, doston.

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RHYME IN THE WORKS OF HAMID OLIMJON POETIC TASK

Abstract: The article says that rhyme is considered one of the main aspects of fiction in works of various genres. It's no secret that the potential of such works is determined by the content of the ideas used in them, their significance in revealing the images of images, spiritual depth, melody and attractiveness of rhymes. It is emphasized that the skillful use of various types and arts of rhyming, the ratio of weight and rhyme ensures the readability and expressiveness of the work.

Keywords: H.Olimjon, creator, rhyme, product of folk art, rhyming, making attractive, pleasant, melodious, metaphors, intonation completeness, rhyme is poetic art, rhythm, rhythmic, epic.

H.Olimjon o'z asarlari tiliga katta ahamiyat bilan qaragan ijodkor. Shu boisdan ham shoir asarlarining birortasida, hatto biror bandda ham tashqi go'zallik orqasidan quvib ishlatilgan so'zlar uchramaydi. Shoir ijodidagi har bir so'z buyuk imorat poydevoriga qo'yilgan pishiq g'ishtlarni eslatadi. H.Olimjon har bir so'zga, uning fikr ifodalash darajasiga alohida ahamiyat beradi. Shoir ijodi xalqimizning boy merosi bo'lgan xalq og'zaki ijodi, xususan, xalq dostonlarining go'zal an'analari bilan omuxta bo'lib kelgan. Bu holat shoir asarlarining ravon, jozibaliligini uyushtirgan. Chunki, nima haqida yozmasin,

o'z fikrini sodda, umumxalq uchun tushunarli misralarda kuchli obrazlilik to'niga o'rab bayon qiladi. Shuning uchun ham H.Olimjonning har bir asari kishini o'ziga tortuvchi, maftunkordir. H.Olimjon ijodining jozibadorligi, yoqimlilik, o'quvchilarga tez yetib borishini ta'minlashda qofiyadoshlik katta rol o'ynagan.

Qofiya (arab. — ergashish, izidan borish, yun. ῥίμα – *rifma*: «mutanosiblik, ritm») deb ikki yoki undan ortiq misra oxiridagi lafzdoshlikka aytiladi (A. Rustamiy). Qofiya-xalq ijodiyotining mahsuli. Xalq ijodida qofiya poetik san'at sifatida muhim vazifa bajarib kelgan. Xalq maqollari, hikmatli so'zlar avvalo qofiyasining kuchlilik bilan ajralib turadi. Shu jihatdan yondoshilganda bu san'atning negizi xalqning urf-odati, psixik holatlari, fikrni qabul qilib olish va undan estetik zavqlanishdagi didi bilan ham bog'liq.

Qofiyaning mavjudligi misraning to'kisligini ta'minlaydi va kuchaytiradi, ritmik birliklarning mutanosibligi kamroq aniqlik bilan ifodalangan erkinroq ritmik tuzilishdagi misralarda (satrlar bo'g'inlar soni, urg'u joylari va boshqalar bilan farqlanadi) qofiyaning ritmik ma'nosi yuqori darajadagi aniqlik bilan namoyon bo'ladi.

Ma'lumki, she'riyatda ohangni saqlab turuvchi bo'g'in, turoq va boshqa vositalar ham mavjud. Shuningdek, qofiya ham mavjud ohangni fikrni boshidan oxirigacha saqlab borish vazifasini bajarsa-da, uning she'riy nutqdagi vazifasi shu bilan chegaralanib qolmaydi.

Qofiya fikrni bir tugal poetik fikr sifatida tugatishni ta'minlovchi vosita hamdir. Avvalo, har bir fikr intonatsion tugallikka ega bo'ladi. Intonatsiya – tugallovchi vosita. Lekin intonatsion tugallikka ega bo'lgan fikr doimo mantiqan, mazmunan tugal bo'lavermaydi. Bu hol ayniqsa, she'riyatda yaqqol seziladi. Masalan:

U yashaydi besitam, bezor,

U bilmaydi qayg'uni, g'amni

Oyoqlari ostida bahor

To'shab qo'ygan alvon gilamni. (Zaynab va Omon)

Ushbu she'riy parchadagi birinchi ikki misra o'ziga xos fikriy tugallikka ega. Lekin g'oyaviy-mazmunan tugal fikr emas. Shu fikrdan keyin uni to'ldirib izohlab keladigan yana bir fikr borligi yaqqol sezilib turadi. Uning (Zaynabning) “besitam, bezorligi”, “qayg'uni, g'amni” bilmasligining sababi 3-4-misralarda ikkinchi fikr sifatida ta'kidlanib, oldingi fikr bilan bir butun holda tugallangan fikr vujudga kelgan.

Ko'rinib turibdiki, bunda qofiya fikrlarni bir-biri bilan bog'lash, uni tugal fikr sifatida shakllantirish vazifasini bajargan. *Bezor-bahor, g'amni-gilamni* so'zlarining qofiyalanishi natijasida fikr mazmunan tugallanib, yaxlit bir poetik ifodaga aylangan.

Qofiyaning she'riy nutqdagi vazifalaridan biri she'riy o'lchovni uyushtiruvchi vosita sifatida xizmat qilishidir. V.Jirmunskiy qofiyaning o'lchovdorlikni ta'minlashini ohangdorlikni ta'minlash jarayonidan

ajratmaydi[1]. Olim ularni bir-biri bilan bog‘liqligini oshiruvchi vosita sifatida talqin qiladi.

Ye.Vinokurov va B.Goncharovlar qofiya fikrning ta’sirchanligini oshiradi, desalar [2], N.A.Aseev “qofiya – poetik energiyaning kondensatori”, deb yozadi [3].

Darhaqiqat, qofiya she’riy nutqda ifodaviylikni ta’minlovchi vositalardan ham biridir. Chunki qofiya tovushlar takroriga asoslangan san’at. Tovushlar takrori natijasida ma’lum san’atlar – poetik vositalar vujudga keladi. Bu san’atlar bevosita poetik nutqning badiiy ifodaviyligini kuchaytiradi, nutqning jarangdorligini oshiradi. Biroq qofiya she’riy qatorni yakunlab beruvchi yagona vosita emas, kuchli pauza, tugallangan, yakuniy urg‘u va ohang, klauzula (lot. *clausula* «yakun, tamom, yakunlanish») yordamida misraning yakun topgani qofiyasiz ham anglashilishi mumkin:

Hali Zaynab o‘zining dardin

Dadil turib yora olmaydi.

Tunni butun uyg‘oq kechirdi,

Fikrlari topmay nihoya... (Zaynab va Omon)

Tovush takrori poetik nutqning ohangdorlik sistemasidan uzilib qolgan alohida holda emas, balki, ohangdorlik sistemasiga singib ketgandagina badiiy-ifodaviy bo‘ladi. Ma’lumki, tovush takrori poetik nutqni boshqa nutq turlaridan ajratib turuvchi vositalaridan biri sanaladi. Tovush takrori avvalo evfonik (ohangdosh) va metrik (o‘lchovdosh) takrorlarga bo‘linadi. Qofiya tovush takrorining birinchi turiga xos bo‘lib, ohangdosh takror boshqa bir qator stilistik usullarni ham (alliteratsiya, paronimiya) vujudga keltiradi. Shuning uchun ham tovush takrori she’riyatda badiiy ifodaviylikni vujudga keltiruvchi, she’riyatning ohangdorlik tizimidan joy oladigan vositalardan biri hisoblanadi. Bir qator tadqiqotchilar tovushning poeziyadagi o‘rnini alohida ta’kidlaydilar. Chunonchi, K.Balmont poeziyani sehrgarlik deb atab, “har bir harfda sehrgarlik bor, she’r o‘zining mohiyati bilan kuchli va har bir harf unda bir sehrdir” [4], deydi.

Quyidagi misralar bu holatni zulqofiyatayn sifatida kuzatish imkonini beradi:

Gulzorlardan, ***bog‘lardan o‘tdim,***

Bozorlardan ***tog‘lardan o‘tdim.***(Zaynab va Omon)

Birinchi baytda oltita so‘z qo‘llanilgan bo‘lib, ulardan to‘rttasi-gulzor-bozor, bog‘-tog‘ qofiyalangan. Ikkinchi baytda sakkizta so‘z ishlatilib, kun-tun, botar-yotar so‘zlari qofiyalangan, misralarni ikki bo‘lakka (turoqqa) ajratgan. Qolgan to‘rtta so‘z radifdir. Bu baytdagi qofiyalanish tuzilishi jihatidan bir-biriga o‘xshaganidek, bir-biridan farqlanadi ham. O‘xshashlik shundaki, har ikki baytda ham bir necha so‘zlar qofiyalangan. Qofiyadosh so‘zlardan keyin radif qo‘llanilgan. Farqi shundaki, birinchi baytda radifdan boshqa barcha so‘zlar (misralarning har ikki qismi), qofiyadoshdir, qofiyalanishning bu turi mumtoz she’riyatda tarse deb yuritiladi. Radif esa birgina so‘zdan iborat.

Ikkinchi baytda misralarning birinchi qismi qofiyalangan bo'lib, misralar turoqlarga ajratilgan. Ikkinchi so'z radif bo'lib kelgan. Ma'lumki, she'riyatda misralarning turoqlarga ajratilishi uchun har bir turoq qofiyalanishi shart emas. O'z navbatida bu juda og'ir jarayondir. Lekin bir qator ustoz san'atkorlar ijodida, xususan, Hamid Olimjon ijodida bunday qofiyalanish ham bir talay. Bu holat, birinchidan, shorining o'ziga xos ifoda usulini, uslubini, shuningdek, so'zdan foydalanish mahoratini ko'rsatadi. Ikkinchidan, turoqlar qofiyalanishi, turoqlar orasida keskin to'xtam borligini ko'rsatadi va nutqning tantanavorligini, salobatini oshiradi.

Yuqoridagi misralardan ko'rinib turibdiki, qofiya she'riy nutqning ohangdorligini, jozibadorligini ta'minlabgina qolmaydi, balki, shoir tomonidan olg'a surilgan fikrni, mazmunni tushunish, asarning g'oyasini batafsil anglash imkoniyatini ham beradi.

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THE ROLE OF SONGS IN THE DEVELOPMENT OF SPEAKING SKILLS IN TEACHING FOREIGN LANGUAGES TO PRIMARY SCHOOL STUDENTS

Abstract: Most of us would surely agree that songs, once learned are very hard to forget. Besides, experienced teachers of English understand the importance of using rhymes and songs in the teaching-learning process for their many benefits. Although children have an innate ability to learn any foreign language, they do not learn it properly if they find their lessons boring. In fact, children learn better through interesting activities. The main objective of this article is to emphasize the importance of using rhymes and songs in the teaching of English as a foreign language. Actually, they are the tools that help children learn in an enjoyable and relaxed environment without the necessity of making them feel the pressure of learning a foreign language.

Key words: music, listening, educational songs, rhymes, students' achievement

INTRODUCTION

For different purpose, most individuals use English as a medium and a communication tool. This goes to prove that it has become one of the languages spoken and written all over the world. A wide variety of vocabulary can contribute to an efficient process of communication. In learning English, songs are seen as popular and developed and studies have found that both students and teachers believe that songs have helped them learn English vocabulary and good practice. Techniques are important to build up the morale of young foreign language learners gradually, ensuring that the goal systems are implemented in an easily achievable order.

Music and songs are important parts of learning. Children enjoy music and teachers use songs inherently in a fun way to teach them concepts and language. The most significant trait of songs, though, is repetition. They have language patterns, but they also improve listening ability, rhythm and pronunciation and provide a fun atmosphere. In fact, songs and rhymes are very beneficial. There are so many facets of a language with the use of songs that can be delivered and recycled. Particularly at pre-school and lower primary levels, teaching English using songs has been a common practice in schools. Recent studies have shown that songs are one of the sources of most successful acquisitions of child language, showing that lexical objects must be repeated

several times before children internalize them. By songs the people will feel happy even it is supposed to be the compensation to eliminate bored or stress. Music and song also are able to indentify someone's character or behavior. Based on this, song can be made use of as a media of teaching in the process of teaching and learning English at school to increase more the students' interest in learning especially in learning foreign language. Teachers in learning used songs must give more attention to their students and teachers can able to guide their students was sung. By using songs a teacher teaches about music, intonation, pronunciation, and a teacher can give a brief and translate even if their initial understanding of the vocabulary is poor.

LITERATURE REVIEW Many researcher mention that it would be very useful to learn English by using songs in their English class (Burhayani, 2013). The concept of songs has been found to have positive effects on the classroom climate. The most successful lessons are the ones which give us the feeling of enjoyment and good time. Enjoyable learning has to be more effective than the traditional teacher- centre procedures. Music is a proven teaching tool which fosters language retention and production in young children. According to Medina, "using music in the classroom will help our students succeed as FL students" (1993).

Murphey (1992) found that the majority of English teachers use or have used songs for different teaching purpose. According to him, it seems that songs stick in both our short and long memory so they are relatively easy way to remember quite long portions of language. He also found out that songs may be exploited as effectively as any other text. They can be a source of language for presenting and practicing grammar and syntax, vocabulary, pronunciation, and the different skills of listening, reading, speaking, writing and translation. According to Philips, rhymes and songs are tough "to practice the sounds, rhymes and stress patterns of English" (1993, 108). That pupil's motivation to learn largely depends on the teaching methods does not constitute any update or novelty. But if the teacher skillfully uses rhymes and songs, the children are usually highly motivated. Following Murphey's definition: "rhymes and songs are relaxing; they vary the lesson's progress, they provide fun and action, and above all, they encourage harmony within a group" (1992, 8).

According to Heinichet et. al. (2002:9) by songs the people will feel happy even it is supposed to be the compensation to eliminate bored or stress. Music and songs also are able to indentify someone's character or behavior. Based on this, songs can be made use of as schools to increase more the students' interest in learning especially in learning foreign language. Sophya (2013, 8) says that song is a tool to help student in learning English language especially able to increase students' motivations. In addition to, studies exploring the effects of song on language learning mostly focus on memorizing text passages or new words, phonological awareness, and pronunciation, while grammar skills seem less frequently addressed (Alinte, 2013). Despite the

wealth of literature recommending music and songs to develop literacy and grammar skills (e.g., Brown, 2006; Paquette and Rieg, 2008; Hancock, 2013), empirical evidence is scarce. In general, using singing for grammar teaching may be particularly suitable for primary school children. Firstly, younger learners usually show positive responses to group singing (Good and Russo, 2016) and may not be inhibited by voice breaks or other maturation effects. Secondly, although there is evidence to suggest that even younger learners can benefit from a combination of implicit and explicit teaching (Stanat et al., 2012), in general explicit grammar teaching (e.g., explanation of grammar rules) may be more difficult for younger learners (Cameron, 2001, S.106; Cummins, 1981).

METHODS There are different ways and procedures for presenting a rhyme or song to our class. It all depends on level of class, the simplicity of the rhyme or song and the time available. Rhymes and songs present a lot of linguistic material in a natural linguistic context. Words in rhymes and songs are meaningful to the learner, which influence the acquisition in a quite positive way. As Murphey assumes: "In general, they use simple conversational language with a lot of repetition" (1992, 7). Therefore, rhymes and songs stick in the learner's mind and the words and expressions used are memorized more easily. Practicing intonation through reciting rhymes and songs is mostly funny and very effective. Curtain and Dahlberg (2004) suggest the following steps for presenting a song in class:

- **Step 1:** prepare the students. Tell them what the song is about, preferable in English, making heavy use of visuals and gestures so they can get to know the song; play a recording or sing the entire song so that the students know what they are working toward.

- **Step 2:** go through the words. Make sure the children understand the words or, at least, they understand the key words necessary for singing the song meaningfully and with enjoyment; place new vocabulary in context and illustrate the meaning with gestures and visuals; there should be very little new vocabulary in any new song, and the new words should be presented several days before you introduce the song.

- **Step 3:** speak the song line by line. Say the song one line at a time and have the children repeat the words; if the song is on the board, track the words with a pointer or a ruler.

- **Step 4:** sing line at a time. Sing the song to the children one line at a time and have them sing it back; practice each line several times until the children can sing independently and then practice it two lines at a time; finally put the entire song together.

- **Step 5:** add rhythmic accompaniments. Begin to rhythmic accompaniment such as clapping, finger snapping, foot stamping or hand shuffling. (Curtain and Dahlberg 2004, 265)

RESULTS The first necessary step in order to teach rhymes and songs is their actual presentation in class by means of any electronic device (CD, mp3

player or PC) in the case of song or outspoken by the own teacher in the case of rhyme. The teacher should previously have tested the devices prior to its use in class. Then, a double check is needed so as to assure that the students comprehend the nature of the activity and the content of the rhyme or song. It is not necessary to translate word by word but the students should know that the rhyme song means and it is about. This step can also be supported by visual aids.

DISCUSSION The first logical step is the preparation stage. At this stage, we should be clear about the focus of the activity itself, which is singing the song in a later step. Henceforth, prior to this, we should introduce the song with its basic vocabulary and patterns so as student become familiar with them.

CONCLUSION Music has a tangible effect on the soul and human sensations, as it moves a person from one state to another, makes it clearer and more capable of listening and understanding. It is a social and educational means of high level and it has a tangible role in the learning–teaching process for the teachers and the students. Furthermore, the music and educational songs will make the whole process of teaching-learning enjoyable and far away from the traditional and boring ways.

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TEACHING PRAGMATIC SPEECH ACTS AND COMMUNICATIVE SKILLS IN ACCORDANCE WITH MULTIMEDIA MATERIALS

Abstract: This article integrally focuses on Multimedia Materials and using technology in the classroom and interprets different stages of language teaching and learning. All these factors may present its tie with other fields which have been vital as a part of TESOL program. Initially, it can be directly connected with SLA concepts because it mentions about the role of the teacher, learners' motivation, learner anxiety and different types of methods. It can be also linked with ESOL, since it demonstrates some notions about productive and receptive skills. Finally, it denominates the significance of using multimedia materials in raising learners' pragmatic competences and teaching speech acts such as compliments, refusals, complaints, invitations and others.

Keywords: ESL classroom, pragmatics, speech acts, multimedia materials, bandwagon, SLA concepts, ESOL, TESOL.

Introduction

Jayakaran Mukundan (2008) investigates the latest approach of Multimedia Materials in Developing countries, to be more precise, his studies are based on the outcomes of Malaysian ELT experience. The author prioritizes the article with a glance at bandwagon hypotheses which become pivotal core for exploring the newest trends, such as, lifestyle, fashion, media and computers.

He criticizes the approach of multimedia materials development for remaining too simple even though there was a good range of opportunities to prepare these types of materials through the computers, presentations, CD formats. Thus, aforementioned factors have played an integral role in progressing electronic versions of the reader.

Observations and evaluations

The writer illustrates some specific reasons why Malaysia has accelerated its culmination towards into Multimedia. He lists these reasons by defining their particular features. According to Mukundan (2008) the initial reason for developing Multimedia materials has been the fundamental change in the field of IT and its widespread implementation in business, finance and education. Thus, even traditional material developers and designers have altered their angles and eagerly faced the privileges of IT. This attitude has evolved the idea of smart schools and their establishments throughout the country.

Mukundan clearly tends to show the importance of this trend from another focus, he mentions that this progress has led to activate business into education.

For instance, local people have become permanent purchasers of computers and in a consequence, almost each family could afford one computer.

Later this intention has presented one more fruitful outcome, English has become an inseparable part of Math and Science teaching and further language proposals and concepts have been created in accordance with this relationship.

In his further concepts the author commences to introduce some critical ideas about the misconceptions of utilizing Multimedia in ELT. Mukundan vividly points out three misconceptions in this lacking area. Primarily, he depicts the belief which equals the language with laboratories. Secondly, the author defines the term of teaching courseware and explains it as a misunderstood approach by some teachers and material designers. Finally, he decodes the belief which proposes teaching courseware to be appropriate into language educating pedagogy.

In the final part, the author shares his findings about the subdivisions of courseware by stating that they may mislead the educators, but at the same time he suggests some vital remedies to overcome these obstacles.

Discussion: The teacher's role in the classroom

It should be admitted that recent learning and teaching processes cannot be arranged without the use of Multimedia Materials. Even though the author of the article mentions that the implementation of Multimedia Materials into the classroom as a new trend, but my opinions about this view are much more controversial. I clearly remember that in the middle of the 1990s even Uzbek classrooms accepted the Multimedia Materials and they were utilized in traditional classrooms. For example, we were taught with a CD format of materials ("Intercom", "English for Businessmen") and at that time our instructor could show her excellence in using Multimedia Materials during the classes.

According to Browell (1996) the use of Multimedia Materials is not an up to date approach and it should be presented by combining two or three media sources, such as, the tape and projector. He also points out that using Multimedia Materials in the classroom makes easier the task of the instructor's by giving them an opportunity of demonstrating and achieving their goals and objectives more vividly and effectively.

Another claim that I do not subscribe to is Mukundan's denying the belief which may demonstrate language classrooms similar to laboratories. He emphasizes that the role of the teachers will not be the same, even they lose their presence in the classrooms. As a practicing teacher I can assure that the classrooms and teachers will keep their functions in the future. If we implement using Multimedia Materials in the classroom and provide the internet connection and access to the computers we can develop the learners' skills on IT knowledge.

Although I have presented my contrasting opinions towards the author's concepts, there are some crucial moments where I support his perceptions. For

instance, he denominates that if the Multimedia, in particular, the monitor or projector is always on during the class, learners' focus will be driven to this device and they can stop behaving naturally and the importance of negotiation or interaction may be reduced, thus the learners might feel the sense of anxiety and lose their confidence. Guangyang (2019) points out that the negative concerns may arise while using Multimedia Materials during the process of teaching and learning. Learners, even some teachers may be physically dependent on them which can also impact on the academic achievement of the students.

Conclusion

In the final analysis, in order not to lose their role in the classroom the teachers must also know how to use Multimedia Materials inside out. Asthana (2006) mentions that enabling teachers use Multimedia Materials can be an ongoing action, but at the same time this process should be regularly overtaken, because new technologies and novel approaches are entering the teaching and learning procedure abruptly.

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MODERN PRINCIPLES OF SURGICAL TREATMENT OF THE ISCHAEMIC HEART DISEASE

Abstract: This article provides information about modern principles of treatment of ischemic heart disease, detailed descriptions of indication to the different types of treatment, such as conservative treatment, interventional and surgical. We made a conclusion that, the diagnostic coronaryventriculography is the basic method, which determines further tactics of patient's treatment. There is marked ways of improvement of surgical treatment by the beating heart surgery and using arterial conduits.

The life of society and the preservation of public health have repeatedly posed new problems to medical science. Most often, these are various "diseases of the century" that attracted the attention of not only doctors. They were usually characterized by prevalence, difficulty of diagnosis and treatment, tragic consequences. The development of civilization, the successes of medical science have pushed these diseases into the background.

Currently, one of the most acute problems of heart disease is coronary artery disease (CAD).

Actually, ischemic heart disease is understood as a pathological condition that develops when there is a violation of the correspondence between the need for blood supply to the heart and its actual implementation. Coronary insufficiency occurs as a result of a deficiency in the supply of blood to the tissues of the heart. Insufficient blood supply to the myocardium may result from various reasons.

The causes of myocardial ischemia are:

- atherosclerosis of the coronary bed;
- thrombosis, thromboembolism of the coronary arteries;
- spasm of the coronary arteries;
- congenital anatomical anomalies of the coronary bed.

It can be seen that regardless of the root cause, the final point is the effect of this factor on the coronary vessels. In light of this, knowledge of their anatomical structure and which parts of the heart they supply with blood are needed.

The blood supply to the myocardium is carried out by the right and left coronary arteries, the latter departing from the aorta with a short trunk, then it is divided into the anterior descending (ADA) and circumflex arteries (CA).

Depending on the anatomical severity of the coronary vessels and which of them provides blood supply to the posterior wall of the heart, right-coronary, left-coronary and balanced types of blood supply are distinguished.

In a balanced type, all three main coronary arteries are well developed and fairly evenly developed. The entire left ventricle is supplied with blood, including the papillary muscles, and the anterior $\frac{1}{2}$ and $\frac{2}{3}$ of the interventricular septum, through the system of the left coronary artery. The right ventricle, including both right papillary muscles and the posterior $\frac{1}{2}$ - $\frac{1}{3}$ septum, receives blood from the right coronary artery. This is probably the most common type of blood supply to the heart.

With the left type of blood supply to the entire left ventricle and, in addition, the entire septum and partially the posterior wall of the right ventricle is carried out due to the developed enveloping branch of the left coronary artery, which reaches the posterior longitudinal sulcus and ends here in the form of a posterior descending artery, giving away part of the branches to the posterior the surface of the right ventricle.

The right type is observed with a weak development of the circumflex branch, which either ends without reaching the blunt edge, without extending to the posterior surface of the left ventricle. In such cases, the right coronary artery, after branching of the posterior descending artery, usually gives off several more branches to the posterior wall of the left ventricle. In this case, the entire right ventricle, the posterior wall of the left ventricle, the posterior left papillary muscle and partially the apex of the heart receive blood from the right coronary artery.

The very fact of clinical diagnosis of even pronounced manifestations of coronary artery disease is insufficient to determine the indications for direct surgical intervention on the coronary vessels. For its implementation, it is necessary to accurately determine the characteristics of the lesions of the coronary vessels, which is provided by selective coronary angiography. In this study, a contrast agent is injected into the mouth of the coronary vessels and coronary angiography is performed.

Selective coronary angiography is used to determine: 1) the type of myocardial blood supply; 2) which coronary vessels are affected, the number of affected vessels; 3) precise localization. The degree and extent of their narrowing; 4) the condition of the distal part of the affected arteries below the site of narrowing; 5) the state of collateral circulation, providing compensation for the stenosing process.

Analysis of coronary angiography data shows that in most cases there is a right type of coronary circulation, in which vascularization of the posterior wall of the heart is provided by the right coronary artery. The next in frequency is the balanced type, when the blood supply to the posterior wall of the heart is provided equally by both coronary arteries. The left type of coronary circulation is much less common.

It is customary to distinguish four degrees of severity of coronary artery stenosis: I - moderate narrowing up to 50% of the lumen, II - pronounced narrowing from 50 to 70%, III - sharp narrowing by 75-90% and IV - vessel occlusion.

In most cases, a pronounced narrowing of the coronary vessels is combined with a multiplicity of their lesions.

Left ventriculography is an integral part of angiographic examination of a patient with coronary artery disease. This method provides the most important information about the contractility of the myocardium, the presence of dyskinetic and akinetic zones, left ventricular aneurysm or other complications of coronary artery disease.

According to the number of vessels, one-, two-, three and four-vessel (LCA + RCA trunk, equivalents of the LCA trunk) types of lesions are distinguished. Left ventriculography and modern methods of ultrasound diagnostics allow to determine also hemodynamic parameters, the most important of which are the left ventricular ejection fraction (LVEF), end-diastolic volume.

Indications for coronary angiography and left ventriculography are:

1. Severe clinical manifestations of coronary artery disease with frequent attacks of angina pectoris with ineffective or ineffective conservative treatment;
2. Atypical pain syndromes with pathological changes on the ECG at rest or during an exercise test;
3. Postinfarction coronary atherosclerosis with clinical manifestations of chronic coronary insufficiency;
4. Suspicion of left ventricular aneurysm;
5. Pre-infarction state with the possibility of emergency surgical treatment;
6. Acute myocardial infarction in the first hours of the disease in the presence of a cardiac surgery center, ready for urgent interventions;
7. The need to monitor the functioning of the coronary artery bypass graft in the long-term postoperative period;
8. The need for differential diagnosis of ischemic heart disease and other diseases.

Existing methods of treating patients with coronary artery disease can be divided into: drug therapy; interventional techniques; surgical treatment and a combined approach. Drug therapy is indicated mainly for stenosis of the lumen of one of the vessels up to 50%. The second way to treat coronary artery disease is to restore blood flow in the vessels by expanding them and eliminating narrowed areas by stenting. These include dilatation of narrowed areas of the coronary arteries with a balloon catheter, performed "bloodless" by percutaneous puncture of the peripheral arteries and placing a stent on the affected area. This is a modern and most intensively developing area of cardiology. The number of such interventions in the United States exceeds several hundred thousand per year and is an alternative to coronary surgery.

The third direction, purely surgical, is coronary artery bypass operations (CABO). This is a direct restoration of blood flow through the coronary vessel using shunts. In Uzbekistan, the first CABO operation was performed in 1987 at the RSCS by Professor B.L. Gambarin. under the leadership of Academician V. Vakhidov. At present, about 60% of all heart operations in the world are performed in coronary surgery. Despite the fact that CABO operations have been carried out for more than 35 years, this method is under development, and there are still a number of unresolved problems. CABO is performed under cardiopulmonary bypass or on a beating heart. After revision of the heart vessels, the operation plan is finally specified.

The preparation of a venous graft, which is used to provide a coronary artery bypass graft, is of great importance. Usually, for this, a section of the great saphenous vein of the leg is used with a length of 20-25 cm. It is important that the diameter of the graft corresponds to the size of the lumen of the coronary artery at the site of the shunt. It should be wider than the coronary artery because over time, it "arterializes" and the lumen of the graft decreases. At the same time, if the graft diameter is too large, the blood flow slows down and conditions are created for its thrombosis. Distally, the vascular graft is anastomosed to the coronary artery below the narrowing site, and a proximal anastomosis is created to the ascending aorta. With multiple lesions of the coronary vessels, 2, 3, 4 or more shunts are applied.

Not all patients who require myocardial revascularization can undergo CABG. Restoration of blood flow in a coronary artery can be performed with its atherosclerotic lesion in a limited area with a narrowing of the lumen by more than 50% or occlusion. The requirement for narrowing the lumen of the vessel by more than 50% is due to the fact that such severity of stenosis usually leads to severe clinical manifestations of coronary insufficiency, and restoration of blood flow contributes to the most favorable hemodynamic shifts.

It should be noted that in case of multiple lesions of the coronary arteries, indications for CABG may occur even with a lesser degree of narrowing of each of the arteries than 50% of the lumen size. This is explained by the fact that the total decrease in the coronary lumen in these cases is large, and the imposition of several coronary artery bypass grafts will significantly improve the blood supply to the myocardium. Lesions located in the proximal part of the vessel are more favorable for correction, since the zone of myocardial ischemia is much larger, and the restoration of blood flow in the vessel promotes blood supply to large areas of the heart muscle. With several narrowing of the vessel, an anastomosis is formed at the most distal site.

Although limited vascular lesions are preferable for coronary artery bypass grafting, diffuse changes do not always preclude the operation. Sometimes it is possible to impose a shunt after a preliminary endarterectomy. More than 370 CABG operations were performed at the RSCS named after Academician V. Vakhidov until April 1, 2006. The results are not entirely

satisfying, but our scope for improvement is limited. Unfortunately, patients who are mostly severe and "neglected" are sent for surgical treatment. Complete myocardial revascularization was performed using up to 5 shunts (on average, 2.3 ± 0.4 shunts) per patient, which indicates multiple lesions of the coronary vessels.

One of the ways to improve the results of surgical treatment is the use of arterial grafts, in particular, today the use of the left internal thoracic artery for PNA bypass surgery is the "gold standard" of coronary surgery and in the long-term period gives the lowest percentage of stenosis

During the current year (from January to April 2006) in the Department of Coronary Surgery, 27 coronary artery bypass grafting operations were performed using the internal thoracic artery in all cases for PNA bypass with an average number of shunts of 2.5. Mortality was noted in only one case. In two cases, the operation was performed on a beating heart, the results are satisfactory.

There are many factors that affect both the immediate and long-term results of CABO. In foreign multicenter studies, covering tens of thousands of observations, it is determined that the main factors that increase the operational mortality are:

- impaired LV function (decreased ejection fraction);
- cardiogenic shock at the time of surgery;
- the need for an urgent operation;
- previous heart surgery;
- dysfunction of other organs and systems.

In any case, CABO surgery is a palliative intervention that eliminates not the cause of the disease, but its consequences (impaired blood supply to the myocardium). That is why both methods of treatment of ischemic heart disease - medical and surgical - should not be opposed, but complement each other. Only a timely performed CABG operation followed by adequate drug management can achieve the greatest effect in the treatment of patients with coronary artery disease. This is done throughout the civilized world. And you can hardly find another way.

**EFFICIENCY OF HEPROCELS THE TREATMENT OF PATIENTS
WITH DEEP BURNS**

Abstract. Relevance. Thermal damage poses a serious medical, social and economic problem. The development of heavy industry and the chemical industry, as well as the widespread use of electricity in everyday life and industry, will contribute to a significant increase in burn injuries. Purpose of the study. Improving the results of early necrectomy using autodermoplasty in patients with burns using the local hemostatic agent "Heprocel". Materials and methods. The work is based on the analysis of the results of treatment of 35 victims (37 women and 68 men) aged 18 to 75 years, who were treated at the Department of Comustology of the Samarkand branch of the Republican Scientific Center for Emergency Medicine. the average age of the patients was 39 years. In most cases, the injury was caused by fire, burning with boiling water, and contact burns were also observed. Results. Our studies have shown that early surgical necrectomy and obtaining isolated autographs from donor sites are performed after blood loss (6–10 ml of blood per 100 cm² area) and the use of Heprocel hemostatic powder. When the wound defect was closed, the donor machine lid showed good adhesion to the subcutaneous wound. Conclusions. A single application of the hemostatic preparation heprocel to the wound after necrectomy ensures fast adhesion of the sutured during autodermoplasty, ensuring fast and complete adhesion of the skin.

Keywords: heprocel, necrectomy, hemostatic agents (GV), autodermoplasty (ADP), disseminated intravascular syndrome (DIC).

Relevance. Thermal injury defines a serious medical, social and economic problem. The development of heavy industry and the chemical industry, as well as the widespread use of electricity in domestic and industrial environments, will contribute to a significant increase in burn injuries. In the literature, the stable number of victims of thermal injuries, their share among injuries in peace is 5-12%. In the general structure of the injury, burns occupy 2-3 places [1,2], which account for the majority of deep burn injuries that require surgical treatment.

The essence of surgical treatment of deep burns is that in one way or another the area of the burnt skin is composed of the necrotic tissue. The most common way to restore skin integrity is to perform free skin autodermoplasty. Preparation of the wound before autodermoplasty of the burned area and the cleaning of the wound from necrotic tissue. Preparation of burn wounds for

autodermoplasty can be done at different times, in different ways that are considered to be more or less “aggressive”. In all cases, the closure of the wound surface is the final step[3,4,5].

Historically, two main directions of surgical treatment of burns have been developed: 1) autodermoplasty, which granulates wounds after self-rejection of necrotic tissue or chemical necrectomy; 2) early surgical necrectomy before inflammation in wounds and then autodermoplasty[6].

Spontaneous rejection of dead tissue with deep burns results in complete cleansing of the wound surface after 4–6 weeks. The long-term presence of burn scars prevents the implementation of autodermoplasty, promotes the development of pyogenic microflora in the burn wound and the release of toxins [7, 18].

There are opportunities to stop the burn disease and its progression due to early surgical treatment (simultaneous or delayed autodermoplasty to remove the burn within the first 3-7 days after injury) [8].

The time required to prepare burn wounds for autodermoplasty, the time to restore skin integrity, the duration of inpatient treatment, the number of infectious complications, and mortality are reduced [16,17].

Early surgical necrectomy is very traumatic and can be accompanied by major blood loss. Bleeding loss consists of at least 250-300 ml within 10% of the wound surface [2]. According to other data, early excision of dead tissue in an area of 100 cm² leads to a loss of 76 ml of blood and the removal of granules in the same area - 64 ml. [8,9, 10].

It should also be borne in mind that autodermoplasty surgery involves the formation of common “donor” wound surfaces, which are often equivalent to surface burns. Blood loss and pain impulses put this operation in a special place, given the surgical risk associated with an increase in the area of skin lost. [11, 14, 15]. Thus, adequately performed local hemostatic therapy during surgery prevents blood loss and thus improves the outcome of treatment of this contingent of patients.[12,13].

The aim of the research. Improving the results of early necrectomy using autodermoplasty in burn patients using a local hemostatic agent "Heprocel".

Materials and methods. The work is based on the analysis of the results of treatment of 35 victims (37 women and 68 men) aged 18 to 75 years treated in the Department of Commustology of the Samarkand branch of the Republican Scientific Center for Emergency Care. the mean age of the patients was 39 years. In most of the observations, the cause of the injury was a flame, burning with boiling water, and contact burns were also observed.

In patients, the total area of injury ranged from 10 to 40% of the body surface (mainly burns of the extremities, as well as chest, neck and face), and deep burns of grade III B- IV accounted for 10%.

All patients underwent necrectomy into healthy tissue with simultaneous capillary bleeding along with autodermoplasty. Hemostasis was performed with

hemostatic powder obtained from cellulose products with the drug "Heprocel". The drug was applied 10 mg of powder once a day on the surface of the wound for 3 days.

The clinical evaluation included the following criteria: quantity and nature of discharge; bleeding wounds; time of epithelialization of donor sites, transplanted autodermotransplants; completeness of epithelialization; severity of wound pain.

Surgical interventions in 105 patients with deep burns included the use of a hemostatic drug to stop necrotic skin and subcutaneous structures after excision.

Results. Our studies have shown that early surgical necrectomy and removal of skin from donor areas is performed after blood loss (6-10 ml of blood per 100 cm² area) and the application of hemostatic powder "Heprocel". When the wound was closed, the donor's autodermotransplants showed good adhesion to the subcutaneous wound. In the picture, patient F. At the age of 42, his pictures were shown. II- IIIAB grade burns of neck, face, both shoulders and arms (total surface area was 60%). necrectomy was performed 8-9 days after the burn.

The next day, the examination did not reveal any graft necrosis in the skin. The donor wound is also clean and shows no signs of infection or pain.

On the 3rd day after surgery, the patients showed that the skin autodermotransplants adhered well to the skin, the positive dynamics of treatment were pointed out, no necrosis was detected in the wound. There are no signs of inflammation where the donor skin is located.

The best thing about the 7th day after the skin transplant is that the skin adhesion is almost flat, linear, with no signs of redness or infiltration. The skin is soft, elastic, light pink in color, there were no signs of infection. The donor site was completely epithelialized, with a thin elastic scar developed without signs of hypertrophy.

On day 12, autodermotransplants of the skin were performed with complete adhesion, complete recovery without complications.



Patient F. 42 years old. Necrectomy hemostatic powder Heprocel application and autodermplasty



A B

Fig. 1. Figure A - A result of local use of the hemostatic drug "Heprocel".
Figure B - Removal of skin from the foot using a DPE-40 dermatome

Thus, the use of hemostatic "Heprocel" powder form after necrectomy, using autodermplasty in all cases, with the help of complete healing of donor sites in patients on day 7 and complete recovery of the defect within 12 days after surgery.

Conclusion. 1. The use of Heprocel during autodermplasty after early necrectomy ensures complete hemostasis and reduction of wound pain. 2. Topical application of the drug heprocel hemostatic after necrectomy to the wound provides hemostasis, adhesion, rapid and complete healing of the skin during autodermplasty.

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INNOVATIVE TECHNOLOGIES FOR TEACHING LITERACY PRESCHOOL CHILDREN

Abstract: The article discusses innovative technologies for teaching preschoolers to read and write. The author analyzes various methods of teaching literacy.

Key words: preschool children, children's worldview, communication, play, method, methodology.

Communication technology is a specially organized process of oral or written communication aimed at achieving the communicative intention of the participants. A person who has mastered communication technology clearly holds 3 positions: I know how to do it; I can do it; I can teach this to another.

Communication technology (like any other technology) includes a goal (communicative intention), means of achieving it (methods, techniques, algorithms); scope of use (scope, restrictions in use); variability of use (good technology always has a zone of uncertainty, in which the individual speech skill of the communicator is manifested) and the result (impact, motivation, persuasion, joint decision-making).

When choosing a technology, it is necessary to focus on the following requirements:

- orientation of technology not to teaching, but to the development of children's communication skills, fostering a culture of communication and speech;
- the content of the technology is focused on the formation of the subject's position in communication and speech activity;
- the technology should be health-preserving in nature;
- the basis of the technology is a personality-oriented interaction with a child;
- implementation of the principle of the relationship between the cognitive and speech development of children;
- organization of active speech practice for each child in different types of activities, taking into account his age and individual characteristics.

In the younger group, it is possible to use short-term mini-projects, which are a series of educational situations:

- "Walking the Kati doll" (selection of outerwear and dressing the doll in accordance with the season, selection of toys for playing while walking, getting to know the safety rules when going out for a walk);

- "We will help babies (animals) find their mothers" (recognition, naming and matching of adult animals and their babies, acquaintance with the external features of pets and some rules for handling them), etc.

Projects in the middle group involve the mandatory use of elementary experimentation, the implementation of project assignments in pairs or small subgroups. Approximate topics of projects for children of the middle group: "Why do people need transport?", "Stone, scissors, paper", "How does a person know the time?", "Why did a person come up with dishes?" and etc.

Projects for senior preschool children are characterized by a cognitive and socio-moral orientation of the topic: "If you went out with a friend...", "Kind words on your birthday", "Mystery of the third planet", "How to open a book hypermarket?", "Nature's Complainant Book".

The theme of children's projects can correspond to holidays and significant events taking place in the country, city, kindergarten or group.

For example, in preparation for the celebration of Teacher's Day, the children of the preparatory group for school interviews kindergarten workers, learn about the peculiarities of their professional activities, note some personality traits and, taking this into account, prepare congratulations and gifts.

The result of project activities can be a collective product obtained as a result of cooperation of children of the entire group: an album of drawings, stories, collage "Our kindergarten", etc.

Game technology. Mnemonics. This technology includes various techniques that facilitate memorization and increase the amount of memory by the formation of additional associations.

Features of the technology: the use of not images of objects, but symbols for indirect memorization. This makes it much easier for children to find and memorize words. Symbols are as close as possible to speech material, for example, a tree is used to denote wild animals, a house is used to denote domestic animals.

It is necessary to start work with the simplest mnemonic squares, sequentially move on to mnemonic tracks, and later to mnemonic tables, because children retain individual images in their memory: the Christmas tree is green, the berry is red. Later - to complicate or replace with another screensaver - to depict the character in a graphical form.

Mnemonic tables - diagrams serve as didactic material in the work on the development of coherent speech of children. They are used: to enrich vocabulary, when learning to compose stories, when retelling fiction, when guessing and guessing riddles, when memorizing poetry.

Modeling. Models are especially effective when learning poems. The bottom line is the following: a key word or phrase in each line of poetry is

"encoded" by a picture that is suitable in meaning. Thus, the entire poem is sketched automatically. After that, the child from memory, relying on a graphic image, reproduces the whole poem. At the initial stage, a ready-made plan-scheme is proposed, and as he learns, the child is actively involved in the process of creating his own scheme.

In the process of developing speech in older preschoolers, special subject-schematic models are used. When forming in children ideas about a word and a sentence, children are introduced to the graphic scheme of the sentence. The teacher informs that, without knowing the letters, you can write a sentence. Separate lines in a sentence are words. Children can be offered to build a sentence: "The cold winter has come. Cold wind is blowing".

Graphical charts help children to feel more concretely the boundaries of words and their separate spelling. In this work, you can use various pictures and objects.

For verbal analysis of sentences in preparatory groups, educators use the "living words" model. How many words are in a sentence is the teacher and arouses children. Children stand in order according to the sequence of words in the sentence.

LEGO- technologies. The use of LEGO focused on the development of fine motor skills are indispensable in the speech development of preschoolers.

In the process of GCD for the development of speech, fiction, grammatical constructions are worked out. For example, the coordination of numerals with nouns – "How many windows are in the house", "How many berries are on the bush"; word formation - adding prefixes to verbs: "Come up with new words from the word" Fly "and demonstrate the action using a tree and a bird" and other didactic exercises.

When drawing up retellings, children are greatly helped by the illustration models for a literary work created by the children themselves. The retelling not according to the plot picture, but according to the three-dimensional image of the scenery from the constructor, helps the child to better understand the plot, which makes the retelling more detailed and logical.

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GENDER ISSUES IN THE SOCIO-CULTURAL LIFE OF SOCIETY

Abstract: This article analyzes the gender aspect in education. The author considers the formation of gender-role identity in adolescence, considers gender in education, and considers the role of education in achieving gender justice.

Key words: gender, female, male, social role, cultural relations, social aspects.

Modern society is today at the stage of democratic development. One of the basic principles of a democratic society is the recognition of equal rights for women and men in all areas and the creation of conditions for their implementation. The modern concept of democracy is based on the fact that without achieving gender equality, it is impossible to build a fully democratic society. Only upbringing based on gender equality can form an egalitarian consciousness in future citizens. An open democratic society requires such qualities as tolerance, critical thinking, and independence. Without gender education, we will not be able to cultivate these qualities in our students, since we will not be able to form harmonious gender relations in them. Gender pedagogy creates a different outlook on the world, on one's own role in society, on relations with other people, with representatives of the opposite sex, which leads to serious changes in the worldview, to the formation of a more active civic position, and ultimately to a change in public consciousness.

This problem is becoming very relevant in the context of the renewal of historical and social science education, the modernization of the general education school, in the concept of which it is emphasized that the most important task of education is the formation of civic responsibility, legal identity, spirituality and culture, initiative, independence, tolerance, the ability to succeed in schoolchildren. socialization in society and active adaptation in the labor market. Consequently, gender education solves many important social problems, and the need for its development should not be in doubt. Gender pedagogy should become a necessary component of civic education.

The typically masculine image is a set of traits associated with a socially non-limiting style of behavior, competence and rational ability, activity and efficiency. In contrast, the typically feminine image includes social and communication skills, warmth and emotional support. At the same time, excessive accentuation of both typically masculine and typically feminine traits is already acquiring a negative evaluative coloration: rudeness, authoritarianism,

excessive rationalism, etc. are recognized as typically negative qualities of a man, formalism, passivity, excessive emotionality, etc., of women.

The formation of the psychological sex, i.e. the acceptance of male and female roles by boys and girls is carried out in the process of sexual identification.

During a person's life, biological factors of sexual differentiation are complemented by social ones. The gender of the newborn gives adults a certain program for his upbringing. The child is taught the sexual role in accordance with the cultural traditions of the given society. This includes a system of stereotypes of masculinity and femininity, that is, ideas about what men and women are or should be.

The emergence of gender identity is explained by various theories. So, T.A. Repina¹ analyzed the theories of sex-role socialization in Western psychology.

The traditional psychoanalytic concept, starting with Freud, is known to ascribe the main role in sexual differentiation to biological factors and considers its main mechanism to be the process of the child's identification with the parents. Traditional psychoanalysis recognizes that the male and female models are diametrically opposed in their qualities and that the personality then develops harmoniously, fully when it follows the sex-role models of the parent of the same gender, when its gender identity is not violated.

The theory of social learning and its variety - the theory of modeling (A. Bandura, R. Walter, H. Biller), relying on the behavioristic principle of conditioning, claims that everything depends on the parental models that the child tries to imitate, and on the reinforcements that give behavior child's parents. According to the supporters of social learning, the child identifies himself not with one of the parents, but with a certain abstract image of a man and a woman, created by him on the basis of many observations of the behavior of adults corresponding to this sex. Moreover, the important thing for the child is not the sex of the person being imitated in itself, but the information that the behavior of this person corresponds to a certain gender.

The theory of cognitive development (L. Kohlberg), or the theory of self-categorization, while not denying the role of reinforcement, still considers the information a child receives from an adult about sex-role behavior and the child's understanding of his gender and its irreversibility as the main thing. This theory emphasizes the cognitive side of the identification process.

First, the child learns what it means to be a man or a woman, then determines who he is, and then tries to harmonize his behavior with the idea of a man or woman. Hence the importance of the child's intellectual development for gender identification. Reinforcement and modeling begin to exert a significant influence on the formation of psychological sex only after sexual typification has already taken place.

The theory of social roles A. Eagley says that many gender differences are products of different social roles that support or suppress certain behaviors in men and women. Different roles shape different skills and attitudes (attitudes), and this is what leads to different behaviors for men and women. From the fact that men and women do different things, we conclude that they are different people.

According to the new psychology of sex E. Maccoby, K. Jacklin, S. Boehm, the main role in the formation of the mental gender and sexual role is played by the social expectations of society, which arise in accordance with a specific socio-cultural matrix and are realized in the process of raising children. Congenital sex can only help to determine the potential behavior of a person, and most importantly, the psychological, social sex, which is acquired in vivo and the formation of which is greatly influenced by variations in sex roles and the corresponding social expectations inherent in a given culture. The psychological constructs of "masculinity" and "femininity" in this concept correlate with the notions of instrumental TM, which reflects the ability to assert itself and competence, and expressiveness, which represents the qualities traditionally associated with femininity, for example, caring, attention to others, emotional expressiveness and sensuality.

The people around the growing person serve as a model for sex-specific behavior and a source of information about the sex role. The role of parents in the process of gender-role identification of a young person is undoubtedly important. Moreover, the followers of the psychoanalytic trend argue that it is the parent of the same sex with the child who is the main role model. In the psychoanalytic paradigm, the child builds his gender-role identity on the basis of identifying himself with the parent of the same gender. In the light of social learning theory, everything depends on the parenting models that the child tries to imitate, and on the reinforcements that the parents give the child's behavior. From the point of view of cognitive development, the child receives information from the parents about sex-role behavior. The theory of social roles emphasizes the importance of the different social roles in which the parents include the child, and, according to the new psychology of gender, the expectations of the parents are important for the formation of gender-role identity.

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SPECIFIC FEATURES OF UROLOGICAL DISEASES

Abstract: This article discusses the specific features of urological diseases. the main symptoms of the most common urological diseases are explained. The main directions of treatment of urological diseases are indicated.

Key words: urology, urological diseases, prostatitis, prostate adenoma.

There is a whole list of diseases that all men do not like to talk about. Although many of them know about some male diseases not by hearsay. For the diagnosis, treatment, prevention of such diseases, there is a urologist and a branch of medicine, which is often called male urology. Today, the section of urology that studies male diseases includes a rather large list of pathological conditions and methods of their treatment. The main thing here is to diagnose the disease in time and contact a specialist for its treatment.

By the way, lately male urology, or rather “male” diseases, are rapidly “getting younger”. According to medical experts dealing with this problem, many men who feel healthy have a predisposition to the development or initial stages of various urological diseases. For example, about 40-60% of men over 25-30 years old now suffer from such a disease as prostatitis.

That is why, after 30 years, all men are recommended to regularly, at least once every 2 years, undergo examinations with a doctor of this orientation. And after 40 years - such examinations should become annual. an is immune from unpleasant inflammatory diseases of the genitourinary system. It is worth noting that hypothermia or violation of personal hygiene rules, for example, can contribute to the occurrence of such diseases.

If we talk specifically about male urological diseases, then it includes such diseases as:

BPH

prostatitis

urethritis

cystitis

epididymitis, etc.

And although in one article it is impossible to tell in detail about all the diseases and symptoms of male urology, we will try below to briefly tell you the most important facts for you about these ailments and their symptoms.

Adenoma of the prostate is a benign tumor that occurs in men over 30-35 years old. Prostatitis is a disease of the prostate gland. Urethritis is a disease of the urethra, it is caused by damage to the canal wall by various kinds of bacteria and viruses. Cystitis is an inflammatory disease of the bladder.

Epididymitis is a disease of the epididymis, it is characterized by inflammation, swelling, edema and hyperemia in the scrotum. Male urological diseases can be manifested by pain, itching, burning, swelling, redness of the corresponding part of the reproductive system. For example, an adenoma grows slowly, and therefore the symptoms of this disease may not appear for a long time. The main symptoms of the development of the disease are as follows: frequent urination; Difficulty urinating small portions of urine; feeling of incomplete emptying of the bladder; increased frequency of urination at night; lethargy of the jet.

Prostatitis is considered chronic if the disease persists for more than three months. Only 50% of patients with chronic prostatitis experience real pain. The rest have only weakened, "erased" symptoms. For the treatment of chronic and acute urological male diseases, harmless and effective physiotherapy procedures and therapy are usually used, which are aimed at suppressing infection, eliminating inflammation. It also has a strengthening effect on the entire immune system. However, in advanced cases, surgical treatment may be required. For example, adenoma and prostatitis may well lead to malignant tumors, if you do not seek timely treatment in the department of male urology.

Many people know that one of the diseases of elderly men is adenoma of the prostate gland (prostate gland). However, not everyone knows that this name is already outdated - in recent years, experts have been using the term benign prostatic hyperplasia (BPH).

Benign prostatic hyperplasia is so common that many researchers talk about the inevitability of this condition in men who have lived long enough for BPH to develop. By the age of 80, 80% of men suffer from this ailment.

Prostate adenoma as a disease should be discussed only when there is a combination of enlargement of the prostate gland with symptoms of urinary dysfunction. The reasons for the development of benign prostatic hyperplasia are not well understood. Nevertheless, numerous studies in this area have proved that all theories are based on the idea of hormonal changes in the body, starting at 45-55 years old, and called "male menopause".

The reasons for urinary disorders are a gradual increase in the size of the prostate gland and an increase in the tone of the smooth muscles of the bladder neck, leading to compression of the urethra and narrowing of its lumen. (Figure 1) An equally important reason is the weakening of the contractility of the bladder muscle, which is mainly due to the deterioration of its blood supply.

At the initial stage of prostate adenoma, the bladder after urination is completely emptied and there is no kidney damage. At the final stage, the patient develops "residual urine" (incomplete emptying of the bladder after

urination), as a result of which stones form in the bladder. Against the background of a violation of the outflow of urine from the bladder, the ureters and renal pelvis are gradually stretched, in which chronic inflammation occurs - pyelonephritis. In the absence of adequate treatment at the end stages of prostate adenoma, chronic renal failure develops, which poses a threat to the patient's life.

Potential treatment options for benign prostatic hyperplasia are surgery, drug therapy, and follow-up. Based on modern concepts, drug treatment, that is, treatment of prostate adenoma without surgery should be prescribed to patients with initial manifestations of urinary disorders without involvement of the upper urinary tract in the process and complications, patients with relative and absolute contraindications to surgical treatment, patients who refuse surgery treatment or postponing it for various reasons. According to statistics, these patients make up 60-70% of the total number of patients with various urinary disorders caused by BPH.

Dynamic observation is acceptable in patients with mild symptoms, whose quality of life is not significantly affected by the existing symptoms, and implies monitoring of blood and urine tests, PSA, ultrasound and uroflowmetry results every 6-12 months. Surgical treatment of prostate adenoma is indicated for patients with severe symptoms, involvement of the upper urinary tract in the process, who have contraindications to the appointment of drug therapy.

The modern strategy for the treatment of benign prostatic hyperplasia is based on comparing the effectiveness with the potential complications of a particular method. Surgical intervention, which is most effective, has the highest percentage of complications. Herbal preparations practically do not cause side reactions, but their effectiveness is also very low. The middle ground in terms of effective treatment of prostate adenoma and the risk of adverse reactions is occupied by drugs from the group of alpha-blockers. Against the background of the use of these drugs, on the one hand, the smooth muscles of the bladder neck and prostate relax, which leads to an increase in the lumen of the urethra. On the other hand, the effect on the smooth muscles of the walls of blood vessels leads to their expansion and an improvement in the blood supply to the pelvic organs and, in particular, to the bladder. An increase in the level of metabolic processes in the bladder explains the improvement in its contractility and eliminates most of the symptoms of urination disorder that are troubling patients. Treatment is effective in 85% of patients.

On the basis of the Consultative and Diagnostic Center of Clinical Hospital No. 50, the first room for early diagnosis of prostate diseases was opened in the capital and in Russia. Highly qualified specialists, on a free basis, daily receive patients with urination disorders caused by various diseases of the prostate gland, and perform the entire range of necessary examinations.

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DUST CONCENTRATION MEASUREMENTS USED IN COTTON PROCESSING ENTERPRISES

Abstract: The article describes the devices for determining the concentration of dust used by cotton processing enterprises and the principle of their operation, and analyzes their processing technology.

Keywords: Dust concentration, optical (photometric), gravimetric, piezobalance, triboelectric, radioisotope.

Dust concentration device - a device designed to measure the mass concentration of dust in the exhaust gases of combustion devices, work and living areas, ambient air. A specific type of device must be used for each task [1].

Today there are several methods of measuring dust: optical (photometric), gravimetric, piezobalance, triboelectric, radioisotope [2].

The optical method of dust measurement is the photometric and nephelometric methods. The optical principle of the technological process is to detect a decrease in the intensity of light radiation when passing through a dusty environment. The concentration of dust particles is proportional to the value of optical density, which is determined automatically [3]. The main disadvantages of these measuring devices are:

- low sensitivity when measuring low concentrations of aerosol particles (less than $30 \text{ mg} / \text{m}^3$), as well as the inability to control high concentrations (more than $10... 12 \text{ g} / \text{m}^3$).

- high effect of physicochemical properties of aerosols on the measurement result (size, composition and color of the aerosol). To reduce the measurement error, the device should be calibrated or enter a correction factor for a particular type of aerosol - there is always the need for periodic cleaning of optical elements (optics, reflectors, etc.) [4]. Figure 1.

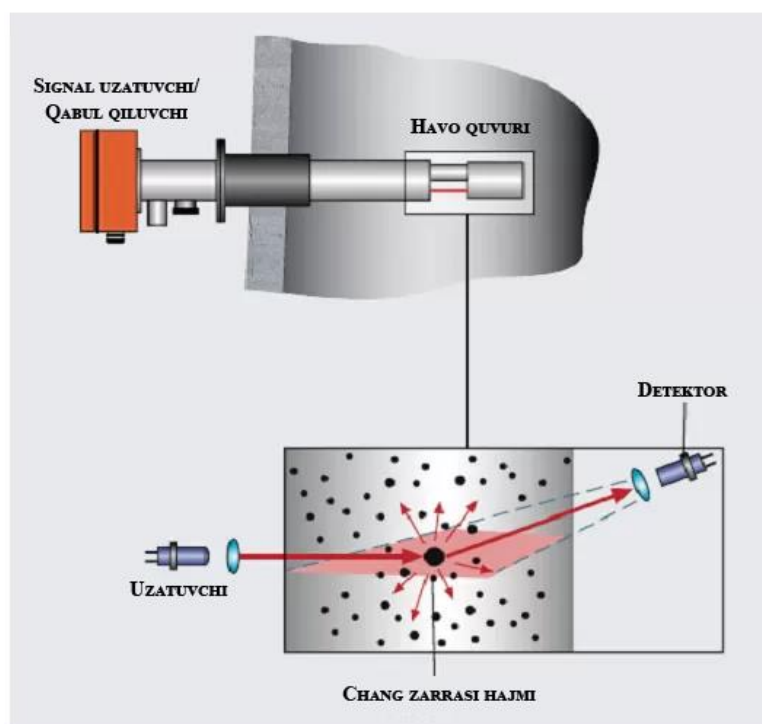


Figure 1. Schematic diagram of devices for optical measurement of the concentration of dust particles in the air

Dust particles in the air are circulated through a special tube. The signal transmitter sensor sends an IR type signal. This light signal reaches the detector when the intensity of the dust particles changes to a certain extent. Information is generated based on the data received by the detector. The nephelometric method based on recording direct, lateral, and backlighting light radiation is much more effective in measuring low concentrations of aerosol particles [5]. This method is performed on SICK, AEROKON (NPO EKO-INTECH LLC), Cassella CEL 712, Kanomax 3443 devices, as well as using TM-data, TM-digital, TM-F and TM-M (HUND) devices.

The nephelometric method is based on the control of the weight concentration of industrial powder aerosols with a wide content. Disadvantages of the nephelometric method are a sharp loss of sensitivity when measuring the concentration of particles larger than 8 μm in diameter. In industrial plants, it consists mainly of dust particles of up to 10 microns, and the use of such devices significantly reduces or even excludes the possibility of use in many industries. Therefore, these devices are mainly used in areas where fine aerosol particles are emitted and at the exit from the filters of gas treatment plants to control their efficiency [6]. Recently, more and more large factories have begun to think about the exhaust gases they produce. In addition to environmental monitoring using stationary gas analysis stations, dust emissions are also monitored.

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THE METHOD OF EXPERIMENTAL RESEARCH OF THE MASTERING OF CLASSICAL MUSIC BY ADOLESCENTS

Annotation. The beginning of the new millennium poses new tasks for domestic pedagogy on the education and upbringing of the younger generation, including on the problems of upbringing by means of music, which has always been considered as the most important means of aesthetic formation of a person.

Key words: emotional drama, collective reflection, musical storytelling, differentiation and integration of musical material, traditional methods.

In recent years, music education in a general education school has been "updated" mainly in a broad sense: this process was understood as the introduction into music lessons of new layers of musical culture - folklore, church music, new works of various forms and genres, which contributed to the harmony of the content of education, the creation of schoolchildren deeper understanding of the versatility of musical art. Involvement of other forms of art ("integrated music lessons") also contributed to the enrichment of students' ideas about music. However, a broad study of the methodological experience accumulated in Russian musical pedagogy shows that often the "updated" content remains alienated from the student. Informative teaching methods prevailing in practice do not contribute to the development of students, including schoolchildren - adolescents, an interest in serious music. Theoretical substantiation development and experimental verification of forms and methods of using popular classics for the development of classical music by adolescents in a comprehensive school. Popular classics are a combination of the melodic basis of classical music and the most characteristic expressive means of pop music or jazz into a single whole. As a result, the teenager does not live through the knowledge gained in music, and therefore does not understand the meaning of the activity associated with the comprehension of the high style of classical musical art.

In this situation, the main thing in pedagogical practice should remain the intrinsic value of musical art. In the meantime, we often see either simplified art teaching or simplified art teaching. The stereotype of pedagogical thinking prevails

- alienation of art from man: music loses its "human" content, which turns it into an "external means" of education, which can be "applied" to any other educational influences. Hence follows the often encountered interpretation of the

art of music in school as an "amplifier" of other educational influences. The philosophical, spiritual and moral content of musical art is brought to the level of the ordinary, everyday. It begins to perform a decoration function, turning into a "garnish" for life. However, not all music can play such a role, but only its specific genres. Light music is accessible, does not require tension in its perception, since its content is not subjected to serious analysis. Serious music, on the other hand, has in its content the fundamental problems of human existence and is not suitable for such a role, in view of its complexity, which requires musical literacy, increased attention, tension of the soul, concentration, work of the intellect for perception, and therefore is rejected by the listeners.

The issues of musical education at school are inextricably linked with the problem of cognitive interest, since it is known that modern schoolchildren, especially teenage schoolchildren, perceive serious classical art ambiguously. Being actively interested in any aesthetic activity (in preschool and primary school age), schoolchildren later often lose interest in music lessons and in the most serious music. Immersion in the television world of rock and pop music also hinders the formation of sustainable needs for communication with high art.

It should be said that there are three directions in musicology. One of them is studying music development subjects. This is the work of the theory of composition, historical and theoretical musicology. Others - the problems of its reproduction (history and theory of performance, theory of performing styles, musical pedagogy). Finally, the third direction connects interests with the tasks of the functioning of music in society (psychology of musical perception, applied sociology, criticism, etc.). Note that none of these areas is closed within its own framework: it is found that there are numerous connections between them.

Two of the brightest figures in Russian musicology of the 1920s, B.V. Asafiev and B.L. Yavorsky, actually gave a powerful impetus to heightened interest in the problem of interaction between the musical worlds of the creator and consumer of music - the composer and the listener, taking into account that the key role belongs to the performer. "The life of a musical work, said Asafiev, is in its performance, i.e. revealing its meaning through intonation for listeners." A common thread in all of Asafiev's works is the idea of the intonational nature of music as "the art of intonated meaning", which received the most detailed justification in his second book "Musical form as a process". It should be noted that in this work and in other works of Asafiev, especially in articles on musical enlightenment and education, the social aspect of the researcher's leitmotif is constantly "heard" - concern for the development of intonational perception of music, which ensures the real achievement of its addressee - a mass listener waiting for a meeting with high art.

Pop music, about which a lot has been written over the past decades, is an object of adoration of young people, and, at the same time, a subject of bitter thoughts of music teachers. Contemporary pop music is a complex conglomerate

of genres, performance techniques, and technical equipment. Everything attractive that is associated with its perception depends on the very nature of this art, which is characterized by:

1) the illusory, colorfulness of the mythological world, created with the help of "images" skillfully imposed on the masses of listeners;

2) simplicity and accessibility of means of artistic expression, the role of the rhythmic "fundamental principle" in the perception of a musical image;

3) the ability to find direct contact with the listener, appealing not so much to his intellect as to the physiological and psychological perception of available art.

Pop music cannot be judged unambiguously. It contains genres and trends that educate inhuman personality traits, "herd" thinking, primitive ideas about life. At the same time, trends related to folk song culture, jazz, and light classical music took place in the mainstream of this culture. Highly professional pop music, both foreign and domestic, is characterized by melody, democratism of intonations, rhythmic formulas reflecting the pulsation of modern life in its dynamics and increased speeds, the colorful arrangement with the involvement of modern audio and video equipment.

However, the process of mastering classical music by adolescents using special musical material (generally available classical music) was not the subject of a special study.

In the musical pedagogical literature, there were no developments that scientifically substantiate the pedagogical aspect of this problem.

Thus, the development of classical music by adolescents in a comprehensive school using special methods determined the relevance of our research.

The purpose of the study is a theoretical substantiation of the development and experimental verification of the forms and methods of using popular classics for the development of classical music by adolescents in a comprehensive school. Popular classics are a combination of the melodic basis of classical music and the most characteristic expressive means of pop music or jazz into a single whole.

Object of research: the development of the musical culture of adolescents in a comprehensive school.

Subject of research: the process of familiarizing adolescents with publicly available classics as a means for mastering classical and modern music.

Research hypothesis.

We assume that the formation of the musical culture of adolescents will be more successful if the methodological support is thought out, including the content, forms and methods of working with adolescents, and the following conditions are met:

- inclusion in the content of music lessons of special musical material based on "popular classics";

- the use of special teaching methods (the method of "musical story", the method of "differentiation and integration of musical material", the method of "emotional drama", the method of "collective reflection", the method of "polyfunctionality"); - taking into account the age and socio-cultural characteristics of a modern teenager whose musical orientations are formed by rock music. Research objectives:

1. Describe the world classics of music in the modern cultural tradition.
2. Analyze the general state of music education in secondary schools.
3. To identify the pedagogical conditions for the inclusion of generally available classical music in the context of school lessons and in extracurricular work with adolescents.
4. To substantiate the conditions for the presentation of the material of "popular classics" for the successful development of the musical culture of adolescents and to check the i: empirically and experimentally the effectiveness of the proposed methodology.

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THE CASE-STUDY METHOD IN TEACHING A FOREIGN LANGUAGE

Annotation: The case-study method is one the most interesting and popular methods in teaching a foreign language in different specialties. The article is devoted to the case-study method in teaching a foreign language and the opportunities of using this method, the description of the stages of work according to the case, the advantages of the case-study method.

Key words: case-study, foreign language, method, innovative technologies, teaching, education.

In the modern world there is a constant development of the social sciences, the learning process is also constantly being improved and developed. Traditional education no longer fully satisfies the needs of society, the knowledge gained at the same time is not enough for vigorous work and career growth. The personal aspect, the ability to think creatively and put your plans and ideas into practice comes to the fore. Therefore, the sphere of foreign languages is changing in accordance with the new trends of the time and new or improved old active teaching methods are used.

Changes occurring in modern society require the improvement of foreign language training of students in schools and universities. One of the priorities at this stage is considered the competence approach. In the process of formation and development of communicative competence, various technologies, methods and techniques are used

Foreign language today is an integral part in our life. It is impossible to deny its huge role in the modern world, a foreign language is found everywhere: on street signs, on the Internet, in various instructions for the use of a particular home appliance or industrial equipment. A foreign language for a student today is not only a means of communication, but also a means of adaptation, socialization, professional and career growth, self-development, obtaining interesting knowledge in various areas of culture, economics, politics, industry, etc. Specialists and teachers from various countries are developing and intensively use new methods and methods of teaching a foreign language. To date, there are a huge number of textbooks, guidelines for the study and teaching of foreign languages, many of which are based on innovative technologies.

As you know, in the methodology of teaching a foreign language, the concept of “method” has two meanings, namely:

1. Method as a methodical system.

2. Method as a method and direction to achieve a specific goal in teaching and learning. What is included in the concept of "method"? The teaching method is a basic category of a technique, a way of knowledge, a way of research and solving a problem. In the methodology of teaching foreign languages, this term has a narrower meaning: a generalized learning model based on one of the directions and based on specific approaches. When selecting modern teaching methods, it is necessary to consider the following criteria for the compliance of methods, which should:

1. To create a creative comfortable atmosphere to stimulate the interests of students;

2. To affect the student's personality as a whole, including his emotions, feelings and sensations;

3. To activate the learner so that he becomes the main actor in the learning process and actively interacts with other learners;

4. Learn to work on learning the language independently;

5. To envisage the use of various forms of work in the audience: steam room, group, individual and frontal. As practice shows, the last decades of the development of pedagogy were marked by the emergence of many new interesting methods and approaches in teaching foreign languages. Foreign teachers of the 60s - 70s developed and introduced into practice a humanistic approach to learning. The essence of this approach is to focus on the personality of the student.

The combined use of information and innovation technologies and their use in teaching foreign languages can improve the quality of education, and increase the level of motivation and learnability of students. To innovative technologies include:

- developmental training;
- problem learning;
- test system;
- game training;
- design;
- immersion in foreign culture;
- training in collaboration;
- integration;
- Web quests;
- level differentiation;
- Case method, etc.

Among the above methods of teaching a foreign language, it is necessary to distinguish the method of "case-study" ("case-study"). Case study is distinguished by many teachers and is considered one of the most effective methods in language teaching, for preparing students for professional activity in a particular specialty. The main idea of this approach is that students are invited

to carry out independently foreign language communicative activities in a professional environment created artificially, thus, there is a combination of theoretical knowledge and practical skills.

The “case – study” method in teaching a foreign language is widely used in various faculties related to economics, humanitarian and technical fields, etc. The case material can be taken from various periodicals, encyclopedias, reports, abstracts, announcements, audio and video materials. During the preparation of the case, it is necessary to take into account the level of knowledge, specialty, interests of students, the presence of discussion of situations and finding alternative solutions to a particular issue, the information should be easy to understand, with clear wording and accurate facts.

The use of the “case study” method is a complex and laborious process on the part of both students and the teacher. I.N. Kuznetsov considers six phases of work on a case:

- 1) the first phase - information is offered to students on paper for self-study;
- 2) the second phase - case analysis (there is an exchange of views between students in order to identify information that is lacking);
- 3) the third phase - organization of the discussion of the case, discussion, presentation (group discussion to identify the main problem);
- 4) the fourth phase - a sample of the task is drawn up with the selection of circumstances for solving the main problem;
- 5) the fifth phase - discussion, finding, evaluating the general decision criterion;
- 6) the sixth phase - summing up the discussion (decision making on problems).

"Case study", despite its complexity, has important advantages in the context of learning a foreign language:

- students have the opportunity to work in groups, considering a single case (problem situation);
- the use of accurate information data, reduces the level of uncertainty of the case in a limited time;
- students have the opportunity to receive new knowledge, to conduct an in-depth analysis of theoretical concepts;
- application of the principles of problem-based learning;
- the possibility of creating new types of activities;
- development of skills for the synthesis of information and its presentation;
- the formation of practical skills and the use of theoretical knowledge of a foreign language accumulated by students;
- the development of independent thinking among students;
- manifestation by students of a creative approach to learning a foreign language;

Thus, the case study method, if properly applied in a foreign language class, can be a good alternative to the traditional type of training. This is an opportunity to motivate students to study, to stimulate interest and to give a chance to express themselves in the classroom.

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THE EFFECT OF VISCOSITY ON COTTON YIELD AND QUALITY INDICATOR

Annotation. This article discusses the influence of fruiter on the morbidity with wilt of cotton plants. Inserting and utilization of high tolerant sorts of cotton plant to wilt in production are considered to be effective ways of fighting against wilt.

Key words: influence, morbidity, irrigation, affects disease, sort, and tolerance to, cotton plant.

One of the effective measures of fighting against wilt of cotton plant is inserting and utilization of high tolerant sorts of cotton plant to this disease in production, such as Andijan (35,36,37). These sorts of cotton plant supply high harvest of raw cotton.

However, we know from the history of cotton production, that any sorts of cotton plant become sensitive to wilt after definite time and get diseased strongly in the result of permanent cultivation of cotton plant on the same fields. It enables to accumulate a rather aggressive form of fungus- causative agent of wilt in the soil.

In order to study the growth of affection of different sorts of cotton plant tolerant to wilt, we carried out a perennial experiment in the field of old a bush and crop rotation with natural affection by wilt of Tillaboev farm in Izboskan region of Andijan province. In this field we sowed the cotton plant Namangan-77 for 4 years. This sort of cotton plant was diseased by wilt more than 52% in mid stage up to 23% and in a strong stage up to 17,8%, though we rooted out and removed the cotton plant.

The soil is light brown of old irrigation, non saline, ground water lies deeper than 5 m. The studied sorts Andijan-35 - more tolerant to wilt, and Namangan-77 less tolerant were sowed after the culture predecessors with one or two years. Cotton mono culture served as the control.

We carried chilly flash in the depth of 30-32 cm at the end of November annually. We put mineral fertilizers of azoth-2 kg/ha, phosphor-160 kg/ha and potassium-60 kg/ha, 80 kg/ha of phosphor and 60 kg/ha of potassium were put under chill, and the rest were put in the period of sowing and in addition to azoth fertilizers. The cotton plants were uprooted and removed. During vegetation we irrigated the land 3-4 times. The registration of weight condition and development of cotton plant showed that, according to the main stem and

accumulation of fruitful organs, crop rotation plots had a considerable peculiarity comparing to the old timer, here the two-year old cultivation of crop rotation feed cultures was found out to be more effective than a year old one.

Influence of predecessors on the morbidity with wilt of cotton plant and the harvest of raw cotton

№	Predecessors	Morbidity of cotton plant with wilt in the dynamics %							
		Namangan-77			Andijan-35			Harvest of raw cotton, c/ha	
		1 VIII	1 IX	15 IX	1 VIII	1 IX	15 IX	Namangan-77	Andijan-35
1	Control-monoculture	18,7	31,8	43,5	6,6	14,8	21,5	27,8	31,4
2	Corn and silage (two crops)	10,6	16,2	34,3	2,0	6,2	11,3	30,8	34,6
3	Winter wheat and corn with silage	11,3	18,3	33,7	2,4	8,8	12,4	30,5	354,2
4	Corn and silage (two slopes in summer)	8,7	9,8	27,0	1,8	7,1	11,4	31,7	36,5
5	Role of ciders and corn with silage	3,3	7,4	19,1	0,3	2,5	5,0	34,3	37,2
6	Two year old alfalfa (in the 1st year together with corn)	8,4	12,7	31,6	0,4	2,2	5,3	35,1	41,6
7	Two year old alfalfa in the 1st year under the barley	8,2	11,6	30,5	0,5	2,8	5,2	34,2	39,4
8	Two year old alfalfa	8,8	16,4	37,4	1,1	3,6	6,5	31,6	36,8

Besides that, the level of wilt appear and affecting of the sorts of cotton plant changes sharply depending on growing (table). In the field with cotton mono culture (control) morbidity and temps of disease were the highest.

Decrease of the morbidity of both sorts of cotton plant gave birth to corn and silage. After two year old alfalfa, the affecting of the sorts of cotton plant Namangan-77 doubled. Besides that, due to the reservoir of alfalfa and corn plants, we did not mention strongly diseased ones. In control they composed more than a half of all the diseased ones.

During annual utilization of rust in silage, the morbidity of the sort of cotton plant Andijan-35 did not exceed 5-8% for 3 years. In the field with old bushes this sort was affected up to 10-12% in the first year of sowing, in the second year it exceeded to 19-20,4%, and in the 3rd year up to 30%. The affecting of the sort of cotton plant Namangan-77 decreased considerably in the field with silage.

We can conclude that, a correct placing of new sorts of cotton plant in fruiting enables to reserve the continuation of their tolerance to wilt disease.

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ADVANTAGES AND DISADVANTAGES OF USING MULTIMEDIA IN TEACHING FOREIGN LANGUAGES

Abstract: The article is about the importance of multimedia technologies while teaching foreign languages. Application of multimedia technology appears to bring numerous advantages. However, it should not be forgotten that practical teaching and implementation of the interactions can also cause some drawbacks. In this article, the biggest problems listed which may be encountered while introducing and conducting multimedia material.

Key words: multimedia, multimedia technology, Power Point presentations, logical thinking, communicative competence, the danger of multimedia dominance.

Introduction

Methods of teaching English Language continues to improve by the usage of internet and information technologies in teaching process. The new era assigns new challenges and duties on the modern teacher. The method and tradition of English teaching has been changed with the remarkable entry of technology as it is a good provider in making teaching process interesting. And also it makes teaching more productive and effective.

With the rapid development of science and technology, developing of multimedia technology comes into important play in English class teaching. It's proved that multimedia technology plays a positive role in promoting activities of students and teaching effect in English class. Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate.

Research and methods

Multimedia helps in establishing curriculum that appeals to visual, aural and kinesthetic students, therefore, learners have equal opportunities in their performances. Students are encouraged to develop a versatile approach to learning by presented material in a diversity of modes. Multimedia is considered to consist of computer program which is the combination of a text with at least one of the following elements: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics. It is stated that multimedia is information that takes the form of audio, video graphics or movies. A multimedia document contains a media element other than plain text. According to Mayer (2010: 1-2) multimedia presents both words (in spoken or written form), and pictures (illustrations, photos, animations, video). Teachers

can use multimedia technology to create more colorful and stimulating language classes. There are various reasons why all language teachers and learners must know how to make use of the new technology. Most importantly, the new technologies can help to learn a language more quickly.

Even though there are some kind of advantages, here are some disadvantages in learning language with multimedia technology as well. Now we may count a lot of positive sides of this learning type.

First of all, teaching using multimedia makes English class more lively, vivid, and interesting.

According to Dong and Li (2011) multimedia is the factor influencing areas such as: student's interest stimulation, efficiency improvement in the class, and satisfactory effects achievement. [1-3] Secondly, it develops students' communicative competence. Multimedia technology can help to integrate teaching and learning a lot. We know, nowadays Power Point presentations become more common among the learners. Through these presentation topics, there are discussion, some activities and debates. And of course, this situation demands any kind of communication skill from the learner. Multimedia technology not only improve learners' communication skills in learning the language but also encourage students' positive thinking.

Thirdly, it widens students' knowledge about the culture of English. The use of multimedia technology gives the learners more information than textbooks. Besides that, it helps them to be familiar with cultural backgrounds and real-life language materials, which can attract the students to learning. The learners not only improve their listening ability, but also learn the culture of the target language.

Fourthly, multimedia technology enhances interaction among students and between teachers and students. In fact, multimedia technology in teaching focuses on the active participation of students. One of the main uses of multimedia technology in the classrooms is to improve students' ability to listen and speak. While teaching English language through it, the sounds and pictures can be set together that improve the active participation of both teachers and students. This technique makes the language class lively and interesting. And also this motivates the students to participate in the classroom activities.

Besides advantages of it in teaching, there are many disadvantages of using multimedia technology in English language teaching as well. In the following were given some of the disadvantages of multimedia technology.

First one is lack of communication between teachers and students. It is important that there should be a lot of communicative activities in the language classrooms. The teachers should teach the students on how to pronounce certain words, to comprehend the sentences, to improve thoughts and to express what they have learned. Though the use of multimedia technology in the language classrooms improves the interest of the students through audio, visual and

textual effects upon the students, it lacks interaction among the students and between teachers and students.

Second one is loss of students' logical thinking. The use of multimedia technology in teaching makes the students understand the content easily, but their abstract thinking would be limited. As the result of this, their logical thinking would be lost away. So if the students only perceive the images and imagination shown on the screen, their logical thinking would lose away.

Third one is lack of real-time teaching. Language teaching requires lots of discussion formed through questions and answers between teachers and students. The teachers ask real-time questions and guide the students to think, and to build up their capacity to give the answers. However, the teachers, with the help of multimedia technology, prepare the pre-arranged courseware for the language teaching that lacks real-time effect in the classrooms and the students become unable to give feedback to their teachers. Thus, the students should be given opportunities for thinking, analyzing and exploring their own world.

There is the danger of multimedia dominance in the classroom. Multimedia should be an assisting instrument to achieve desired teaching effect. However, it appears that sometimes teachers are too much dependent on multimedia devices, making them rather their slaves than playing the leading role in teaching. According to Patel (2013: 120), many teachers are proven to be active in multimedia teaching but lack proficiency to handle it confidently. Teachers become passive, and stand by the computer, while students' attention is drawn by the screen, therefore, there is no eye contact between students and teachers. To fully understand Creative Education and application of multimedia it is necessary to comprehend that technological applications serve as an assisting instrument to effective teaching and learning rather than a target, and under no circumstance should not dominate the class.

Conclusion

As a conclusion, we can say the main purpose of using multimedia technology in language teaching is to improve students' motivation and learning interest in the English language. The utilization of multimedia technology can fully improve the students' thinking and practical language skills. [4-6] This will ensure and fulfill an effective result of English language teaching. The teachers indicate the number of the advantages from using multimedia in the classroom. First of all, they think that computers are a wonderful tool, and together with the Internet enable easier and faster communication, which in turn results in and leads to acquiring target language in easier way. The next advantage seen by teachers is that they observe increased willingness by English learners' participation in the classroom. The third advantage is that teaching in combination with multimedia is undeniably more effective. The fourth very important benefit is that there are enough good multimedia materials for English teaching, giving opportunities for teachers to provide their students with reliable,

various, and interesting sources Multimedia is undoubtedly a good form of learning the language, nevertheless as each method has disadvantages. The biggest disadvantage in the multimedia-enhanced classroom is that the material has to be carefully selected due to students' needs. Moreover, it requires earlier preparation by the teachers as sometimes inappropriate language may be used, wrong content, or the level of the difficulty.

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THE PROBLEMS OF ENGLISH PRONUNCIATION OF UZBEK STUDENTS

Abstract: Uzbek people have a lot of difficulties when it comes to the pronunciation. The difficulty posed by pronunciation is closely related to little exposure to and interaction with native speakers, the differences between the phonological systems of English and Uzbek and the ignorance of pronunciation at school and in Higher Institutions.

Keywords: pronunciation, literary, received pronunciation, Uzbek learners, standard English.

Millions of foreign students want to learn English as well as they can. For instance it is only a matter of reading and writing it, and they will find no help here. But many learners want to be able to speak English well, with a pronunciation which can be easily understood by both other learners and English people.

According to Kenworthy (1987) pronunciation problems can be overcome if learners or speakers focus more and effort on them. He stated that an individual's native language is the most powerful factor for EFL learners' pronunciation and he pointed out that if learners are aware of the sound system of their own language, then they will be able to become successful in diagnosing their own difficulties.

Considering different language backgrounds of learners, there will be many difficulties to pronounce all of the phonemes correctly because of their L1 background.

For example, Arabic differs slightly depending on where it is spoken; there are a few pronunciation problems we can identify for Arabic learners of English. There are no silent letters in Arabic, so Arabic speakers will pronounce silent letters, such as the [s] in island or the [k] in knife. There is no [p] or [v] sound in Arabic. Instead, Arabic speakers will replace those sounds with [b] and [f] respectively. For example, pepper can be [bebber], and very can be [fery]. Consonant clusters also cause problems for Arabic speakers, with the result that they will insert a vowel sound both before and in the cluster. For example, stress would be [esteress]. As you can imagine, this can cause huge pronunciation and comprehensibility issues.

Though Spanish speakers are generally very communicative even if their English level is quite low, their accent and pronunciation issues can cause breakdowns in communication. Firstly, Spanish doesn't differentiate between short and long sounds. This can cause problems with ship and sheep, and bit and

beat, among other words. They can also find it difficult to differentiate similar vowel sounds, making words like cat and cut, and boat and bought problematic. Confusion also arises between [b] and [v], [dʒ] and [tʃ], and [dʒ] and [y]. This is evident in words like berry and very, jeep and cheap, and jot and yacht.

Chinese (Mandarin and Cantonese) is a tonal language. This means that a word can be pronounced with a number of different tones and each tone will convey a different meaning of the word. English by contrast is not a tonal language and only uses intonation on a sentence level. Chinese speakers may have initial difficulty understanding the differences in intonation between the two languages. Consonant clusters don't exist in Chinese. As a result, Chinese speakers may add in another syllable in a consonant cluster in an English word or they may omit one of the sounds altogether. For example, smoke could be [samoke], and words could be [wors]. This is the same for words which end in a consonant sound. For example, card could be [car] and change could be chain. The sounds [r] and [v] don't exist in Chinese and so naturally Chinese learners have difficulty pronouncing them or even identifying the difference between them. For example, rice becomes [lice] and very becomes [wewy].

Many Russian English learners mispronounce consonants or replace consonants with sounds that are more common in their native tongue. Some of the common mix-ups are: [v] – [w]: It is common to say [vot] instead of [what], [wodka] instead of [vodka], or [ven] instead of “when”. This is because Russian does not have a clear distinction between the [w] and [v] sounds. Additionally, there are no dental fricatives ([θ] and [ð]) in Russian and the [ŋ] phoneme (or the -ing sound) is not used. Some Russian-native English learners tend to substitute this sound with the [n] sound, for example by saying [brin] instead of [bring]. The phoneme [h] may become a velar fricative, meaning it is pronounced farther forward in the vocal tract. The phoneme [r] may be trilled, whereas in English the tongue tip does not touch the roof of the mouth when pronounced. Pronunciation of certain English words by Uzbek EFL learners is a challenging task. They have pronunciation problems because English and Uzbek have different sound systems. O'. Hoshimov speaks about the peculiarities of the English phonetic system: Each letter is represented by four different sounds, i.e., six vowel letters represents twenty sounds. The excess of sound over letter. Twenty six letters correspond to more than forty sounds. The presence of diphthongs and triphthongs. The pronunciation of English sounds in the palate. Two letters represent a single sound. The presence of long and short sounds. He also states that the features are more pronounced when comparing the English phonetic system with the Uzbek phonetic system. They differ in quantity, quality and sharpness. The difference in quantity: English vowels are pronounced short and long. In Uzbek such sounds are rare. The long vowel changes the meaning in English. For example: it-eat, ship-sheep, live-leave. In terms of quality, English vowels are divided into monophthongs, diphthongs and triphthongs. But this is not typical of Uzbek sounds.

In English sounds are pronounced differently from Uzbek. English consonant sounds differ from Uzbek consonant sounds in sharpness, soft pronunciation, and lack of exchange. Uzbek learners pronounce [æ] as [e]. For example: had is pronounced as [hed]; [θ] is pronounced as [s] instead. For example, think is pronounced as [sink]; Instead of [ð], they pronounce [z]. For example: this is pronounced as [zis]; They pronounce [w] as [v] instead. For example: well is pronounced as [vel]; They pronounce short sounds briefly. For example: spot is pronounced as [spot], eat is pronounced as [it]; They pronounce voiceless consonants as voiced consonants before consonants. For example: dislike-disappear; Voiced consonant sounds are pronounced as voiceless. For example: his-absent; On the other hand, Henry pointed out that English orthography is influenced by other languages, such as, Greek and Latin; therefore, the correct pronunciation of many words gets more difficult to guess when encountered. Speakers of English tend to be good at producing the English sounds correctly if they are familiar with the knowledge of Greek and Latin. He stated that if a speaker of English has knowledge about [ch] being pronounced as [k] in Greek, then it becomes easy for him or her to guess that the pronunciation of the word 'chemistry' as [kemistri]

In fact, there are many pronunciation problems among Uzbek English learners. However, this topic has not been studied in detail by Uzbek linguists. Therefore, I studied them using the comparative typology of English and Uzbek vowels, consonants and word stress in the work of theoretical phonetics of linguist A. Abduazizov to study the pronunciation problems encountered among Uzbek English learners. Problems of consonants. If we look at the table of consonants we find differences in the number and articulation of some consonants. Some of the English consonants, for example, [θ], [ð], [w] cannot be found in Uzbek. So they have problems with pronouncing these consonant sounds because of their articulation. Differentiating these sounds is very difficult for Uzbek learners. Speakers often create a heavily voiceless stop [t] instead of a voiceless fricative [θ] in a word like 'thank'. Apparently, they vocalize the sound [t] based on their language since in elementary level learners the letter 'th' is combined by a heavily aspirated [t]. So, the word three can be pronounced exactly like tree. Elementary level learners of English commonly produce [d] or [z] for [ð] sounds, so the word 'than' may sound like [dæn] or [zæn]. According to Menyuk (1968) and Schmidt (1977), dental fricatives [θ] and [ð] are the last sounds which native speakers comprehend while acquiring their own language and these sounds have the most frequent substitutes replaced by the learners of English during their learning process. In addition, the Uzbek consonants [t] and [d] are articulated in a more frontal position, being dental and dorsal, than the English consonants [t], [d], which have an alveolar and apical articulation and among the fricatives the Uzbek [s], [z], [sh], [j] may be produced in a more frontal position of the mouth cavity than the English counterparts [s], [z], [ʃ],

[3]. It takes a lot of time and effort for Uzbek learners to master the articulation of these sounds.

As to the English [l] phoneme it has two allophones: “clear” and “dark” the distinction of which is based on the pronunciation with a frontal secondary focus (“clear” [l]) and with a back secondary focus (“dark” [ɫ]). According to the horizontal movement of the tongue, English vowels may be front, front-retracted, mixed, and back-advanced and back, whereas Uzbek vowels are fully front and back. That means that they have difficulties in distinguishing and pronouncing the vowels like: [i], [ə], [ɜ:], [u], [ʌ]. They have difficulties with differentiating pronunciation the words like [live-leave] [sit-seat] [fit-feet] [hit-heat]. Besides the above differences, which comprise quality features of English and Uzbek vowels, there is a difference based on the quantity features which make clear all other differences such as tense - lax, checked - free. The Uzbek vowels are typically «middle» sounds, being neither long nor short. According to J. Jalolov students should do a lot of articulatory exercises to practice pronouncing these vowels. Otherwise, this can affect the meaning. The methodic recommendations given by S. Pit Corder may be applied to English learners of Uzbek. There may appear some difficulties in teaching English to Uzbeks. The English students of Uzbek will have to learn to distribute the total «stress energy» of his utterance more evenly over the whole utterance instead of concentrating it principally on one or two places, usually on the final syllables. Otherwise, pronunciation mistakes may occur which are caused by the rhythmical structure of Uzbek.

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THE METHOD OF EXPERIMENTAL RESEARCH OF THE MASTERING OF CLASSICAL MUSIC BY ADOLESCENTS

Annotation. The practical significance of the study lies in the fact that the developed and scientifically grounded forms and methods of developing the musical culture of schoolchildren make it possible to increase the effectiveness of the pedagogical process not only in music lessons, but also in literature lessons, as well as history and fine arts.

Key words: aesthetic-modeling, musical activity, music perception, musical cognition, activity-heuristic.

The dissertation material can be useful in developing programs of varying degrees of complexity and for different categories of students. The reliability of the dissertation results is ensured by the adequacy of the research methodology for the tasks set in it and its sufficient representativeness, a thoughtful analysis of creative assignments, questionnaires, assessment of schoolchildren's educational work and other empirical material. The main provisions for the defense.

1) The formation of the musical culture of adolescents will develop more successfully when adolescents mutually master in music lessons special musical material based on "popular classics" and classical music of the 17th - 19th centuries.

2) The use of special teaching methods (the method of "musical story", the method of "differentiation and integration of musical material", the method of "emotional drama", the method of "collective reflection" in conjunction with the traditional methods of developing the musical culture of adolescents) contributes to the development of the musical culture of adolescents.

Approbation of the research results was carried out in the course of experimental work at school No. 1929, publication of scientific and methodological articles in collections of scientific works of MGOPU (1999-2002) in the process of discussing dissertation work at the Department of Musical Instruments of MGOPU, in the author's speeches at scientific conferences and in concerts.

Stages of work. The experimental work was carried out in 2 stages. The first stage is the ascertaining experiment. It is devoted to the analysis of the level of interests of modern adolescents, the specifics of their orientation, assessment of the state of their general musical culture. The purpose of the ascertaining

experiment is to reveal the initial level of interests of schoolchildren and to find out the factors influencing their development. The second stage is defining. It is devoted to determining the level of interests of modern adolescents, the specifics of their orientation, assessing the state of their general musical culture after experimental work carried out under the conditions of the educational process in the period 1998-2000.

The results of the study provide a basis for further improvement of the musical education of adolescents, musical culture, artistic taste, and a critical attitude towards various musical phenomena.

School, as a reflection of the social environment, is a sphere of active influence on the spiritual world of the child, which puts the teacher in front of the need to systematically and purposefully deal with issues of spiritual development in any lesson, especially in music lessons. However, the purposefulness of the formation of the spiritual world of the student's personality by means of music should not become synonymous with violence. Modern pedagogy and psychology assert that every personality is valuable in itself and has its own individuality, uniqueness. Taking into account the above, the school should form a personality not only as a bearer of spiritual culture, but also as an active transformer of it. The pedagogical concepts of recent years emphasize the need to take into account in the educational process not so much the age characteristics of the student (although this is also necessary), as individual ones. The emergence at the turn of the century of an alternative "personality-oriented pedagogy" (D.A. Belukhin), existing alongside the traditional one, testifies to the relevance of this concept. This is paid attention to the scientific works of such researchers as V.I. Andreev, M.V. Klyarin, V.P. Lebedeva, V.A. Orlov, V.I. Panov and others. Music made by such scientists as E.B. Abdullin, Yu.B. Aliev, O.A. Apraksina, L.G. Archazhnikova and others.

The problem of teaching music at school, including classical, has always been acute for teachers. Despite the general tendencies, each teacher solved it mostly individually. A prominent figure in musical education N.M. Kovin believes. In order for music education to be complete, you need:

- 1) development of the ability to perceive music and experience the emotions it arouses as intensely as possible;
- 2) the development of the abilities and skills necessary both for this and for the reproduction of musical works in one form or another;
- 3) assimilation of the knowledge necessary for this.

These three sides of musical education are inextricably intertwined. The performance or predominance of any of them makes music education itself incomplete, one-sided. The program provides for an equal impact on all three sides in the continuation of the entire educational course of the school. Only depending on the psychological characteristics of a particular age of students, different forms and volumes of this influence are recommended. So, for example, listening to music (developing the ability to perceive it) must certainly

take place at all hearings, in all classes of the school. It is elementary at the first stage, expands to the second, where, in connection with it, for a deeper use of it, musical abilities and skills are developed, and elementary knowledge is given, and, finally, it should go most fully and intensively at the third stage (I-IV grades), where developed abilities, acquired technical skills and abilities help its influence.

The same gradualness can be traced in relation to other parties. For example, at the first stage, elementary knowledge (tempo, dynamics) is communicated to the second - the amount of this knowledge increases, musical literacy is mastered as an auxiliary means for musical development. And at the third stage - this knowledge is expanded and systematized. With this view of music education, it is clear what the program understands by the word music. This is not only playing on musical instruments, but all musical art, all sides and types of it. Here and singing - solo and choral, and acquaintance with musical works, performance of music, etc. Everything from the field of music, what is possible for the school, what can be organized - everything should be used by teachers so that the music education received by the students is as complete and comprehensive as possible. Students will listen to music outside of school and in the classroom, in the classroom and outside the classroom. Attending opera performances, concerts, lectures on music exclusively for students, gives them the opportunity to get acquainted with works that are unthinkable to perform at school. But in the setting of a performance, a concert in a large hall, in a crowded society, there is too much distraction. The impressions they receive will then be too general and incomplete. They will be deeper, more distinct from listening to music within the walls of the school in a familiar environment, among their comrades.

The famous pedagogue and psychologist P.P. Blonsky approaches this problem differently at a conference in Sverdlovsk in 1991. We must go not from music and the student, but from the student with his experiences, moods and natural creativity, to singing and through singing to music. So, for example, from the text of a song, we must go to the creation of its melody. At the same time, everywhere the beginning is free simple singing, and then the equally natural singing of a general melody. This is how the musical form appears in direct living connection with the collective expression in the sounds of feelings evoked by the lyrics of the song. The connection between word and feeling on the one hand, and the quality of tone, rhythm and tonality, the development of melody, expression, and forms of musical expression, on the other, is gradually mastered. The problem of musical expression, in turn, naturally leads to the purely technical problem of "structure", i.e. to control a musical instrument (and voice) and to understand the musical notation system. For example, in singing, at first in Russia we are faced with "monotonous" singing and with the need to develop various tones, for example, pure high sounds. Hence, the transition to the sound school and the notation system to a simple melody and recording of

the musical movement of this motive in the sense of the range and duration, intervals and metric grouping of rhythm is quite natural. Further, the transition to "someone else's song", i.e. reading a piece of music and performing it. This part of the program can be structured like this:

- 1) listening to exemplary works;
- 2) mastering them by ear;
- 3) sight execution and aesthetic analysis. Music follows singing. Further accompaniment, instrumental music, orchestra.

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IMPORTANCE OF PHARMACEUTICAL PACKAGING

Annotation: This article discussed about packaging for some tablets, drugs, medicines and given some important information

Keywords: drug, special quality, Technical Control Department, pharmacology.

Each drug sold in a pharmacy today can have a special quality, since any of them can be simultaneously produced by several different manufacturers (pharmaceutical factories) located in several states in different parts of the world. The fact is that every pharmaceutical company has the right to change the formulation of any drug, give it a new name and not explain to the consumer the differences between its product and its counterparts on the market. At the same time, currently widespread textbooks on pharmacology, pharmaceutical and pharmacological reference books, advertising brochures, packaging, markings and labels of medicinal products do not belong to reference sources of information, since they have nothing to do with finished medicinal products (not to be confused with "medicinal products", authors), which have well-defined quality indicators, batch numbers, expiration dates and addresses of manufacturers.

Thanks to this, pharmaceutical companies managed to create an atmosphere of information chaos and confuse the consumer in almost the entire information field of pharmacy. However, in addition to profits for companies, this information mess harms world civilization. The fact is that artificially cultivated pharmaceutical chaos impedes progress in medicine and pharmacy, as it deprives consumers of information about the benefits of the best drugs and about the defects of the worst products. At this stage in the development of pharmacy and pharmacology, a very important role for humanity can be played not by false, but by reference information about drugs. Moreover, today such information can be carried not so much by reference books and books about medicines as by packaging of medicines.

The fact is that the books are printed far from pharmaceutical factories and contain information about those drugs that were released before the books themselves were published. Therefore, no book can contain information about the quality of drugs released after the publication of the book. At the same time, not a single drug today leaves a pharmaceutical factory without quality control in the laboratory of the Technical Control Department and without packaging in a box indicating the name of the manufacturer, date of manufacture and product

batch number. This indicates that, unlike books, the packaging of medicines can carry reference information about a medicine, however, only about one single medicine, and then only one specific batch number and one manufacturer. In other words, the package can be a carrier of reference information about a medicine. However, modern packaging for medicines is still lacking information on the quality of the medicines contained in them.

Moreover, today there is no standard of pharmaceutical information placed on the outer surface of packages. Therefore, modern packaging continues to mislead consumers about what they contain.

40 original carton packs with tablets of various drugs produced by various pharmaceutical factories and 20 original carton packs of paper clips and staples with similar dimensions and shapes were examined. The study group of drug packages included paper packages of tableted non-steroidal, steroidal, antihistamines, hypotensive, sulfanilamide, antibiotic, hypnotic, sedative, expectorant, diuretic, antacid drugs. The studied group of packages included packages of metal and plastic paper clips, as well as packages of metal staples.

Empty packs were examined. When examining the packages, the total area of their outer and inner surfaces, the area of each side of the box, as well as the area occupied by text and digital information about the product were measured.

Statistical processing of the results was carried out using the BIOSTAT program according to the generally accepted method. Our results have shown that the area of the outer and inner surfaces of modern packages is used irrationally. The study of empty medicine boxes showed that all empty boxes are easily opened and at the same time they instantly turn into a sheet of cardboard paper, no different from a regular sheet of a book cover. This design feature of the packages makes it possible to visualize not only the entire outer, but also the entire inner surface of each package after its full disclosure.

It is shown that the inner surface of all cardboard boxes is absolutely clean and does not contain any information on it. In addition, the results of studying the content of the outer surfaces of the packages showed that it is not used by drug manufacturers as a carrier of reference information about the quality of the drug inside the package. It is shown that from the entire possible spectrum of reference information about a medicine, modern cardboard packages contain information only about the batch number, release date and shelf life of the drug.

It was determined that the size of the surface occupied by this part of the reference information occupies no more than 5% of the area of the entire outer surface of the package. Moreover, on half of the studied packages, this information is presented in a font with printing ink, and on the rest of the packages - in an extruded font without any paint. Therefore, some of the information is read well, and the other part is poor.

In addition, this information (which in its essence refers to reference information) is not placed on any package on the main (front) surface of the

boxes. Moreover, it is located on the end or side surface (secondary parts) of the boxes.

It has been shown that the total area occupied by pharmacological and / or pharmaceutical information rarely exceeds half the area of the outer surface of packages. Surprisingly, no modern tablet packaging shows its real content! In particular, no package has a color photograph of actual tablets and / or blister packages on any of its surfaces.

In addition, it was determined that about 50% of the area of the outer surfaces of factory packages (for some manufacturers from 25 to 75% of the area) remain clean and devoid of any text or digital information.

It was also shown that inside modern packages there are not so much medicines as others, namely, plastic mini-packages containing several medicines, as well as a crumpled paper leaflet with information about the medicine (the so-called package leaflet). Most often, blister packs of tablets are inside the packages. Some packages contain 2 or even 3 blister packs of tablet preparations. An insert leaflet is a sheet of thin white paper folded several times with typographic text. This sheet can be easily removed and inserted with great difficulty back into a fully filled package.

In parallel with this, we studied the content of the outer and inner surfaces of modern packages of common office supplies, namely, paper clips and stationery staples intended for staplers. It turned out that empty stationery cardboard boxes are just as easy to open and transform into a sheet of cardboard paper, like boxes of medicine. However, their inner surface was also completely clean. The outer surface of the boxes of office supplies differed from the drug boxes in that on the front (main) side of it there was always an image of the real product inside the box.

Moreover, in almost half of the studied boxes with staples for staplers, the image of real staples occupied more than 60% of the area of the front surface of the package. In addition, the image of paper clips was duplicated and was located on the front and one of the sides of the boxes. In addition, the outer surface of the packages of staples and staples carried textual information about the quality of the products. This information indicated the size of the staples and staples, the material from which they were made, and the material that covered them.

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ANOR SHIRASINING ZARAR MEZONI VA UNGA QARSHI KURASHISH CHORALARI

Аннотация. Мазкур мақолада анор ширасининг биологияси ва зарари бўйича илмий тадқиқотлар натижалари келтирилган бўлиб, анорзорларда анор ширасининг зарар келтириши даражасига етишини кутмасдан барг ёза бошлаганда ёппасига қирувчи заҳарли кимёвий моддалардан ишлов бериши мақсадга мувофиқ. Анор ширасига қарши барча хлорникотиноид препаратлар ҳар гектарига 0,2 л (кг) сарф этилганида энг юқори самара 14 кун мобайнида 97-99 % гача бўлди.

Калит сўзлар: анор, анорзор, зараркунанда, зарарланиш, анор шираси, личинка, қарши кураш.

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CRITERIA OF DAMAGE OF POMEGRANATE JUICE AND MEASURES TO COMBAT IT

Annotation. In this article is presented the results of scientific research on the biology and harm of pomegranate juice, and it is advisable to treat pomegranate juice with toxic chemicals that kill it en masse when it starts to shed leaves without waiting for the pomegranate juice to reach the level of damage. When all chlornicotinoid drugs were consumed against pomegranate juice at 0.2 l (kg) per hectare that the maximum effect was 97-99% in 14 days.

Key words: Pomegranate, pomegranate pest, pest, pomegranate juice, larvae, control.

Anorga sezilarli va uzoq zarar yetkazuvchi zararkunandalardan biri anor shirasidir (*Aphis pynisae* Pass). Bu tur faqat anor o'simligida yashaydi. 1,75 – 2,00 mm bo'lib, tanasi tuxumsimon, rangi och yashil, qorin qismida to'q yashil dog'lar bor. Qanotli tarqatuvchilar esa to'q yashil bo'lib, boshqa shiralardan ajralib turadi. SHira o'simlikning yangi chiqqan bachkilarida, yangi barglarning ostki, ustki qismida, gul qismlarida yashab, shira so'rib oziqlanadi. Shira tushgan barglar buralib, ifloslanib, shira ta'sirida o'z faoliyatini to'xtatib qurib qoladi.

Anorning yosh novda va barglariga hujum qilib koloniya to'dalar hosil qiladi. O'simlikning normal holati buziladi, o'sish sekinlashadi, yosh novdalar qurib qoladi. Shira ta'sirida hosildorlik pasayib ketadi, mevalar yetilmay to'kilib ketadi, pishganlarini sifati yomonlashadi. Meva po'sti qorayib, shira dog'lari bilan ifloslanadi. Bir uyli shira to'liq tsikl bilan shakllanadi. U qishlovni novdalarning kurtak atrofida tuxumlik holatida o'tkazadi. Bu shiraning asoschilari erta bahorda anor barg yoza boshlaganida kurtaklar uyg'ona boshlagan paytida qishlovdan chiqqa boshlaydi. Lichinkaning tuxumdan chiqish vaqti bilan kurtaklarning uyg'onishi bir hil bo'lib, aksariyat bir vaqtning o'zida sodir bo'ladi.



Asoschilarni tuxumdan chiqishi ob – havoga bog'liq bo'lib, 15 – 20 sutka davom etadi. Bunda foydali harorat yig'indisi 400 – 420 OS ni tashkil etadi. Kuzatish natijasida shu narsa ma'lum bo'ldiki, o'rtacha havo +14 OS ni,

havoning nisbiy namligi 64% ni tashkil etganda dastlabki asoschilarining lichinkalari paydo bo'la boshlaydi. Yuqoridagilardan ko'rinib turibdiki, anor shirasining tuxumdan chiqishini tabiiy iqlim omillariga, o'simliklarning biologik xususiyatlariga va boshqa bir qancha faktorlarga bog'liq. Anor shirasining dastlabki asoschisi, lichinkalari yoki yozilayotgan barg va unish nuqtasi bilan oziqlanadi. Keyinchalik o'sish nuqtalaridan gul qismlariga o'tib yashaydilar va u yerda juda katta koloniya hosil qiladi. Shiralar gulkurtaklarda, gul asosida oz muddat yashasada (8-10 kun) anor guli shira ta'sirida tushib ketadi. Ular ob – havo qulay kelgan yillari 8-10 kunda yetilib, ikkinchi avlod shiralarini tug'a boshlaydi. Har bir asoschi 20-24 kun davomida yashab 60-80 ta qanotsiz tirik tug'ar shiralar paydo bo'ladi. Bahorning kech kelishi, issiq kunlarning nisbatan oz bo'lishi, yog'ingarchiliklarning cho'zilib ketishi asoschilarning rivojlanishini sekinlashtiradi. Ayniqsa bu holat tog' va tog'oldi hududlariga yaqin yerlarda yaqqol namoyon bo'ladi. Anor shirasining asoschilari intensiv rivojlanishi aprel oyining ikkinchi yarmiga to'g'ri keladi va ular aprel oyining oxirigacha va mayning birinchi yarmigacha uchraydi. Qulay sharoitda 5-8 kunda voyaga yetib sirka tug'a boshlaydi. Qanotsiz tirik tug'uvchi shiralarni aprel oyining oxirgi 10 kunligida ko'plab uchratish mumkin bo'ladi. Oziqlanayotgan o'simlik naviga qarab asoschisi kuniga 5-15 ta lichinka tug'adi. Bitta tirik tug'uvchi qanotsiz shira 5-6 kun davomida 160-210 sirka tug'adi. Asoschi va qanotsiz tirik tug'uvchi shiralar kunning yorug' qismiga nisbatan kunning qorong'u qismida ko'proq tug'adi. Ob-havo qulay kelgan yillari har 8-10 kunda alohida alohida shiralar shakllanib avlod bera boshlashi kuzatiladi. May oyining o'rtalariga kelib, anor shirasining rivojlanishi eng yuqori bo'ladi, bu davrda barglarda, uchki o'suv nuqtalarida, gul asosida, meva asosida katta koloniya hosil qiladi. Bu koloniya orasidan tarqatuvchi qanotli formalar shakllanib boshqa zararlanmagan o'simliklarga uchib o'tadi va butun anorzorga tarqaladi. Umuman anor shirasining ikkinchi avlodi va yangi avlodlarining yaxshi rivojlanishi uchun havo harorati maksimum 24 - 26 OS, minimum 16-18 OS, havoning nisbiy namligi 78-85 % ni tashkil etadi. Aksincha havoning harorati yuqori yoki past bo'lganda shiralardagi hayot jarayonlari sekinlashadi, po'st tashlash orasidagi vaqt cho'zilib ketadi, oziqlanishi yomonlashadi. Anorzor bog'larida may oyining o'rtalaridan iyun oyining oxirigacha anor o'simligi ushbu shiradan kuchli zararlanadi. Bu vaqtda shiralar miqdorining ortishi sharoitga qarab 4-6 avlodlar hisobga boradi. Anor shirasi anorzorlarga zarar keltirishi darajasiga aprel oyining oxirgi 10 kunida yetadi. Bu vaqtda shiralar miqdori bitta bargda ikkita yetuk, 35-40 ta sirka bo'lganda barglarning rangi yashildan och yashilga o'zgarganda yaltiroqligi yo'qola boshlaydi. Barg qirg'oqlari ichkari tomoniga qayrila boshlaydi. Shira ta'sirida anor mevalari, barglari qoraya boshlaydi. O'sish nuqtasida qizg'ish barglar sarg'aya boshlab, o'sishi sekinlashadi, ayniqsa shira bor barglar shaltoqlangan barglarning barg og'izchalari zararkunanda shirasi ta'sirida berkilib qolishi natijasida barglarning nafas olish, moddalar almashinish jarayoni yomonlashadi. Ulardagi turgor

bosimi, barglar tarangligi yo'qoladi. O'simlikning zararlangan qismlarini kesib oling va yo'q qiling.

Daraxtlarga yaxshi shakl berib va butalab ular orasida havo aylanishini yaxshilang. Bitlarga qarshi kurashish choralari zararlanish qay darajada jiddiyligiga qarab har hil bo'lishi mumkin. Biologik nazorat va insektitsidlardan foydalangan holda ularga qarshi kurashiladi.

Turli kontakt yoki sistemik pestitsidlardan bitlarga qarshi kurashishda foydalanish mumkin. Dimetoat (0.03%) yoki Monokrotofos (0.05%) yoki Malation (0.1%) kabi preparatlar 15 kunlik interval bilan sepilishi bit ko'payishini samarali nazorat qilishda yordam beradi. Bitning turli turlari qarshi tarkibi zamburug' bo'lgan biologik insektitsidlarni qo'llash

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МУСТАҚИЛ ЎЗБЕКИСТОНДА ПОФЕССИОНАЛ ТАЪЛИМНИНГ РИВОЖЛАНИШ ТАРИХИ

Аннотация: Мақолада Ўзбекистонда профессионал таълимнинг ривожланиш тарихи ва хусусиятлари таҳлил қилинган. Касб-хунар педагогикасининг самарадорлиги учун керакли усул ва йўналишлар таклиф қилинган.

Калит сўзлар: Касбий маҳорат, профессионал таълим, Касб-хунар педагогикаси, таълим ислохотлари

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HISTORY OF DEVELOPMENT OF PROFESSIONAL EDUCATION IN INDEPENDENT UZBEKISTAN

Annotation: The article analyzes the history and features of the development of vocational education in Uzbekistan. Necessary methods and directions for the effectiveness of professional pedagogy are proposed.

Keywords: Professional skills, vocational education, Vocational pedagogy, educational reform.

Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегиясида белгиланган “Илмий-тадқиқот ва инновация фаолиятини рағбатлантириш, илмий ва инновация ютуқларини амалиётга жорий этишнинг самарали механизмларини яратиш” устувор вазифалари таълим муассасаларида таълим олувчи шахсини ривожлантириш масалалари долзарблигини кўрсатади. Таълим жараёнида шахсий ривожланиш масалалари эса асосан, коллективизмни тарбиялаш, шахсининг ва жамоанинг ўзаро алоқаси асносида талқин қилинган эди. Ҳозирги

вақтда таълим мазмунини ижтимоийлаштириш оммалашмоқда, шахслараро муносабатларда шахс маънавиятининг қиммати кўтарилмоқда. Шунингдек, “шахс” тушунчасига берилган таърифларнинг ўзи унинг ривожланишини назарда тутди.

Жаҳонда касб таълими ўқитувчиларини касбий фаолиятга тайёрлашда уларнинг шахсий ва касбий сифатлари (рефлексивлик, ўз-ўзини фаоллаштириш, яратувчанлик, ижобий “Менконцепцияси” ва макбул ахборотларни излаб топиш ва уларга ишлов бериш ҳамда ахборот технологияларидан таълим жараёнида самарали фойдаланиш)ни ривожлантиришга қаратилган вариатив таълим технологиялари асосида уларда мустақил ҳаракат қилиш ва ўз-ўзини ривожлантиришга ўргатиш катта аҳамият касб этади. [1]

Ҳар қандай жамиятнинг равнақи, ижтимоий, сиёсий, иқтисодий барқарорлиги унинг фуқароларининг ақлий ва ахлоқий салоҳиятини юксак даражада ривожланганлигига боғлиқ. Зеро, жамиятимизнинг маънавий янгилалишида, ижтимоий йўналтирилган бозор иқтисодиётини шакллантиришда жаҳон ҳамжамиятига қўшилишини таъминлайдиган демократик ҳуқуқий давлат қуриш кадрлар тайёрлашнинг миллий масаласи устувор мезон сифатида муҳим роль ўйнайди.

Айтиш мумкинки, баркамол инсоннинг шаклланиши унинг муносиб касб-корни эгаллаши жамият тараққиёти учун баҳоли қудрати ўз ҳиссасини қўшиб яшаши ва шу орқали жамиятда ўзлигини намоён этиши яъни шахснинг камол топиши назарга олинади. Комиллик сари интилиш шахснинг касбий шаклланиши билан биргаликда яхлит ҳолда кечадиган ва деярли бир умр давом этадиган мураккаб жараёндир. Кенг маънода касбий шаклланиш деганда инсоннинг ўз ақлий қобилиятлари жисмоний имкониятлари у ёки бу соҳага бўлган лаёқатлари, қизиқиш ва интилишлари, шунингдек қадрият ва дунёқарашларига кўра бирор бир касб соҳасида таълим олиш кейинчалик шу соҳага киришиб, мослаша бориши ва ниҳоят йиллар давомида етук ва малакали мутахассис этилиши тушунилади.[2]

Касбий маҳорат ва лаёқат шахснинг шундай сифатларики, улар бўлажак мутахассиснинг ҳаётий ва меҳнат муваффақиятларини белгилаб беради. Мустақил Республикамизда таълимни ривожлантиришнинг янги босқичида профессионал касб-ҳунар таълимининг асосий вазифаси сифатида жаҳон талаблари даражасида янгилашиб бораётган ишлаб чиқариш шароитларига мослаша оладиган, мамлакатимиз иқтисодиётини буюк давлат даражасига кўтарадиган мутахассисларни тайёрлаш, ва бу жараёнда асосий омил сифатида бериладиган ахборотлар ҳажмини эмас, балки ижодий ёндошувни шакллантириш, мустақил фикрлаш ва тадбиқ қилиш сифатларини тарбиялашга эътибор қаратиш лозим. Шу сабабли бугунги кунда барча фан соҳалари бўйича, жумладан касб таълимига оид дарсликлар, ўқув қўлланма ва тавсияларнинг янги авлодини яратиш муҳим

аҳамиятга эга бўлмоқда. Профессионал касб-хунар таълими ўқув юртлари ўқувчиларининг таълими, тарбияси, ўқиши ҳамда ривожланиш қонуниятларини ўрганади, таълим ва тарбия, педагогик ва ахборот технологияларини қўллаш мезонларини ишлаб чиқади, касб таълими муассасалари турларини ва уларни бошқариш тизимини асослайди.

Ҳар қандай фан соҳасида бўлгани каби касбий таълим педагогикаси ўз категориялари ва тушунчаларига, сифат кўрсаткичларига эгаки, булар фаннинг асосини ташкил қилади. [3]

Профессионал таълимига бўлган эътиборнинг ортиб бораётганлигини қуйидагилар билан изоҳлаш мумкин:

1. Таълим ислохотлари натижасида умумий ўрта таълим мактабларида технологик таълим фанини ўқитишни такомиллаштирилгани, касб-хунар мактаблари, коллеж ва бошқа турдаги янги ўқув муассасаларининг шакллантирилиши ва ривожлантирилиши;

2. Олий ўқув юртларида иқтисодий ва профессионал таълимни ташкил қилиш, алоҳида бўлим ва факультетларнинг ташкил этилиши;

3. Иқтисодий ва профессионал таълимнинг бошқа фанлар билан янада жипсроқ боғланиб бориши, истиқболда амалга оширилиши кўзда тутилган, билим соҳалари туташувида янги концепция ва назарияларнинг юз ага келиши;

4. Иқтисодий таълим муассасаларининг аҳолига таълим хизматларини кўрсатиш турларининг ортиб бориши, ўз базасида тайёр маҳсулот ишлаб чиқариш ва унга хизмат кўрсатишни йўлга қўйиши, меҳнатни ташкил қилишнинг илғор шакллари жорий этилиши ва бошқалар.

Профессионал таълим узоқ даврлар мобайнида ҳар томонлама ривожланган шахсни тарбиялашга йўналтирилиб борилди, бироқ ушбу тадбир битирувчиларнинг касбий маҳоратини шаклланиш даражасини пасайиши ҳисобига амалга оширилди. Бу ҳолат касбий маҳоратни ва лаёқатни ошириш, инсоннинг бутун умри давомида ўз билимини такомиллаштириб бориш ва ўз-ўзини тарбиялаш эҳтиёжини оширишга хизмат қилмас эди. Республикамиз таълим тизимидаги ислохотлар натижасида касбий таълим ишчи касбларига махсус тайёрлаш масаласига, таълим олувчи шахсида касбий маҳорат ва лаёқат сифатларини шакллантиришга алоҳида эътибор берилмоқда. Касбий маҳорат ишчи кучларининг юқори даражада мослашувчанлигини ва янгиликларни тез ўзлаштириши, янги ишлаб чиқариш шароитларига оз вақт ичида ўта олиши, фаолият соҳасини мустақил танлай олиши каби сифатлар билан белгиланади.

В.П.Беспалько ўқитувчининг касбий-педагогик ривожланишни унинг педагогик масалаларни ечишнинг тўртта даражасини ўзлаштириш жараёни сифатида қараб чиқади [4]:

I – педагог аввал ҳал қилинган муаммони мустақил ҳал қилади;

II – педагогик вазиятнинг мақсадини билган ҳолда ва уни тушуниб ҳаракат қилишнинг ўзлаштирилган усулларида фойдаланиб муаммони ҳал қилади;

III – педагог фаолиятнинг мақсадини кўради, лекин унга педагогик ҳолат унча равшан эмас, чунки у умумий эмас; бу даража педагогдан эвристик фаолиятни, ўзлаштирилган билимлар ва кўникмаларнинг фаол шакл алмаштирилишини талаб этади;

IV– ёрқин фойдаланган тадқиқотчилик асосига эга ижодий даража.

Юқоридаги фикрлардан келиб чиқиб, бугунги педагогнинг инновацион таълим технологиялардан самарали фойдаланиш, асосан, педагогнинг касбий тайёргарлигига ҳамда унинг шахсий тажрибасига боғлиқлиги кўринади. Бу эса педагогда шахсий тайёргарлигининг етарли эмаслиги, янгиликлар ҳақида тасаввурларининг ва шахсий имкониятларининг торлиги ўқув муаммосин англаб етилмасдан қолишда намоён бўлиши мумкин

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THE USE OF DIFFERENT GENRES OF YOUTH MUSIC IN TEACHING MONOLOGUE SPEECH TO ADOLESCENT STUDENTS

Annotation. Disputes often arise in the musical environment: what to focus on in musical education - on the emotional sphere in comprehending a work of art or on its scientific and theoretical knowledge, as a more professional one. We often, not believing, decide in advance what is available and what is inaccessible to children, impoverishing the possibilities of their development.

Key words: radio and television, children's choir, cultures of technology, training of leaders of children's choirs, musical and pedagogical aspect.

In what place is the word (concept), and in what place is the emotion of sensation? In practice, more often than not, we mix everything up and pass it off one after the other. Naturally, in the development of a child, first a sensory sensation, then an emotion, and only then a thought designated by a word (concept).

Stanislavsky wrote: "Thought, before becoming thought, was a feeling." "Music is perceived by the whole being, and not by the mind," wrote B. Asafiev. Before going to class, you must try to expand your spiritual space. Creativity is already a deviation from the norm. Who will the children follow? Probably, for those with whom it is interesting, and from whom you do not want to leave. "Without mastering large-scale compositions, one cannot speak of the successful development of children's musical culture," says M. Krasilnikova. On the one hand, the highest achievements of the world musical art have been embodied in major musical genres, the principles and methods of the actual musical understanding of reality have been concentrated. On the other hand, working with a piece of music concentrates on thematicism: singing the theme - melody before listening is seen as preparation for a holistic perception of the piece. All this programs the style of communication with music as if from a "bird's eye view".

Practice shows that children, brought up on songs, simple song forms and fragments of large pieces of music, studied from the point of view of small forms, snatch individual melodies, themes, song turns from the through logic of the development of musical thought. They are not guided in the stages of the development of musical thought - its introduction, presentation, development, generalization. It is not surprising that a wrong attitude leads students to reject major pieces of music as incomprehensible and lacking in content. Many years

of experience in communicating with small musical forms, verbalization of the musical and pedagogical process lead to the fact that any song is perceived by children as a more meaningful artistic phenomenon than a symphony, concert, sonata, etc. Comprehension of large pieces of music, especially often instrumental ones, is a process as exciting as it is difficult, requiring a high culture of auditory attention. Only by listening attentively to each sound, comparing each moment of sounding with the previous and subsequent ones, one can understand the content of the “musical history”.

Obviously, for the full development of the musical culture of schoolchildren, it is necessary to increase the total number of completely studied major musical works, to take up work in elementary school. And the main thing is to create a methodology aimed at developing the perception of large pieces of music as integral phenomena, providing for both the creative nature of this process and the activity of various types of musical activities of schoolchildren.

Experimental activities should be very different from traditional ones. The first lessons in working with a large form should be especially important. It is necessary to show the availability of these works to first graders, interest in them. And most importantly, in these lessons it is necessary to overcome the bar of creative, emotional and personal immersion in music, below which in the future children will not allow teachers to fall.

The origin and development of large musical forms has historically been due to a significant evolution of the musical thinking of society. And therefore, the problem of introducing large pieces of music into the content of classes is the problem of the development of different facets of the musical thinking of younger schoolchildren. In both mass and professional music education, the content of classes is built in accordance with the principle "from simple to complex", and the increase in the complexity of the material is directly related to the increase in the number of topics and the overall scale of the work. When preparing a composer and performer, such an interpretation of this didactic principle is obvious: it is easier to compose and perform a small one-theme piece than a large multi-theme piece. However, when preparing the listener, when the pedagogical process is based on the development of the musical thinking of schoolchildren, adjustments must be made to the implementation of the principle “from simple to complex”.

Even L.N. Tolstoy pointed out that the teaching method only fulfills its role when it corresponds to the nature of children and creates favorable conditions for their learning. He noted that it is not a particular method of teaching that is important, but the spirit of teaching, which is expressed in the nature of the relationship between the student and the teacher. It is a favorable teaching spirit, a special contact, a trusting relationship between schoolchildren and a teacher, an atmosphere of co-creation, empathy that contribute to the development of cognitive interests that can be created in a lesson thanks to publicly available classics.

Of particular interest for our research is the music program for grades 1-8 (edited by Y.B. Aliev et al., 1993). This program is based on the idea of educating the senses through music. This is done based on the development of students' need for creative communication with music in all types of musical activity (perception, playing musical instruments, performing music, moving to music, studying musical literacy, improvisation, etc.). Particular importance in the program is given to the formation of the musical culture of schoolchildren in grades 5-8. There are many topics of a generalizing, key nature ("Variety of folk musical culture", "Style in musical art", "Music of theater and cinema, etc.)

Public classics are found as material for choral performance (grade 6). In grade 8, acquaintance with her occurs as a kind of mass musical culture, along with ragtime and rock music. This acquaintance is for illustrative and informational purposes only.

An updated version of the program of D.B. Kabalevsky was presented in 1994 (compilers of the program are E.B. Abdullin and T.A. Beider). It significantly expanded the list of musical compositions for performance and perception, some amendments were made due to changes in the political life of the country. Much attention is paid to intersubject connections. As additional material for grades 5-8, pop songs, songs from films are included in the program.

In 1997, another music program was published (compiled by G.P. Sergeeva), which is a two-hour version of the lessons. It is compiled taking into account the Moscow regional component of the education of schoolchildren, in which the role of the artistic values of Moscow as the center of the spiritual culture of Russia is increasing. Especially valuable in the program is that it covers musical culture in all its variety of genres and styles. The content of this program includes the best examples of sacred music, folklore, jazz. A feature of this program is that a holistic musical culture in all its variety of genres and styles is mastered by schoolchildren from the first grade.

Programs "Russian folk art" (grades 1-3, 2 hours a week, compiled by I.S. Shiryaeva, 1991) and "Musical folklore" (compiled by L.L. Kupriyanova and L.V. Shamina, 1992), dedicated to in-depth the study of folklore. Knowledge of folklore as a school of social experience makes it possible to gain a deeper understanding of the reality, historical and national characteristics of one's people. These programs can be considered one of the possible options for solving the problem of the continuity of generations in the heritage of national cultural wealth.

Of particular interest are programs related to the study of sacred music, undeservedly forgotten, now experiencing a rebirth. These are the programs "Sacred Music. Russia - West" (grades 1-4, compiled by V.V. Aliyev, I.V. Koshmina, 1994) and "Sacred music. The world of beauty and harmony" (grades 1-4, compiled by I.V. Koshmina, 1995). These programs provide for the

introduction of younger schoolchildren into Christian cult art. It also belongs to the great heritage of the people, is a means of aesthetic and moral education.

The influence of music on humans has been known since ancient times. The greatest thinkers, poets and artists, writers and composers have always been amazed at the enormous power of the impact of music on a person. Everyone experiences the influence of music: it can soothe, irritate, or encourage action.

Our distant ancestors created musical instruments, with the help of which they found such combinations of sounds and rhythms that could fascinate a person, as if hypnotize him. This possibility of music was used in cult rituals: in ancient Sparta, warriors went into battle to the sound of woodwind instruments; commander Suvorov believed that "music doubles, triples armies." There was also other, secular music, which accompanied solemn processions, emphasized the greatness of the nobility and aroused loyal feelings, that is, already in ancient times, the powerful effect of music on a person, his psycho-emotional sphere was noticed.

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BIOLOGICAL PROPERTIES OF CUCUMBERS AND NEW VARIETIES

Annotation: Cucumbers first appeared in the Himalayas more than 3,000 years ago. Cucumbers came to Russia from Byzantium. Its Russian name is derived from the Greek word for “uncooked, uncooked”. And all because the taste of fresh young cucumbers is better than ripe.

Key words: Cucumber leaf, fertilizer, care, cucumber flower.

Introduction. Cucumbers are said to have been cultivated 3,000 years ago. It is native to tropical and subtropical regions of India and still grows naturally on the slopes of the Himalayas. It spread from India to Greece and Italy, and later to China. It was brought to other parts of Europe by the Romans. Cucumbers entered France in the 9th century, England in the 14th century, and North America in the mid-16th century. Cucumbers are believed to have entered Russia from East Asia in the 16th century (recollections of German Ambassador Herberstein's visits to Persia and Moscow), but some historians believe that cucumbers were also known in Russia in the 9th century.

The stems are earthy, the stems are simple, the stems are simple. When the plant has 4-5 leaves, it lies on the ground, spreads its stalks, or clings to the surrounding objects with its help. Stems branched, rounded, rounded or angular, covered with hairs. The main stem is formed from the leaf axils of the first and second order branches. Cucumbers are weak, moderately and strongly branched, depending on the navigation, feeding area and temperature. Depending on the type of branching, cucumber varieties are divided into single-stemmed, strong- (more than 8 side branches), medium- (up to 5-8 side branches) and weak- (1-4 side branches) branched stem varieties. The length of the stem depends on the variety and growing conditions: in the open field the main stem grows 1-1.5 meters, in favorable conditions up to 3 meters, in greenhouses up to 5 meters. The stems can be thin (less than 0.5 cm in diameter) and thick (more than 0.5 cm). Short-stemmed cucumber varieties are usually fast-ripening, the fruit is relatively short, characterized by a short growing season. Depending on the navigator, cucumbers are divided into weak, medium and strong leafy species.

The leaves are arranged alternately on the stem. The leaf blade is entire, the surface is flat or wrinkled, and the leaf edge is also usually flat.

The shape can be claw-shaped or oval-clawed, depending on the navigation.

The root system is sterile, strongly branched. It consists of a main root growing up to 1 meter and a large number of additional roots. Physiological functions, such as the absorption of nutrient solutions from the soil, are performed by small sucking roots covered with hairs. The main part of the root system develops in a layer of 20-25 cm of soil, the root spreads to the side and the growth radius can be up to 1.5 meters. In high humidity, additional roots may form if the main and side branches touch the soil.

Most varieties of cucumber are bisexual, with male and female flowers on the same plant. Male flowers are usually 5-7 on the stem, forming a ball, and in single-stemmed cucumber varieties, the number of male flowers is often higher than that of female flowers. Female flowers are located on the stem 1 or in pairs, in some cases in groups of 3. Cucumber varieties that produce mainly female flowers are planted together with varieties that produce enough male flowers to pollinate. The petals are bright yellow, the male flowers have 5 pollen grains, 4 of which are in pairs and one is solitary.

Cucumber flowers do not live long: the male flowers die after 1-2 days, and the female flowers die after 3-4 days after flowering. Only pollinated female flowers bear fruit, and non-pollinated females shed. Cucumber is a pollinating plant. In parthenocarpic varieties, the flowers do not need pollination, but such flowers bear fruit but do not have seeds.

Cucumbers are fake berries that form 3-5 seed chambers. Shape, color, size and weight vary depending on the variety. Unripe cucumbers are eaten. Depending on the navigation, the surface can be flat, uneven or rough. Fruits are 5-70 cm long, can be green or dark green in color, and when ripe, the fruit is enlarged, pale yellow, orange or brown. When the fruits ripen biologically, they are called seeds. Up to 100-400 seeds are formed in one fruit. The seeds are elongated-oval, white to pale yellow, weighing 16-35 grams per 1000. Retains memory for 6-8 years. 2-3 year old seeds give good yields.

The diversity of cucumber varieties leads to confusion and persistence: which variety to choose when all growers promise easy care and abundant harvest? It's hard not to get lost in the success of the breeders. To choose without much hesitation, you need to rely on the characteristics of cultivation: greenhouse or open field, climatic conditions, the desired taste characteristics and purpose of the fruit. Based on many years of experience, experienced gardeners have already drawn conclusions and selected a number of varieties for planting in 2019.

Features include resistance to low temperatures, humidity, drought and other weather conditions. The choice of variety for open ground depends directly on the characteristics of the region. For the southern and central zones, all cucumbers do not take root and bear fruit in Siberia and the Urals, and vice versa.

Shrub specimens are preferred for cultivation in the garden, they do not need a garter for the fence, they form a lush green bush. Typically, the seeds of shrub species are sown directly into the ground.

Hybrids

The best option for the greenhouse is a parthenocarpic hybrid cucumber. Their advantages: insect pollination is not required, more precisely pollination is not required at all. In such bushes female flowers are formed, the ovaries are formed by themselves. Hybrid cucumbers are poorly developed, they do not require frequent pinching. But the thickening of seedlings is contraindicated for greenhouse cucumbers: the plants need to get enough light to ripen a large amount of fruit.

The best hybrid cucumber varieties for greenhouses:

1. Herman F1. Early, fertile sorghum-type cucumbers. Up to 9 kg of fruit can be obtained from one plant in the greenhouse. Up to 7-8 fruits are formed in one group. Cucumbers are bitter, universal. The hybrid is resistant to viral and fungal diseases. A small amount of fine seeds has no effect on taste.

2. Masha F1. Super early variety, fruiting begins on the 37th day. From one bush is obtained very effective parthenocarpic, 10 and more kilograms of cucumbers. Fruit length does not exceed 11 cm Purpose - salad and pickling.

3. Courage F1. Popular greenhouse cucumbers. Yields are good - up to 8 kg per bush. The average season - 45–50 days. The fruits are large, up to 15 cm, with a thin rind and a crunchy pulp. Good for early pickling. Ideal for salads.

4. Director F1. Another contender to grow a greenhouse. Early ripening varieties with a long fruiting period, pickles, size - up to 9-10 cm. Taste qualities are excellent, the dough is juicy, not bitter. The species has additional advantages - tolerance to shade and resistance to powdery mildew.

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CUCUMBER CULTIVATION TECHNOLOGY AND MEDICINAL PROPERTIES

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system develops in a layer of 20-25 cm of soil, the root spreads to the side and the growth radius can be up to 1.5 meters. In high humidity, additional roots may form if the main and side branches touch the soil.

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Cucumber cultivation technology

Seed selection. Cucumber seeds should be clean, high-yielding, disease-free, medium-sized, whole (unbroken), heavy, undamaged. The seeds are cleaned of seeds and mixtures of other plants. The seeds are soaked in warm water for 1-2 hours before sowing

Land preparation. Initially, the area will be thoroughly cleaned of past crop residues and weeds. 200 kg (2 tons per 10 sots) of rotten manure is applied on 1 hectare of land. Along with rotten manure, 75% of phosphorus and 75% of potassium are applied to 1 hectare of land. This corresponds to 1.6 kg of ammophos and 1.2 kg of potassium chloride. The soil is loosened to a depth of 20-25 cm by mixing with rotten manure and mineral fertilizers. When the large lumps are crushed, they are well leveled and the irrigation floor is removed.

Sowing time and scheme. Early cucumbers in the open in the southern regions on April 1–10, in the central regions on April 10–20, in the northern regions on April 20–30; In the medium term, cucumbers will be planted in the southern regions on April 20-May 5, in the central regions on May 1-10, in the north on May 1-15, in the south on July 10-20, in the central regions on June 15-30, and in the northern regions on May 15-25. Seeds of 70 × 140 × 40 cm are sown under film cover on March 2-3 to grow tomorrow's crop. In the open field,

it is planted by hand at a depth of 4–5 cm in a scheme of 70 × 30.90 × 20 cm. Seed consumption is 50–60 g per 1 hectare (500–600 g per 10 hectare). After sowing, the seeds are mixed with hashish.

Care. After germination, the seedlings germinate for the first time after entering the leaf stage and the second time after entering the single leaf stage. Between the rows, with the help of hand, weed with a hoe at a depth of 15–16 cm, loosen around the plant, provide mineral nutrients and water. During the growing season, after every two or three waterings, the row spacing should be loosened to a depth of 15–16 cm.

Fertilize. Cucumbers in 1 hectare of land are fed with 5.8 kg of ammonium sulfate, 2.2 kg of ammophos, 1.5 kg of potassium chloride fertilizers. Cucumber is one of the most water-intensive vegetables. Cucumbers require a lot of water during the ripening and ripening period. During the growing season, early cucumbers are watered 14–15 times, evening cucumbers 10–11 times in deep soils, and 8–9 times in shallow areas.

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CHARACTERISTICS OF SLEEPING DRUGS OF DRUG TYPE

Annotation: This article discusses the properties of narcotics, epilepsy, the positive and negative effects of antiepileptic drugs used in general seizures.

Keywords: Sleeping pills, pentobarbital, antiepileptic drugs, epilepsy, Phenobarbital.

Derivatives of barbituric acid belong to the group of sleeping pills that have a narcotic effect:

- pentobarbital
- cyclobarbitol
- phenobarbital
- includes chloral hydrate.

In large doses, these substances can cause drug effects. Barbiturates are highly effective sleep-inducing agents; helps to induce sleep, prevents frequent awakenings, increases the overall duration of sleep.

Their sleep-inducing mechanism is due to the increased inhibitory effect of GABA. Barbiturates increase the sensitivity of GABA receptors, thereby activating C1-channels and causing hyperpolarization of the neuronal membrane.

In addition, barbiturates have a direct effect on neuronal membrane permeability.

Barbiturates significantly disrupt the sleep cycle: they shorten fast (paradoxical) sleep cycles (REM-phases).

Regular use of barbiturates can lead to impaired MNS function. Abrupt cessation of regular barbiturates is manifested in the form of "withdrawal" syndrome ("withdrawal" syndrome), in which the duration of REM sleep is greatly increased, which leads to nightmares. Regular use of barbiturates leads to physical dependence.

Pentobarbital (sodium-etaminal, nembutal) is taken orally 30 minutes before bedtime; The duration of action is 6-8 hours. He may feel drowsy when he wakes up.

Cyclobarbitol has a short duration of action - about 4 hours, and the effect is less noticeable. It is mainly used in sleep disorders.

Phenobarbital (luminal) has a slower and longer duration of action - about 8 hours; has a significant complication (drowsiness). It is now rarely used as a sleeping pill. The drug is used in the treatment of epilepsy. Acute barbiturate poisoning is characterized by coma and shortness of breath.

There are no specific antagonists of barbiturates. Analeptics do not restore breathing when severely poisoned with barbiturates, but they do increase the brain's need for oxygen - an increase in oxygen deficiency.

The main measure in case of barbiturate poisoning is the rapid elimination of barbiturates from the body.

The best method is hemosorption. In case of dialysis poisoning, hemodialysis is used, and in case of poisoning by drugs excreted by the kidneys, forced diuresis is used. Sleeping pills that contain narcotics include chloral hydrate from aliphatic compounds.

It does not disrupt the sleep phase, but is rarely used as a sedative because it has stimulant properties. Chloral hydrate is sometimes used in medical enemas to stop psychomotor agitation.

Antiepileptic drugs.

Epilepsy is a chronic disease of the central nervous system that occurs with recurrent seizures, with or without seizures, with or without loss of consciousness. There are partial (focal, focal, local) and general types of seizures.

Partial seizures are associated with the development of individual excitatory foci in the motor or sensory-motor areas of the cerebral cortex. Partial seizures are characterized by short-term (30-60 s) muscle contractions with limited localization that occur without loss of consciousness (normal partial seizures) or with loss of consciousness (complex partial seizures).

In general seizures, the excitation covers both hemispheres of the brain and is reflected on the EEG with high amplitude. Common seizures can be tonic-clonic, abscess, or myoclonic.

Tonic-clonic seizures (large seizures, grand mal) are characterized by general (all-body) seizures that occur in the form of fainting. It includes the tonic phase (falling with muscle tension) and the clonic phase (pulling of the limbs). The seizure usually lasts a few minutes, may be followed by shortness of breath, involuntary urination, and a transition to deep sleep.

Abscesses (small seizures; petit mal), characterized by short-term (5–15 s) loss of consciousness, frostbite, without significant convulsions, and then resuming normal behavior.

Myoclonic seizures are characterized by sudden, short-term symmetrical vibrations and tremors in the limbs, which may be accompanied by loss of consciousness.

The most severe form of epilepsy is epileptic status, in which major seizures recur frequently and the patient usually does not regain consciousness; Death due to respiratory failure may occur.

The effects of antiepileptic drugs are to prevent the onset and spread of pathological impulses in the brain. For this purpose, drugs that suppress or inhibit inflammatory processes are used.

Drugs that inhibit Na⁺ -channels (phenytoin, carbamazepine), Ca²⁺ -channels (ethosuximide) and reduce the release of excitatory amino acids (lamotrigine) are used to suppress excitatory processes.

In order to activate the inhibitory processes are used substances that inhibit the CNS - enhancing the effect of GABA (phenobarbital, diazepam, clonazepam, gabapentin).

Phenytoin, carbamazepine, valproate, as well as gabapentin, lamotrigine, clonazepam, topiramate are used to prevent partial seizures.

Phenytoin, phenobarbital, carbamazepine, valproate, primidone, and lamotrigine are used to prevent tonic-clonic seizures.

Ethosuximide and valproate are prescribed to prevent abscess.

Valproate, clonazepam, and lamotrigine are used for myoclonic seizures.

Diazepam, phenytoin sodium, and, in severe cases, thiopental sodium are given intravenously to relieve (stop) epileptic status. Phenobarbital (luminal) is one of the antiepileptic drugs. Regular use in moderate doses prevents major seizures without sleep-inducing effects. The mechanism of action of phenobarbital is associated with an increase in the effect of GABA (increases the sensitivity of GABA receptors) and a direct inhibitory effect on the permeability of cell membranes. Side effects of phenobarbital: sedative, drowsiness, nystagmus, ataxia, skin rash. Primidone (hexamidine) is slightly different in chemical structure from phenobarbital. Has a slight sedative effect.

Phenytoin (diphenine) is effective (but not in absentia) in partial and tonic-clonic seizures. Phenytoin is usually given orally to prevent seizures. In epileptic status, phenytoin sodium is injected intravenously. The mechanism of action of phenytoin is due to its inhibition of Na⁺ -channels (phenytoin slows down the recovery of Na⁺ -channels after inactivation).

In this case, the depolarization process is disrupted, repetitive pulse propagation is suppressed. It has antiarrhythmic effect due to inhibition of Na⁺ -channels of cardiomyocytes.

Side effects of phenytoin: headache, nausea, nystagmus, diplopia, ataxia, tremors, skin rash, itching, gingival hyperplasia, hirsutism; osteomalacia and megaloblastic anemia may also occur. Phenytoin has teratogenic properties.

Carbamazepine (tegretol, finlepsin) is an Na⁺ channel inhibitor. Partial and tonic-clonic seizures are effective. In addition, carbamazepine is one of the analgesics used in trigeminal neuralgia.

Side effects of carbamazepine: nausea, headache, diplopia, ataxia, anemia, leukopenia (agranulocytosis). A general blood test is necessary when using carbamazepine.

Ethosuximide is a key tool to prevent abscess. Abscesses are associated with activation of T-type Ca²⁺ channels in the thalamus, a decrease in the action potential limit, and rhythmic charge residues of thalamic neurons. Ethosuximide inhibits T-type Ca²⁺ channels in the cell membranes of thalamic neurons.

Side effects of ethosuximide: nausea, vomiting, anorexia, drowsiness, headache, photophobia, leukopenia, thrombocytopenia, redness.

Valproic acid (convulsion) or sodium valproate (depakin) blocks Na⁺ - channels and partially T-type Ca²⁺ - channels; In vitro, they activate glutamate decarboxylase (increased production of GABA from glutamic acid) and inhibit GABA transaminase. Effective in preventing all types of epileptiform seizures.

Side effects: sedative, ataxia, tremors, nausea, stomach pain, liver dysfunction, thrombocytopenia, neutropenia, alopecia. Antiepileptic drugs include gabapentin, lamotrigine, clonazepam. Gabapentin is chemically similar to GABA. Initiates the release of GABA. It is effective in partial seizures. Lamotrigine blocks Na⁺ - channels of the presynaptic membrane at glutamatergic synapses and reduces glutamic acid secretion. Used to prevent partial and tonic-clonic seizures.

Topiramate (topamax) blocks Na⁺ - channels, enhances the effect of GABA. Mainly used in partial seizures.

Clonazepam (anteleptin) is a drug belonging to benzodiazepines (increases the sensitivity of GABA receptors). Used in pediatric epilepsy; in adults it is often used in partial seizures.

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MAKTABGACHA YOSHDAGI BOLALARNI MAKTAB TA'LIMIGA TAYYORLASHNING AHAMIYATI

Rezyume: Maktabdagi majburiy ta'lim bolaga ma'lum talablarni qo'yadi. Ma'lumki, bola ta'lim-tarbiyaviy muassasaning talablarini bajara oladigan rivojlanish darajasiga yetishi kerak, faqat shundagina bolani maktabga berish mumkin. Bu jarayonda tarbiyalanuvchini maktab ta'limiga tayyorlash muhim ahamiyat kasb etadi, shu sababdam maqolada maktabgacha yoshdagi bolalarni maktab ta'limiga tayyorlashning ahamiyati o'rganilgan.

Tayanch so'zlar: bola, ta'lim, tarbiya, shaxs, rivojlanishi, maktabgacha ta'lim, majburiy ta'lim.

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THE IMPORTANCE OF PREPARING PRESCHOOL CHILDREN FOR SCHOOL EDUCATION

Resume: Compulsory schooling places certain demands on a child. It is known that a child must reach a level of development that can meet the requirements of the educational institution, and only then can the child be sent to school. In this process, it is important to prepare the child for school education, which is why the article explores the importance of preparing preschool children for school education.

Key words: child, education, upbringing, personality, development, preschool education, compulsory education.

Har qanday pedagog hech qanday vositalardan foydalanmay, bolani maktabga tayyorgarligini aniqlay oladi. Ba'zi ota-onalar ham bola qanchalik sog'lom, chaqqon, mustaqil, aqlli, o'qishga tayyor ekanligini taxminan bilishadi.

MTT tarbiyachilari har bir bolaning maktabga tayyorgarligini to'g'ri aniqlashda yetarli pedagogik, texnologik bilim va tajribalarga ega bo'lishlari kerak, bunda ular MTTda ta'lim va tarbiya dasturi talablariga tayanishlari kerak. Agar maktabgacha davrda bola normal rivojlangan bo'lsa, uning jismoniy va aqliy rivojlanishiga hech qanday kuchli ta'sirlar bo'lmagan bo'lsa, unda bola yetti yoshda ta'lim olish darajasiga yetadi.

Ammo ba'zi oilalar va bog'chada maktabga tayyor bo'lmagan bolalar ham uchraydi. Bunday bolalar mutaxassis nazoratida maxsus tekshiruvdano'tishadi vao'qishga tayyorgarligi darajasi haqida mutaxassis xulosa chiqaradi. Bolaningoyinqaroqligi, mustaqil bo'la olmasligi, his-tuyg'u va ijtimoiy rivojlanishining juda past darajaliligi uning maktabga tayyor bo'lishiga to'siq bo'ladi. Bunday bolalaro'rtoqlari va tengdoshlari orasida o'z o'rnini topa olmaydilar.

MTT bolasi kun bo'yi tuzilishi va mazmuni qiziq boigan turli xil faoliyatlar bilan shug'ullanadi. Bola asosan,o'z xohishi bo'yicha o'ynaydi yoki ish bilan shug'ullanadi. Maktabda esa kunning birinchi qismini tartibli (sistemali)o'qitish egallaydi, bun-dan tashqari kunning ikkinchi qismida ham maMum vaqtni dars-larni tayyorlashga ajratish kerak. Maktabda bolao'z xohishi va qiziqishi bilan tanlagan mashg'ulotlar chegaralangan. Bola maktab tartibi va darslar jadvaliga bo'ysunishi kerak. Har qanday ob-havoda bola maklabga vaqtida kclishi,o'quv qurollarini olib kelishi, maktab ta'lim sharoitlariga ko'nikishi kerak. Darslarda ma'lum vaqt tinch o'tirib, diqqatini bir joyga jalb qilib ishlashi tanaffusda esa nisbatan qisqa vaqt ichida o'z kuchlarini tiklab olishi kerak boladi.

Shunday qilib, maktab hayotiga jismoniy va ruhiy jihatdan o'rganish uchun bola eng avval sog'lom, jismoniy chiniquqan va chidamli boiishi kerak. Sistemali ta'lim uchun bolaning aqliy rivojlanishi, ya'ni, aniqrog'i, maktabga umumiy ruhiy tayyorgarligi muhim deb hisoblanadi.

Bola birinchi sinfda uchta fan (o'qish, yozuv va matema-tika)ning asoslarini, tabiat va jamiyat to'g'risida oddiy bilimlarni egallaydi. Bola odamlar, jismlar va tevarak-atrofdagi hodisalar haqida ma'lum tasavvur bilan maktabga kelishi kerak. Bolaning o'quv materialni o'zlashtirishi va ta'limning bola qobiliyatlariga mos kelishi uning aqliy faoliyatiga bog'liq bo'ladi.

Bolaning yaxshi o'qishiga aqliy faoliyatining rivojlanish darajasi, idrok, tasavvur, xotira va tafakkur funksiyalari hamda aqliy faoliyat bilan shug'ullanish odatlari ta'sir qiladi. Bola tahlil qilishni, ya'ni narsalarni (predmetlarni) idrok etganda muhim bolmaganlarni ajrata bilish, kuzatayotgan hodisalarni umumlashirish, guruhlash kabilarni o'rganishi kerak. Bola zehnli, ziyrak, topqir, mustaqil boiishi kerak. Zavq, xursandchilik keltiradigan aqliy faoliyatiga nisbatan bolada qiziqish paydo boiadi.

Ta'limning muvaffaqiyatli bo'lishi ko'p jihatdan bola nutqining rviojlanish darajasiga, uning lug'at boyligiga, mustaqil, aniq, ifodali va grammatik jihatdan to'g'ri gapira olishiga bog'liq boladi.

Bolada maktabga borish bilan nafaqat hayot tartibi va asosiy faoliyatida, balki ijtimoiyo'rnida hamo'zgarishlar sodir boiadi. Bola munosabatlari shakllangan tanish tengdoshlar va kattalar jamoasidan, notanish bolalar va kattalar jamiyatiga o'tadi.

Oldingi jamoada bola o'zining huquq, burch va imtiyozlarini bilar edi, yangi shakllanayotgan maktab jamoasida esa bolao'zini boshidan ko'rsatishi

kerak. Bolaning burch va huquqlari, maktabgacha davrga nisbatan aniqroq va qattiqroq belgilanadi. Bola faoliyatini baholashning muhim mezonlaridan biri nafaqat maktabda, balki oilada, tengdoshlar davrasida muvaffaqiyatli o'qish bolib qoladi.

Maktabda uzoq muddat ota-ona g'amxo'rligisiz boigani sababli, bola o'z yoshiga mos his-tuyg'u va iroda mustahkamligiga ega bo'lishi, o'z xulqini nazorat qila olishi kerak. Agar o'quvchi o'qishga ijobiy yondashsa, o'qishni xohlab, intilsa, ta'limdagi boshlang'ich qiyinchiliklarni tezroq va osonroq bartaraf etadi. Irodali bolish bolaga barcha maktab vazifalarini doimiy va muvaffaqiyatli bajarishida muhim ahamiyatga ega.

Bilim va ijtimoiy hayot qonun-qoidalariga rioya qilish, xarakter ijobiy jihatlarning shakllanganligi bolaga boshqa bolalar bilan muloqotda, sinfdoshlar bilan do'stona munosabato'rnatishda va jamoada faol ishtirok etishida juda katta yordam beradi. Bolaning maktabga umumiy tayyorgarligi deganda uning har tomonlama rivojlanganligi tushuniladi. Biror tomonining rivojlanmagani, zaifligi

(aqliy, his-tuyg'uli, irodaviy yoki amaliy) maktabda o'zlashtirmaslikning sabablaridan bo'lishi mumkin.

Shu bilan birgalikda, bolalar birinchi sinfda o'quv fanlarning (o'qish, yozuv, matematika) mazmunini o'zlashtirish uchun maxsus bilim, malaka va ko'nikmalarga ega bo'lishlari kerak. Masalan, matematikani o'qitishda o'qituvchi bola narsalarning rangi, shakli, katta-kichikligi, sonini ajrata biladi deb hisoblaydi, yozuvni o'rganishda esa bola yozuv va rasm qurollarini to'g'ri ishlata olishiga, grafik mashqlarni bajara olishiga tayanadi. Shu kabi bilim, malaka va ko'nikmalar maktabga maxsus tayyor-garlikni tashkil etadi. Umumiy va maxsus tayyorgarlik bir-biriga zid kelmaydi. Maktab fanlarini o'zlashtirishda bolaning maxsus tayyorgarligi umumiy tayyorgarlikdan kelib chiqadi, unga mos keladi, tayanadi.

Bola shaxsini rivojlantirishda ma'lum bir tomoniga (asosan, aqliy) kuchli yo'naltirish berishga alohida e'tibor berish kerak. Kattalar har doim shuni esda tutishlari kerakki, bolani tezlash-tirilgan, jadalo'qitish zarur hisoblanadi.

Maktabgacha davr inson shaxsini shakllantirishda juda katta ahamiyatga ega. Agar shaxsni har tarafiama shakllantirishda ay-nan shu yoshdagi qulay sharoitlar qo'llanilmasa, rivojlanish to'xtab qolishi mumkin yoki chetlanishlarini bartaraf etish nihoyatda og'ir kechadi.

7 yosh-bola yangi sharoitga tezo'rganadigan vao'qish jarayonida muvaffaqiyatli ishtirok etadigan davr hisoblanadi. Y.A. Kamenskiy bola hayotining yettinchi yilini bekorchilikda buzilib ketmaslik uchun maktabda o'qishni boshlaydigan vaqt deb hisoblagan. Bolaning ona maktabida 5-6 yil ta'lim-tarbiya olishini (bolaning oiladagi tarbiyasi nazarada tutilgan) u yetarli va optimal muhlat deb hisoblagan.

Maktabga tayyor bo'lgan bola jismoniy chiniqqan, har qanday ob-havoda uzoq vaqt yura oladi, asosiy harakat malakalariga ega, uo'zining harakatlarini nazorat qila oladi, tozalikka rioya qiladi.

Bola bilimining rivojlanganligi uning jamiyat va tabiatdagi voqeahodisalami tushunib yetishi, kuzatish qobiliyati, hodisalami to'g'ri nomlashi bilan aniqlanadi. Bola o'z fikrlarini ifoda eta bilishi kerak, ijodiy va mustaqil fikrlay olishi, aniq ko'rgazma materialga tayanib, masalalarni yecha bilishi kerak. 6-7 yoshli bola oiladan tashqarida hamo'zini dadil tutishi kerak. Shakllangan madaniy ko'nikmalari o'z tengdoshlari bilan munosabatlar o'rnatishiga yordam beradi.

Bola mustaqil kiyinishni, ovqat yeyishni, narsalarini toza va tartibli saqlashni o'rganishi kerak. Bola kattalar mehnatining muhimligini tushunishi va hurmat qilishi kerak. Har qanday ishga ijobiy yondashib, uni diqqat, e'tibor bilan vaqtda bajarishi lozim.

Agar bola tarbiyasida ishtirok etadigan shaxslar unga alohida e'tibor ajratishsa, uning har tomonlama rivojlanishiga yaxshi sharoit yaratib berishsa, yordam berishsa, o'qishdan qolgan muh-lat ijobiy natija beradi.

o'qishdan qolgan bolalar bilan ishlashda tarbiyachilar uchun hozircha maxsus dasturlar ishlab chiqilmagan. Pedagoglar bun-day bolalar bilan mavjud bo'lgan Maktabgacha ta'lim muassa-sasida ta'lim va tarbiya dasturi bo'yicha ishlashmoqda, faqat ularga ko'proq e'tibor ajratadilar.

Maktabdao'qishnio'zlashtira olmaydigan bolalar uchun max-sus sinflar ochiladi. Bunday sinfdao'qishni vaqtinchao'zlashtira olmaydigan, normal intellektga ega bo'lgan bolalaro'qiylar.o'qishdagi qoloqlikni individual mashg'ulotlar, alohida parvarish va maxsus kurs tartibi yordamida bartaraf etish mumkin.

Maxsus sinf 12-15o'quvchiga mo'ljallangan bo'lib, maktab direktorining ruxsatibilan ochiladi. Maxsus sinfgao'tkazish sinf rahbari tavsiyasi, maktab shifokori va ruhiy-pedagogik kon-sultatsiya xulosasi asosida amalga oshiriladi.o'quvchi maxsus sinfda vaqtincha, uningo'qishdagi qoloqligi bartaraf etilguncha qoladi. Sinfda 2 yilgachao'qish mumkin.

Y.A. Kamenskiyo'zining «Onalar maktabi» kitobining mak-tabga tayyorlash bobida yozishicha, barcha insonlar bajaradigan ishlar, ma'lum bir tayyorgarlikni talab qiladi. Ota-onalar shunio'ylab,o'z bolalarini maktabga tayyorlashadi. Maktabga har tomonlama tayyorgarlikdan tashqari, Kamenskiy ota-onalar uchun quyidagi vazifalarni ko'rsatadi:

1. Bolalarda maktabga borganda,o'z tengdoshlari bilano'qi-gan vao'ynaganda xursandchilik hissini tug'dirish.

2.Bolalarga maktabdagi ta'limning mohiyatini tushuntirish, ularni maktabdagi faoliyat turlari bilan tanishtirish.

3. Bolalarda bo'lajako'qituvchilarga nisbatan hurmat va ishonchni shakllantirish.

Hozirda ota-onalar bolalarni maktabga qanday tayyorlashmoqda. Otaonalarning ko'pchiligi maktabda yaxshio'qish-ning shartlaridan biri shaxsning umumiy rivojlanishi deb hisob-lashadi. Ammo, bolaning aqliy rivojlanishi eng asosiysi deb bi-lishadi, shuning uchun mashg'ulotlarda bilim, nutq, tafakkur va xotirani rviojlantirishga harakat qiladilar. Keyingio'ringa bolaningo'qish va yozish malakalarini rivojlantirishni qo'yishadi, yodlatishadi, suhbatlashishadi, birgalikda mantiqiyo'yinlaroy-nashadi. Gohida mehnat, sport, ashula yoki raqs bilan shug'ullantirishadi.

Xulosa qilib aytganda, bolani maktabga tayyorlashda maktabgacha ta'lim muassasalari tarbiyachilari bilan ota-onalarning hamkorlikda ish yuritishi ijobiy natija beradi.

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PHASES OF PHARMACOLOGY DEVELOPMENT

Annotation: This article discusses about the main stages of development of pharmacology and changes in socio-economic formations.

Keywords: Pharmacology, Empirical, Hippocrates, Handbook of Epraxia.

We all know that from the earliest days of human creation to the present day, many different medicines have been used by humans to restore their health and repair various injuries and traumas. The main stages of pharmacological development are associated with changes in socio-economic formations. In this regard, several main stages of the development of pharmacology are distinguished: empirical, empirical-mystical, religious-scholastic and scientific.

1. Empirical. During the primitive communal system, plants were mainly used as medicines. One person imitated animals or accidentally observed the effects of certain plant movements. This period is usually called empirical (Empeiria (Greek) - experiment). This “accidental” man found the healing properties of emetic root, quinine bark, and more. In this way, at a certain period or social stage, humanity has restored its health with the help of medicines made from plants and roots.

2. Empirical-mystical. In the system of slavery, healing became the privilege of the priests who began to give divine power to medicine. Healing was performed by monks, shamans, priests. The use of medicinal plants has been accompanied by various spells, rituals and more.

3. Religious education. The feudal system, characterized by a general decline in science and culture, halted progress in the field of drugs. Medicine fell into the hands of monks who promoted scholasticism - the religious-idealist philosophy of the Middle Ages. The movement of drugs was related to a certain position of the moon, constellations, planets. Astrology has become an integral part of medicine. Alchemy has also gained popularity.

The development of medicine and pharmacology was first summarized in writing in Greece, Egypt, China, India. The Greek period. The greatest representative of this time was Hippocrates. He stressed that the disease is not the result of evil spirits, but dietary disorders, unfavorable climate and other causes. According to him, the human body is made up of four basic fluids - blood, yellow bile, black bile and mucus. Rejecting the abnormal causes of the disease, he argued that the disease is a mismatch between the juices in the human body. Hippocrates is the founder of medicine, which ruled for 2,000 years. Hippocrates' humoral theory developed ideas about the naturalness and

materiality of disease and encouraged the search for natural methods of treatment in nature. Hippocrates described about 200 medicinal plants. The first physician to make a worthy contribution to the development of pharmacology was Aulus Cornelius Celsus. He laid the foundations of pharmacology in the modern sense.

Roman period. The formation of the Roman Empire marked the beginning of the Roman era. Today, Hippocrates' theory of humor continues to dominate and evolve. Dioscorid Anatsebey described more than 600 medicinal plants. Claudius Galen, a well-known representative of ancient Roman medicine, was the first to experiment with animals. Extraction with oil, vinegar, wine, etc. is recommended. to obtain various active substances from plants (similar extracts from plants are still called galenic preparations). Galen recommended the use of drugs that adversely affect the patient's condition: for constipation - laxatives. Prescription drugs were introduced during the Galen era. Eastern medicine and pharmacology became famous all over the world in the 11th century, and this period was called the Arabs.

The Arab period. It is associated with the name of the famous Tajik scholar Ibn Sina. In Europe it is known as Avicenna. This scientist's "Law of the Art of Medicine" is very popular and has been a guide for physicians for many centuries. He made great contributions to the development of medicine and pharmacology, but did not change the basic principles of the ancient theory of Hippocrates.

The life of the Swiss physician and chemist Paracelsus (Philippe Aureol Theofast Bombast von Hohenheim) dates back to the Arab period, when he rejected scholastic theories in medicine and sought to study the truth empirically. He stressed that chemicals, not juices, are the basis of the human body and that medicines should be taken from the world of chemistry. Paracelsus considered this disease to be a disturbance of the chemical balance in the body and suggested the use of chemical means to restore it. He was the first to use sulfur to treat scabies.

Scientific period. Pharmacology as a science began to develop under the capitalist system in the late eighteenth and early nineteenth centuries. This was primarily demonstrated when experimental methods began to be used to analyze the effects of drugs. The extraction of alkaloids from a number of plants was of fundamental importance. The production of synthetic drugs has entered a new phase in pharmacology. The development of pharmacology has led to an intensification of the struggle between materialist and idealistic worldviews in the field of drugs with the successful development of chemistry and natural science in general.

For a long time in ancient Russia, the main specialists in drugs were travelers and doctors. The monks were active in the study of medicinal plants. The first manuscripts of medical science (herbalists) appeared. For example, the herbal medicine "Izbornik Svetoslava" (1073 g), "Epraxia brochure" (12th

century) and others. Before Petetr, there were "green shops" in Russia through which medicines were delivered to the population.

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SHE IS A UNIQUE ARTIST IN THE GRAPHIC ARTS OF UZBEKISTAN

Abstract: The article describes the creative work of graphic artist Gulzor Sultanova, who has been known in the graphic arts of Uzbekistan for many years.

Key words: graphics, Gulzor Sultanova, bench graphics, sculpture, small plastic, exhibitions.

Among the types of fine arts of Uzbekistan, there are also types, which can be created on the basis of black and white images, such as graphics. This graphic art is one of the most ancient forms of fine art, which has been formed since ancient times. Only shapes and lines are important in works of this type of art. At the heart of the black and white lines, shapes and lines are the hidden feelings in the creative heart, the deep philosophy of life that we do not understand. It is known that in August 2017, the President of the Republic of Uzbekistan Shovkat Mirziyoyev at a meeting with creative intellectuals identified current tasks for the development of culture, literature and art, including fine arts, at the current stage of our development and ways to address them. In the past short period, the head of our state has adopted about 10 decrees and resolutions on the implementation of these proposals and initiatives. The resolution on additional measures for the development and further improvement of the decree of the Academy of Arts of Uzbekistan, signed this year, was another important document in this direction.

The resolution calls on the people to enjoy the works of fine arts and effectively use the creative potential of professionals working in the field of design, to create the necessary conditions for them, to achieve a high level of expression of national and universal traditions in works of art. important tasks have been identified to improve the system of specialized education in line with today's requirements. It also approved the preservation and continuation of the traditions of the Uzbek school of fine and applied arts, support of talented young people working in the field of modern design, as well as the updated organizational structure of the Academy of Arts of Uzbekistan and its branch in the Republic of Karakalpakstan. In response to this decision, this article envisages an important and unique educational task in the training of specialists with advanced artistic skills in the field of graphic arts. We have a lot of artists in our country who are making a significant contribution to the development of graphic arts. Today, the People's Artist of Uzbekistan, academicians Bahodir

Jalolov, Lekim Ibragimov, Alisher Mirzaev, Akmal Ikromjanov, Anvar Mamjanov, Azamat Khotamov, Erkin Nurmonov, etc. are masters of graphic arts. Gulzor Sultanova, a great graphic artist who has been making a worthy contribution to the art of graphics and sculpture in the creative world for many years, has a special place in the creative life of graphic works. The creator was born and raised in Balikchi district of Andijan region in a family with a connection to fine arts. G. Sultanova learned the basics of art from her father, a local artist Sotvoldi Sultanov. Initially,

He studied at the Andijan Art School, then at the Institute of Theater and Art named after N. Ostrvsky in the field of graphics. While still in school, Gulzor went on to pursue her great dream of becoming an artist, aiming to make her father's dreams come true, and continued to improve her knowledge and skills in graphics at the institute. The advice he received from his teachers still lingered in his ears, and he was able to choose his own path of creation. The tireless, hard-working and meaningful work carried out to achieve its goal has begun to bear fruit. G.Sultanova showed all her talent in many exhibitions and became one of them as a talented artist. He is not only a graphic artist, but also attracts the attention of art lovers with his wonderful, passionate sculptural works. G.Sultanova chooses for her work a unique way of embodying images of people - without clothes and conditionally. In his creative work, he uses the graphic traditions of great artists such as Pablo Picasso and Salvador Dali to create a work in the field of graphics. G. Sultanova prefers to portray life in the form of two different images, female and male. It is the relationship between these two images and the interpretation of their passions that gives them a certain quality and a certain philosophical meaning.

It is distinguished by its richness. The artist's work covers a wide range of topics, including artistic imagery. In his works, one can witness the coverage of conflicting themes such as love, good and evil, loyalty and betrayal, beauty and ugliness. It is natural to come to this conclusion when you watch *The Family Angel* (2004), which is one of such works. G.Sultanova prefers to pay special attention to the images of women and mothers. calls. The image of the mother is one of the most important and important in the works of artists of the world. The influence of European fine arts is clearly seen in the works of the artist in the work "*Angel of the Family*", which is characterized by its traditional lines. Such serious works of the artist are clearly reflected, especially in the works of sculpture. The artist accentuates the image with a deep feeling. They have elegant, smooth, smooth lines. At the same time, the Creator pays special attention to the interpretation of the inner world of human emotions. When you look at the sculptures created by G.Sultanava, you can feel that the artist was inspired by the traditions of Pablo Picasso and African sculpture. For example, if we look closely at her work "*Power and Fineness*", you will see that the heart and determination of the female figure expressed in that work is embodied with the help of special irony. Internal freedom is one of the main features of the

artist's creative activity. If you look at the list of G.Sultanova's centuries, you will notice that the series of works on the theme of niqabs has a wide range of masks. In the masks depicted by G.Sultanova, it is clear that he tried to instill in his works the interrelationship of humanity and being. We know that a mask tries to make a human trait enigmatic. Man always lives in this world under his own mask. His real face is hidden behind a mask and no one can see the real face of a man. The meaning of the artist's work "Masks" on this subject is wisely expressed in the fact that humanity is in a mysterious state, and even the creator himself can not understand it. The following poem by the artist in this regard may also reveal the true essence of the century:

*Ниқобларим, ниқоблар,
Ниқобларим тақсам гар,
Танимйди одамлар,
Ниқобларим тақсам агар,
Гулзордан қолмас асар...*

This work hides the philosophy of plasticity and universal qualities inherent in the fine arts of Europe. In this play, you can see the figure of a woman lying on her side, as well as the image of a trainer holding a musical instrument with her. The image of a woman is considered to have a high position in the play. He is a great being who ensures the continuity of human life, and the eternity of life is associated with him, and he has always been revered in Eastern and Western traditions. Mashhok, on the other hand, echoes the woman's dreams of life, the sounds of music, and the inner turmoil of the heart. In any case, a woman is drunk in her happiness, she is able to withstand the difficulties and trials of life. In the sculpture, which depicts the figure of a woman, we can observe the harmony in the traditions of Eastern and Western fine arts.

Although the plasticity in the sculpture is far from academic, it has an ideologically profound philosophical content. In it, the woman has a monolithic compositional appearance, and the ornaments in it are also unique.

In conclusion, it can be said that every creator, of course, when he begins to create a work, is always thinking, researching and inspired by the centuries of great artists who preceded them. Those who have created their own bees. G.Sultanva also deeply studies the works of mature Western artists such as Salvador Dali, Pablo Picasso, and then creates his own works in similar genres. Its distinctive features are unique in that it is unique, interconnected, interdependent in its graphic and sculptural works, expressed openly and transparently, and created on the basis of a single plasticity. The plastic lines in the artist's works and the lines drawn using paint on some of the sculptures are proof of our point. In addition. Another peculiarity of G.Sultanova's work is that she masterfully incorporates the philosophy of Eastern and Western fine arts in her works.

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MAKTABGACHA TA'LIM YOSHIDAGI BOLALAMI MAKTAB TA'LIMIGA MOSLASHTIRISH METOD, VOSITA VA USULLARI

Annotatsiya: Ushbu maqolada maktabgacha ta'lim tashkilotlarida bolalarni maktab ta'limiga sifatli tayyorlash haqida fikr yuritilgan. Maktab ta'limiga moslashtirishda metod, vosita va usullar to'g'risida ma'lumot berilgan.

Kalit so'zlar: Maktabgacha ta'im, bola, pedagogika, psixologiya, aqliy faoliyat, bilim, malaka va ko'nikmalar, estetik idrok.

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METHODS, MEANS AND METHODS OF ADAPTING A PRESCHOOL CHILD TO SCHOOL EDUCATION

Abstract: This article focuses on the quality of preparation of children for preschool education in preschool organizations. Information is provided on methods, tools, and techniques for adapting to school education.

Keywords: Preschool taste, child, pedagogy, psychology, mental activity, knowledge, skills and abilities, aesthetic perception.

Maktabdagi majburiy ta'lim bolaga ma'lum talablarni qo'yadi. Ma'lumki, bola ta'lim-tarbiyaviy muassasaning talablarini bajara oladigan rivojlanish darajasiga yetishi kerak, faqat shundagina bolani maktabga berish mumkin.

Olimlar qanday qilib maktabga tayyorgarlik darajasini aniqlashadi? Pedagogik va psixologik adabiyotlarda bolaning ta'lim va tarbiya jarayoniga kirib, uning mazmunini muvaffaqiyatli o'zlashtirib olishi shaxsning umumiy rivojlanganligi deb ko'rsatilgan.

Psixologlar maktabga umumiy tayyorgarlikning quyidagi tomonlarini ajratadilar: jismoniy, aqliy, ijtimoiy-axloqiy (yoki ij-timoiy his-tuyg'uli) va sababli (motivli).

Boshlang'ich maktab bolani o'qitishga tayyorgarlik darajasiga o'z talablarini qo'yadi. Talablardan biri — bog'cha bolalariga xos boigan kun tartibiga rioya qilish. Bolaning bog'chaga borish vaqti oilaviy sharoitga qarab

belgilanadi. Ammo maktabga borish majburiy — bola darslarga har kuni kelishi shart.

Bog'cha bolasi kun bo'yi tuzilishi va mazmuni qiziq bo'lgan turli xil faoliyatlar bilan shug'ullanadi. Bola asosan, o'z xohishi bo'yicha o'ynaydi yoki ish bilan shug'ullanadi. Maktabda esa kunning birinchi qismini tartibli (sistemali) o'qitish egallaydi, bun-dan tashqari kunning ikkinchi qismida ham ma'ium vaqtni darslarni tayyorlashga ajratish kerak. Maktabda bola o'z xohishi va qiziqishi bilan tanlagan mashg'ulotlar chegaralangan. Bola maktab tartibi va darslar jadvaliga bo'ysunishi kerak. Har qanday ob-havoda bola maktabga vaqtida kelishi, o'quv qurollarini olib kelishi, maktab ta'lim sharoitlariga ko'nikishi kerak. Darslarda ma'ium vaqt tinch o'tirib, diqqatini bir joyga jalb qilib ishlashi, tanaffusda esa nisbatan qisqa vaqt ichida o'z kuchlarini tiklab olishi kerak bo'ladi.

Shunday qilib, maktab hayotiga jismoniy va ruhiy jihatdan o'rganish uchun bola eng avval sog'iom, jismoniy chiniquqan va chidamli bo'lishi kerak. Sistemali ta'lim uchun bolaning aqliy rivojlanishi, ya'ni, aniqrog'i, maktabga umumiy ruhiy tayyorgarligi muhim, deb hisoblanadi.

Bola birinchi sinfda uch fan (o'qish, yozuv va matematika)ning asoslarini, tabiat va jamiyat to'g'risida oddiy bilimlarni egallaydi. Bola odamlar, jismlar va tevarak-atrofdagi hodisalar haqida ma'lum tasavur bilan maktabga kelishi kerak. Bolaning o'quv materialni to'liq o'zlashtirishi va ta'limning bola qobiliyatlariga mos kelishi uning aqliy faoliyatiga bog'liq bo'ladi.

Bolaning yaxshi o'qishiga aqliy faoliyatining rivojlanish darajasi, idrok, tasavur, xotira va tafakkur funksiyalari hamda aqliy faoliyat bilan shug'ullanish odatlari ta'sir qiladi. Bola tahlil qilishni, ya'ni narsalarni (predmetlarni) idrok etganda muhim va muhim bo'lmaganlarni ajrata bilish, kuzatayotgan hodisalarni umumlalashtirish, guruhlash kabilarni o'rganishi kerak. Bola zehnli, ziyrak, topqir, mustaqil bo'lishi kerak. Zavq, xursandchilik keltiradigan aqliy faoliyatiga nisbatan bolada qiziqish paydo bo'ladi.

Ta'limning muvaffaqiyatli bo'lishi ko'p jihatdan bola nutqining rivojlanish darajasiga, uning lug'at boyligiga, mustaqil, aniq, ifodali va grammatik jihatdan to'g'ri gapira olishiga bog'liq bo'ladi.

Bolada maktabga borish bilan nafaqat hayot tartibi va asosiy faoliyatida, balki ijtimoiy o'rnida ham o'zgarishlar sodir bo'ladi. Bola munosabatlari shakllangan tanish tengdoshlar va kattalar jamoasidan, notanish bolalar va kattalar jamiyatiga o'tadi.

Oldingi jamoada bola o'zining huquq, burch va imtiyozlarini bilar edi, yangi shakllanayotgan maktab jamoasida esa bola o'zini boshidan ko'rsatishi kerak. Bolaning burch va huquqlari, maktabgacha davrga nisbatan aniqroq va qattiqroq belgilanadi. Bola faoliyatini baholashning muhim mezonlaridan biri nafaqat maktabda, balki oilada, tengdoshlar davrasida muvaffaqiyatli o'qish bo'lib qoladi.

Maktabda uzoq muddat ota-ona g'amxo'rligisiz bo'lgani sababli, bola o'z yoshiga mos his-tuyg'u va iroda mustahkamligiga ega bo'lishi, o'z xulqini nazorat qila olishi kerak. Agar o'quvchi o'qishga ijobiy yondashsa, o'qishni xohlab, intilsa, ta'limdagi boshlang'ich qiyinchiliklarni tezroq va osonroq bartaraf etadi. Irodali bo'lish bolaga barcha maktab vazifalarini doimiy va muvaffaqiyatli bajarishida muhim ahamiyatga ega.

Bilim va ijtimoiy hayot qonun-qoidalariga rioya qilish, xarakter ijobiy jihatlarining shakllanganligi bolaga boshqa bolalar bilan muloqotda, sinfdoshlar bilan do'stona munosabat o'rnatishda va jamoada faol ishtirok etishida juda katta yordam beradi.

Bolaning maktabga umumiy tayyorgarligi deganda uning har tomonlama rivojlanganligi tushuniladi. Biror tomonining rivojlanmagani, zaifligi (aqliy, his-tuyg'uli, irodaviy yoki amaliy) maktabda o'zlashtirmaslikning sabablaridan bo'lishi mumkin.

Shu bilan birgalikda, bolalar birinchi sinfda o'quv fanlarining (o'qish, yozuv, matematika) mazmunini o'zlashtirish uchun maxsus bilim, malaka va ko'nikmalarga ega bo'lishlari kerak. Masalan, matematikani o'qitishda o'qituvchi bola narsalarning rangi, shakli, katta-kichikligi, sonini ajrata biladi deb hisoblaydi, yozuvni o'rganishda esa bola yozuv va rasm qurollarini to'g'ri ishlata olishiga, grafik mashqlarni bajara olishiga tayanadi. Shu kabi bilim, malaka va ko'nikmalar maktabga maxsus tayyorgarlikni tashkil etadi. Umumiy va maxsus tayyorgarlik bir-biriga zid kelmaydi. Maktab fanlarini o'zlashtirishda bolaning maxsus tayyorgarligi umumiy tayyorgarlikdan kelib chiqadi, unga mos keladi, tayanadi.

Bola shaxsini rivojlantirishda ma'lum bir tomoniga (asosan, aqliy) kuchli yo'naltirish berishga alohida e'tibor berish kerak. Kattalar har doim shuni esda tutishlari kerakki, bolani tezlashtirilgan, jadal o'qitish zarur hisoblanadi.

Maktabgacha davr inson shaxsini shakllantirishda juda katta ahamiyatga ega. Agar shaxsni har taraflama shakllantirishda aynan shu yoshdagi qulay sharoitlar qo'llanilmasa, rivojlanish to'xtab qolishi mumkin yoki chetlanishlarini bartaraf etish nihoyatda og'ir kechadi.

7 yosh — bola yangi sharoitga tez o'rganadigan va o'qish jarayonida muvaffaqiyatli ishtirok etadigan davr hisoblanadi. Y.A. Kamenskiy bola hayotining yettinchi yilini bekorchilikda buzilib ketmaslik uchun maktabda o'qishni boshlaydigan vaqt deb hisoblagan. Bolaning ona maktabida 5-6 yil ta'lim-tarbiya olishini (bolaning oiladagi tarbiyasi nazarda tutilgan) u yetarli va optimal muhlat, deb hisoblagan.

Maktabga tayyor bo'lgan bola jismoniy chiniqqan, har qanday ob-havoda uzoq vaqt yura oladi, asosiy harakat malakalariga ega, u o'zining harakatlarini nazorat qila oladi, tozalikka rioya qiladi.

Bola bilimining rivojlanganligi uning jamiyat va tabiatdagi voqea-hodisalarni tushunib yetishi, kuzatish qobiliyati, hodisalarni to'g'ri nomlashi bilan aniqlanadi. Bola o'z fikrlarini ifoda eta bilishi kerak, ijodiy va mustaqil

fikrlay olishi, aniq ko'rgazma materialga tayanib, masalalarni yecha bilishi kerak. 6—7 yoshli bola oiladan tashqarida ham o'zini dadil tutishi kerak. Shakllangan madaniy ko'nikmalari o'z tengdoshlari bilan munosabatlar o'rnatishiga yordam beradi.

Bola mustaqil kiyinishni, ovqat yeyishni, narsalarini toza va tartibli saqlashni o'rganishi kerak. Bola kattalar mehnatining muhimligini tushunishi va hurmat qilishi kerak. Har qanday ishga ijobiy yondashib, uni diqqat, e'tibor bilan vaqtda bajarishi lozim.

Bolada estetik idrokni shakllantirish, o'zining yoshiga mos badiiy asarlarga qiziqish uyg'otish, yon-atrofni estetik jihatdan bezatishiga intilishini rivojlantirish kerak. Bola musiqa, adabiy so'z, rasmlarning chiroyini sezishni o'rganishi, ashula aytish, rasm chizish, yasash, topishmoqlar, laparlar, tez aytishlar, maqollar, ertaklarni bilishi va aytib berishi, kitoblarni avaylashni bilishi kerak.

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ION CHANNELS PARALLY MEDICINE IN CARDIOMYOSITES (HEART CONDUCTIVE SYSTEM AND MYOCARDAL CONSTRUCTION)

Annotation: The article provides detailed information on the means of paralysis of ion channels in cardiomyocytes.

Keywords: cardiomyocytes, diastolic depolarization, arrhythmia.

The pharmacotherapeutic effect of such antiarrhythmic drugs is based on the control of their automatism, the effect on conduction and the prolongation of the effective refractory period. Changes in such parameters are associated with the effect of reparations on ion channels, in addition, they can be compensated by the effect on adrenergic and cholinergic receptors in the heart.

This is mainly due to the expansion of diastolic depolarization and increased excitability. All this prevents the activation of the natural rhythm of the heart and prevents the emergence of ectopic foci of excitation.

Many antiarrhythmic drugs, such as quinidine, novocaineamide, reduce permeability. This leads to a decrease in the rate of rapid depolarization (phase 0) and a slowing of the depolarization-repolarization process in general. The ECG shows a decrease in permeability with P-Q interval elongation and dilation of the ventricular complex. The positive effect of conduction compression is manifested in cardiac tachyarrhythmias.

The ability to lose conduction has a positive effect on the developing arrhythmia by the mechanism of recurrence. In this case, the one-way block changes to two-way.

Also an important parameter is the effective refractory period. Under the influence of many antiarrhythmic drugs (quinidine, quinidine-like drugs) it increases. This effect is usually associated with an increase in the duration of the action potential. It can be seen that the duration of the effective refractory period limits the frequency of the propagating stimulus. Many drugs reduce the excitability. When using antiarrhythmic drugs, many of them reduce myocardial contractility. Decreased myocardial contractility has a negative effect on heart function, especially in heart failure.

When evaluating the cardiotropic effects of antiarrhythmic drugs, it is not possible to take into account the changes in the extracardiac effect through the sciatic nerve and sympathetic nerves. It is known that a decrease in the transmission of impulses from stray nerves to the heart (due to the effect of m-cholinoblockers) increases sinus rhythm, improves conduction in the cardiac and

ventricular nodes and shortens its refractory period. Especially when it comes to quinidine and a number of quinidine-like substances, their vagolytic effect weakens the cardiac effect of these substances, which provides antiarrhythmic effect. The effect of antiarrhythmic agents from the groups that block the ion channels from adrenergic innervation is less pronounced, and in general the antiarrhythmic effect is negligible or minimal.

Thus, the effect of antiarrhythmic drugs is associated not only with the direct effect of cardiomyocytes on ion channels, but also with changes in their efferent innervation.

The most typical representative of the antiarrhythmic drugs in subgroup A is quinidine. Quinidine sulfate is used in medical practice. By blocking sodium channels, quinidine reduces sodium entry, blocking the distribution of action potentials.

Quinidine affects all parts of the heart. Loss of automatism, increased repolarization duration and, accordingly, increased effective refractory period and decreased permeability have the anti-arrhythmic effect of quinine, which is used in arrhythmias associated with automatism and conduction disturbances.

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Sodium channel blockers (membrane enhancers; group I). The most typical representative of antiarrhythmic drugs in subgroup I A is quinidine. Quinidine sulfate is used in medical practice. By blocking sodium channels,

quinidine reduces sodium entry, blocking the distribution of action potentials. Quinidine affects all parts of the heart. Loss of automatism, increased repolarization duration and, accordingly, increased effective refractory period and decreased permeability have the anti-arrhythmic effect of quinine, which is used in arrhythmias associated with automatism and conduction disturbances. ECG and P-R, QRS, Q-T. a small expansion of Quinidine reduces the transmission of excitability from the sciatic nerve to the heart (due to the m-cholinolytic effect), and slightly reduces the cardiotropic and sympathetic (adrenergic) effects. in peripheral blood vessels due to the paralyzing effect of α -adrenoceptors (slightly reduces the overall peripheral resistance). Quinidine significantly reduces myocardial contractility.

Quinidine is usually recommended for oral administration. It is completely absorbed from the gastrointestinal tract. The drug is broken down in the liver, the duration of action depends largely on liver function (usually 6-8 s). Unchanged quinidine (~ 20%) and its modified products are mainly excreted by the kidneys. There are quinidine drugs that have a prolonged effect. The use of quinidine can cause various side effects and toxicity: tinnitus, headache, visual disturbances. Occasionally there is diarrhea, nausea, and vomiting. Idiosyncrasy is noted. Severe complications include thrombocytopenic purpura. There may be ventricular and interventricular block, as well as toxic tachyarrhythmias.

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o‘qituvchisi

O‘ZBEK MUMTOZ ADABIYOTINING SHAKLLANISHI HAMDA ZAMONAVIY O‘ZBEK POEZIYASIDA SHARQ KLASSIK JANRLARI

Annotatsiya. Markaziy Osiyo mintaqasi, eng avvalo, uning o‘zagi – O‘zbekiston adabiyoti va san’ati jahon badiiy madaniyati tarixidagi eng yorqin va e’tiborli sahifalardandir. O‘zbekistonda og‘zaki (folklor) va yozma adabiyot taraqqiyotining kelib chiqishini o‘rganish ushbu serhosil hududda istiqomat qiluvchi o‘troq va ko‘chmanchi xalqlar madaniyatining o‘zaro intensiv va jadal ta’siridan ishonchli dalolat beradi. Ushbu maqola davomida biz ham o‘zbek adabiyotshunosligini turli olimlar tomondan davrlanishini tahlil etdik. Shuningdek, maqolada mumtoz janrlardan bugungi zamonda foylanish darajasi ham ko‘rib chiqilgan.

Kalit so‘zlar: Sharq adabiyotshunosligi, mumtoz adabiyot, g‘azal, ruboiy, masnaviy, adabiy davrlar, mustaqillik davri adabiyoti, klassik janrlar.

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FORMATION OF UZBEK CLASSICAL LITERATURE AND ORIENTAL CLASSICAL GENRE IN MODERN UZBEK POETRY

Annotation. The Central Asian region, first of all, its core - the literature and art of Uzbekistan - is one of the brightest and most significant pages in the history of world artistic culture. The study of the origins of the development of oral (folklore) and written literature in Uzbekistan convincingly testifies to the intensive and dynamic interaction of the cultures of the settled and nomadic peoples living in this fertile region. In this article, we have also analyzed the cycle of Uzbek literature by different scientists. The article also explores the modern use of classical genres.

Key words: oriental literature, classical literature, gazelle, rubai, masnavi, literary periods, literature of the period of independence, classical genres.

O'zbek adabiyoti deyilganda o'zbek xalqi ijodiy daholarining o'lmas ijodi, badiiy tarixi, erksevar intilishi, Vatanga muhabbatning eng yorqin timsoli ko'z oldimizda gavdalanadi. Uzoq vaqt davomida O'rta Osiyoda yashagan turkiy xalqlar adabiyoti birlashtirilib, turkiy til deb ataladigan tilda yoki mahalliy ilm-fanda ko'pchilik ishonganidek, chig'atoy (eski o'zbek) tilida yozilgan. Binobarin, o'sha qadimiy turkiy adabiyot qadimgi turkiy yozuvning ilk yodgorliklaridan boshlab, shu bepoyon hududda yashovchi deyarli barcha turkiy xalqlarga tegishli bo'lib, o'zbek tilining o'zida yozilmagan bo'lsa-da, o'zbek adabiyotining ajralmas qismi hisoblanadi.

O'zbek adabiyoti xalq tarixiy o'tmishining hayotbaxsh yodgorligidir. Uning sahifalarida, u yaratgan obrazlarda jamiyatning asrlar davomidagi ma'naviy taraqqiyoti aks ettirilgan, o'zbek xalqining milliy xarakteri gavdalanadi.

O'zbek adabiyoti — o'zbek tilidagi yozma va og'zaki asarlar to'plami. Lutfiy, Alisher Navoiy, Bobur, Shayboniyxon, Ubaydullaxon, Mashrab, Og'axiy, Muqimiy, Munis Xorazmiy, Nodira, Fizuliy, Furqat, Uvaysiy va boshqalar o'zbek adabiyoti namoyandalari bo'ldi. O'zbek adabiyotining mumtoz janri ruboiy, qasida, g'azaldan iborat [11].

O'zbek yozma adabiyotining butun tarixini taxminan bir necha bosqichlarga bo'lish mumkin. Bosqichlarga bo'lishda bir qancha nuqtai nazarlar mavjud bo'lsa-da, biz F.Hamroyevning o'zbek adabiyoti tarixini sxematik tarzda quyidagi bosqichlarga ajratgan fikriga amal qilamiz:

Birinchi bosqich

Bu ishqiy-falsafiy va axloqiy-ma'rifiy adabiyotning gullab-yashnashi bosqichi edi. Tarixiy jihatdan u 16-asrgacha bo'lgan davrni qamrab oladi. Bu bosqich, o'z navbatida, ikki tarixiy davrga bo'linadi:

Qadim zamonlardan XIV asr boshlarigacha.

Bu davrda o'zbek yozma adabiyoti shakllana boshladi, ularning eng ko'zga ko'ringan namoyandalari Yusuf Xos Hojib Balasag'unij va Mahmud Koshg'ariydir. Aynan ularning asarlari keyingi davr dunyoviy adabiyotining shakllanishida hal qiluvchi rol o'ynadi. Bundan tashqari, bu davr jahon miqyosida shuhrat qozongan va tan olingan diniy va tasavvufiy adabiyotning gullab-yashnashi bilan tavsiflanadi.

XIV-XV asrlar adabiyoti

Bu davr o'zbek dunyoviy adabiyotining eng yuqori yuksalish davri bilan tavsiflanadi. Mahmud Pahlavon, Durbek, Lutfiy, Yusuf Amiriy, Gadoij ijodi va boshqa ijodkorlik mahorati, she'riy tafakkurining o'ziga xosligi, o'zbek adabiyotining janr boyitish ko'rsatkichlari. Aynan shu davrda zabardast shoir va mutafakkir Alisher Navoiy yashab ijod qilgan.

Ikkinchi bosqich

Bu bosqich realistik adabiyotga o'tish bilan tavsiflanadi. U, birinchi navbatda, voqelik suratlarining yanada haqqoniy va yaxlit aks ettirilishi bilan ajralib turadi. Ushbu bosqichni uch davrga bo'lish mumkin:

XVI-XVII-asr boshlari adabiyoti

Bu davrning eng ko'zga ko'ringan namoyandalardan Zahiriddin Muhammad Bobur, Muhammad Solih, Boborahim Mashrabni alohida ta'kidlash mumkin. Aynan ular o'sha davrning realistik suratlarini ilk bor tasvirlaganlar, bu esa keyingi klassik o'zbek adabiyotida realistik tendentsiyalarning rivojlanishiga katta hissa qo'shgan.

XVIII asr – XIX asrning birinchi yarmi adabiyoti

Bu davr Uvaysiy, Nodira va Maxzuna kabi ajoyib shoirlarning paydo bo'lishi bilan ajralib turadi. Ular erkak shoirlar bilan birga o'zbek adabiyotida realistik tendentsiyalarni faol rivojlantira boshladilar. Shu bilan birga, birinchi marta ayol sevgi lirikasi paydo bo'ldi. O'sha davrning eng ko'zga ko'ringan shoirlari Muhammad Sharif Gulxaniy, Maxmur, Munis Xorazmiy, Og'axiy edi.

XIX asrning ikkinchi yarmi adabiyoti – XX asr boshlari.

Bu davrda ajoyib o'zbek adiblari ijod qildilar, ularning eng ko'zga ko'ringanlari Muqimiy, Furqat, Zavqiy, Muhammadniyoz Komil, Avaz O'tar-o'g'li edi. Ular yangi davrdagi barcha keyingi o'zbek adabiyotining shakllanishida beqiyos rol o'ynadi. Ularning asarlari ko'p jihatdan innovatsion bo'lib, rus adabiyotida yangi demokratik yo'nalishning shakllanishiga asos bo'lib xizmat qildi. Ular birinchi bo'lib mashhur bo'lgan va hozirgi kungacha o'z ahamiyatini yo'qotmagan ta'sirchan va hazilli asarlar yaratdilar.

Uchinchi bosqich

Bu davr yangi davr o'zbek adabiyoti tarixiga aylandi. Ushbu davr deyarli butun yigirmanchi asrni qamrab oladi. Bu bosqich o'zbek adabiyotida ko'tarilishlar va pastliklar, ijodiy izlanishlar, yangi janrlarning vujudga kelishi bilan ajralib turadi. Ushbu bosqichda uchta tarixiy davrni ham ajratish mumkin:

XX asrning 20-50-yillari adabiyoti.

Bu davrning eng yirik vakillari Abdurauf Fitrat, Hamza, Abdulla Qodiriy, G'afur G'ulom, Oybek, Hamid Olimjonlardir. Aynan ularning ijodi mumtoz o'zbek adabiyoti bilan yangi davrni bog'lovchi bo'g'in bo'ldi. Ular nafaqat yangi davr talablariga javob beradigan munosib asarlar yaratishga muvaffaq bo'ldilar, balki rus adabiyotida ilgari erishilgan eng yaxshi narsalarni ham yo'qotmadilar. Aynan ularning asarlari yangi davr o'zbek adabiyotiga asos solgan.

XX asrning 60-90-yillari adabiyoti.

Bu tarixiy davr o'zbek adabiyoti tarixida hal qiluvchi davr bo'ldi. U avvalgisidan kam qiyin va mas'uliyatli emas edi. Shu bilan birga, zamonaviy adabiy jarayonning barcha talablariga javob beradigan asarlar yarata boshlagan yozuvchilarning mahorati sezilarli darajada oshdi. O'zbek adabiyoti jahon adabiyoti taraqqiyotining qudratli oqimida yo'qolib qolmadi, aksincha, uning o'ziga xosligi, o'ziga xosligi yaqqol namoyon bo'ldi. Said Ahmad, Asqad Muxtor, Odil Yoqubov, Primqul Qodirov, Erkin Vohidov, Abdulla Oripov va boshqa ko'plab ijodkorlar nafaqat keng shuhrat va e'tirofga sazovor bo'ldilar, balki hozirgi davrga munosib asarlar yaratdilar.

Mustaqil O'zbekiston adabiyoti.

Adabiyot taraqqiyotidagi hozirgi davr ham janr, ham mavzu xilma-xilligi bilan ajralib turadi. Zamonaviy adabiyot – bu juda noaniq hodisa. Bir tomondan, adabiyot va mualliflar avvalgi yillarda ko'p asrlar davomida bo'lgani kabi, senzura bilan ham, hech qanday ramka yoki kanonlar bilan ham cheklanmagan holda, yanada erkinlashdi. Boshqa tomondan, aynan adabiyot hech nima va hech kim bilan chegaralanmaganligi sababli, bugun bozorda siz nafaqat badiiy qiymatga ega, balki zamonaviy o'quvchilarning shakllanishiga salbiy ta'sir ko'rsatadigan yuzlab nomdagi asarlarni ko'rishingiz mumkin.

Bugunki kungacha umumiy o'zbek adabiyotini davrlashtirish uchun mushtarak fikr mavjuda emas. Lekin adabiy siymolarni baholashda bo'lmasa ham tanlash va kiritishda ma'lum mushtaraklikka erishildi. Chunonchi, ilk bosqich «X asrga qadar bo'lgan turkiy adabiyot» deb nomlandi va xalq og'zaki ijodi hamda kitobalarni qamrab oldi. Keyingi davr «X—XII asrlar»dan tasavvuf obzori va Yusuf Xos Hojib, Mahmud Qoshg'ariy, Ahmad Yugnakiy, Ahmad Yassaviy, Nizomiy Ganjaviy joy oldi [1].

«XII—XIV asrlar»ga Yunus Emro, Qozi Burhoniddin, Kodekus Kumanikus, Nosiriddin Rabg'uziy, Nasimiy, Sayfi Saroyi kiritildi.

«XV asr» Alisher Navoiy, Qayg'usiz Abdol, Sulaymon Chalabiy, Asan Qayg'i ijodidan tashkil topdi.

«XVI asr»ga Fuzuliy, Bayramxon, Shoh Ismoil Hatoiy, Bobur kiritildi.

«XVII asr»dan Nobiy, Qorachao'g'lon, Mashrab, Avliyo Chalabiy, Abulqozi joy oldilar.

«XVIII asr» Mahtumquli, Buxor Jirov, Voqif, Andalib, Huvaydo, Qurbonali Ma'rupiy asri deb kelishildi.

«XIX asr»ga Dadalo'g'lu, Molda Niyoz, Jambul, To'xtag'ul, Ogahiy, Nodira, Nomiq Kamol, Tavfiq Fikrat, Mirzo Fathali Oxundzoda, Ismoilbek Gasprali, Yusuf Oqchura, Abay, Kamina, Mulla Napas, Seyidiy kiritildi.

«XX asr adabiyoti» mamlakatlar prinsipi bilan hal qilindi. Chunonchi, Ozarbayjondan A.Sobir, J.Mamadqulizoda, Husayn Jovid, Samad Vurg'un, M.H.Shahriyor, B.Vahobzoda ijodi olindi. Qozog'istondan Shokarim, Mag'jon, M.Avezov, H.Sulaymon tanlandi. Qirg'izistondan B.Aliqulov, Q.Tinistiuli, A.To'qomboyev, A.Usmonov, Ch.Aytmatov ijodi olindi. O'zbekistondan A.Fitrat, A.Cho'lpon, A.Qodiriy, Oybek, A.Oripov kiritildi. Turkiyadan M.E.Yurdakul, U.Sayfiddin, Ziyo Ko'k Alp, M.A. Erso'y, Ya.K.Bayotli, R.N.Guntekin, F.N.Chamlibel, A.H.Tanpinar, O'rxon Vali, Arif Nihot Asiya, Tariq Bo'qro ijodlari olindi. Turkmanistondan B.Kerboboyev, X.Deryayev, O.Otajonov, K.Qurbonnepesov kiritildi [2, 52].

Bu davrlashtirish butun O'rta Osiyo xalqlari ijodkorlari bo'yicha olib borilgan.

Ulug'bek Hamdam hozirgi o'zbek she'riyatida beshta asosiy yo'nalishni ajratib ko'rsatadi:

- an'anaviy;

- xalq (folklor);
- zamonaviy;
- aruz;
- sinkretik.

Uning fikricha, istiqlol davri she'riyati har qanday mafkuraga xizmat qilishdan bosh tortdi va hayotni aks ettirishning yangi shakllarini topishga intiladi, o'zining asl kanaliga kirishga harakat qiladi. Natijada, u odamga yaqinroq bo'lib, uning dardi haqida gapiradi. Yana bir ekstremal narsa bor: o'z ichki dunyosiga haddan tashqari sho'ng'ib ketgan shoir o'zini o'rab turgan olamni unutadi. Shu tufayli poetik makon keskin qisqaradi.

Boshqa tomondan, modernizm tarafdorlari she'riyatni o'ziga xos o'yinga aylantirishga intilishadi: ular xuddi futuristlar va dekadentlar singari "san'at uchun san'at" shiori ostida ijod qilishadi. Bunday holda, chinakam she'riyat fonga o'tadi. She'r ochiq maydonlardan saralangan g'ayratli versifikatsiya ishqibozlarining kamera doirasiga qaytdi. Umumiy oqimdan ifodalilik va uslubiy xususiyatlar farqiga qaramay, biz o'zbek she'riyatining bir qancha yirik vakillari: Tursun Ali, Bahrom Ro'zimuhammad, Faxriyor, Aziz Said, Go'zal Begim va boshqa iste'dodli shoirlarni ajratib ko'rsatamiz.

Zamonaviy she'riyatda etakchi o'rinni an'anaviy yo'nalish, tk. xalqning ma'naviy manfaatlari bilan bog'liq bo'lib, shuning uchun ham minglab nusxada nashr etiladi: bular Erkin Vohidov, Abdulla Oripov, Halima Xudayberdiyeva, Usmon Azim, Muhammad Yusuf, Mahmud Toir, Rajiddin Sayid, Iqbol Mirzo.

Halima Ahmedova, Rahimjon Rahmat, Zebo Mirzaevalarning ramziy she'riyati yangi o'zbek she'riyatining alohida sahifasini ochadi.

Ulug'bek Hamdam Nikolay Ilyin, Bax Axmedolov, Zamira Qosimova, Olga Grigorieva, Saodat Komilova, Ra'no Azimova, Oygul Suyudukov va boshqa ko'plab iste'dodli tarjimonlarni alohida ta'kidlab o'tdiki, ular tufayli bugungi kunda zamonaviy o'zbek mualliflari rus tilida o'qilmoqda.

Ko'rib o'tganimizdek o'zbek adabiyotida sharq poetik janrlarining keyingi rivojlanishi qiziqarli manzarani taqdim etgan. Har bir milliy va tarixiy zaminda sharq she'riyatining umumiy xususiyatlari o'ziga xos nafis ko'rinishda namoyon bo'ladi. Bu an'anaviy lirik janrlar turdosh adabiyotlarga qaraganda zamonaviy o'zbek she'riyatida yorqinroqdir. Yigirmanchi asr boshlarida janr tizimi tubdan o'zgarishlarga uchraganligini hisobga olsak, zamonaviy she'riyatda ularga ta'rif berish ancha qiyin. Ko'pgina asarlarning janrlari alohida ko'rsatilmagani yoki janr nomlarining G'arb modeliga ko'ra yoki "poema" umumiy nomi bilan berilganligi muammoni murakkablashtiradi.

Zamonaviy she'riyatning tuzilishi xususiyatlarini o'rganish, asarlar janrini aniqlash dolzarb muammolarni hal qilish uchun zarur.

Sharq adabiyotining o'ziga xosligi she'riy tizimda, versifikasiyaning o'ziga xos xususiyatlarida namoyon bo'ladi. Qofiyali doston asarining masnaviy shakli bugungi kunda ham qo'llanilmoqda. Masnaviy qofiya sxemasi: aa, bb, cc... Qadimgi bayt shakli hamon yangi mazmun kiritishda muhim o'rin tutadi.

She'rni qurish tamoyili xayoliy fikr, voqea-hodisalarni tasvirlash, samaradorlikka, harakatchanlikka, minimal so'z yordamida g'oyalar vazniga erishishga xizmat qiladi.

Quyidagi faktlarga e'tibor qaratish lozim: masnaviy bayt normalari aniq ishlab chiqilgan bo'lsa-da, erkin shakllarda ijod qilishga odatlangan boshqird shoirlari ularga ba'zi o'zgartirishlar kiritdilar. Umuman olganda, zamonaviy o'zbek adabiyotida masnaviyaning asl qonunlari kuzatilgan asarlar juda kam uchraydi. Sharq poetikasidan 9 ta murakkab ritmik zamon belgisi, 11 murakkab (Oqmulla misrasi), 12 murakkab zamon belgilarini uchratish mumkin bo'lsada, o'zbek she'riyatidagi masnaviy uning tuzulishini saqlab qolishga muvaffaq bo'ldi.

Ruboiy — to'rtlik; Yaqin va O'rta Sharqda keng tarqalgan lirik she'r turi. Ruboiylarning ajdodi eroniylarning og'zaki xalq ijodiyoti bo'lgan. Ruboiy yozuvda 9—10-asrlardan boshlab mavjud. Qoidaga ko'ra, she'rlar aaba kabi qofiyalanuvchi to'rt misradan (ikki baytdan) iborat bo'ladi, kamroq – aaaa, ya'ni birinchi, ikkinchi va to'rtinchi (ba'zan to'rtta) misra ham qofiyalanadi. Eng mashhur ruboiy mualliflari Umar Xayyom, Mehseti Ganjaviy, Xayronxonim, Abu Abdulloh Rudakiy, Zahiriddin Bobur va Amjad Haydarobodiydir.

“G'azal” lirik she'riy asar bo'lib, unda birinchi baytning ikki qofiyasi, so'ngra har bir keyingi baytning “aa, ba, ca, da” kabi ikkinchi yarmining hammasida bir xil qofiya saqlanib qolgan. Birinchi hemistich matle, oxirgisi esa magte deb ataladi. G'azalning so'nggi zarbasida muallifning she'riy nomi ko'p tilga olinadi. G'azal she'riyat turi sifatida 9—10-asrlarda shakllana boshlagan va fors adabiyoti klassiklari Nizomiy, Sa'diy, Hofiz, Xogoniy, Jomiy ijodida o'z aksini topgan. Bu shakl ba'zi ozarbayjon va usmonli mualliflari, masalan, Fizuliy, Sohib Tabriziy, shuningdek, o'zbek shoiri Navoiy va Qrim xoni G'ozii II Geray (G'azoiy) asarlarida ham uchraydi. G'azal o'zining so'nggi shakliga Hofiz ijodida erishgan. Aynan u jamiyatda g'azalning ma'lum qonunlarini ma'qullagan. G'azal qahramoni o'z xohishi ob'ekti bilan qo'shilishga, ularni ajratib turuvchi tubsizlikni engishga intiladi, ammo bu qarama-qarshilik hech qachon hal etilmaydi. Aynan shu xususiyat g'azalga siqilgan buloqning xususiyatlarini beradi va uning eng yuqori hissiy, psixologik, falsafiy tarangligining siri ham shu.

Masal ("fable") - didaktik adabiyotning allegorik xarakterdagi dramatik kompozitsiyaga ega janri. Masallarning bosh qahramonlari rovida, qoida tariqasida, hayvonot dunyosi va narsalarning tasvirlari. Ushbu janrning kelib chiqishini arabcha "Kalila va Dimna" tomonidan qabul qilingan qadimgi hind "Panchatantra" dan topish mumkin. Tamsil (arab tilidan "assimilyatsiya" deb tarjima qilinishi mumkin) - miniatyura allegorik janr, masala navlaridan biri. Ushbu janr, qoida tariqasida, mualliflar tomonidan hayotiy vaziyatlarni, ijtimoiy va ijtimoiy hodisalarni odatiy, allegorik obrazlar orqali tarjima qilishda foydalangan.

Bugungi kunda hali hamon g'azal yozayotgan shoirlar kam bo'lsada, ammo ijod namunalarida salmoqli o'rin olgan shoirlar bisyordir. Mustaqillik davri shoiri Amir Xudoyberdi ijodida g'azal alohida o'rin tutadi. Lekin shuni ham ta'kidlash lozimki, zamonaviy g'azallar misralarida soddalik, tushunarlilik hukm suradi.

Xulosa qiladigan bo'lsak, Sharq she'riyati, nasri asrlar osha saqlanib qoldi, zamonni zabt etdi. Qancha yillar o'tsa ham avlodlar uchun o'zbek adabiy me'rosi ma'daniyat sarchashmasi bo'lib qolaveradi.

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OILA MUHITINING SHAXS IJTIMOIYLASHUVIGA TA'SIRI

Annotatsiya: Ushbu maqolada shaxs ijtimoiylashuvi, shaxs ijtimoiylashuvida oila o'rnining qay darajada muhim ekanligi va buning uchun oila a'zolarining nimalarga ko'proq e'tibor qaratish kerakligi haqida ma'lumotlar keltirilgan.

Kalit so'zlar: Ijtimoiylashuv, sotsializatsiya, shaxs, rivojlanish, psixologiya, pedagogika, jamiyat, oila, ota-ona, bola, jamoa, tarbiya.

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THE EFFECT OF FAMILY ENVIRONMENT ON PERSONAL SOCIALIZATION

Resume: This article analyzes the process of socialization of the individual, interpersonal relationships in the family, as well as the role of the family in the socialization of the individual.

Key words: person, socialization, personality development, psychology, pedagogy, society, family, parent, child, community, education.

Kirish

Har birimizning jamiyatdagi o'rnimiz, uning qachon va qanday sharoitlarda paydo bo'lgani, jamiyatga qo'shilib yashashimizning psixologik mexanizmlari jarayoni psixologiyada *ijtimoiylashuv* yoki *sotsializatsiya* deb ataladi.

Ijtimoiylashuv- bu shaxs o'z hayoti davomida o'zi tegishli bo'lgan jamiyatning ijtimoiy me'yorlari va madaniy qadriyatlarini o'zlashtirish jarayoni. Ijtimoiylashuvning maqsadi- bola egallashi kerak bo'lgan shaxsiy xususiyatlar va u o'rganishi kerak bo'lgan ijtimoiy xatti-harakatlardir. Ijtimoiylashuv ob'ekti- bu shaxs.

Shaxs – muayyan jamiyatning a'zosi bo'lib, u psixologik jihatdan taraqqiy etgan, o'z xususiyatlari va xatti-harakatlari bilan boshqalardan ajralib turadi.

Odamning ijtimoiy mavjudot sifatida shaxsga aylanishi uchun ijtimoiy muhit sharoitlari va tarbiya kerak bo'ladi. Ana shular ta'sirida odam inson sifatida rivojlanib boradi va shaxsga aylanadi.

Rivojlanish-oddiydan murakkabga, quyidan yuqoriga, eski sifatlardan yangi holatlarga o'tish, yangilanish, yangining paydo bo'lishi, eskining yo'qolib borishi, miqdor o'zgarishining sifat o'zgarishiga o'tishini ta'minlovchi murakkab harakat jarayoni sanaladi.

Adabiyotlar tahlili va metodologiyasi

Rivojlanishining manbai qarama-qarashliklarni o'rtasidagi kurashdan iboratdir. Bola shaxsining rivojlanishi inson ijtimoiy mavjudotdir, degan falsafiy ta'limotga asoslanadi. Ayni vaqtda inson tirik, biologik mavjudot hamdir. Demak, uning rivojlanishida tabiat rivojlanishining qonuniyatlari ham muhim ahamiyatga ega. Shuningdek, shaxs bir butun mavjudot sifatida baholanar ekan, uning rivojlanishiga biologik va ijtimoiy qonuniyatlar birgalikda ta'sir etadi, ularni bir-biridan ajratib bo'lmaydi. Chunki shaxsning faoliyati, hayot tarziga yoshi, bilimi, turmush tajribasi bilan birga boshqa fojiali holatlar, kasalliklar ham ta'sir etadi.

Insonning ijtimoiylashuvi jarayoni uning hayoti davomida davom etadi, ammo bu ayniqsa bolalik davrida intinsiv ravishda amalga oshiriladi. Aynan o'sha paytda shaxsning ma'naviy rivojlanishining poydevori yaratiladi, bu ta'lim sifatining ahamiyatini oshiradi, jamiyat mas'uliyatini oshiradi, bu ta'lim jarayoni uchun ma'lum koordinatalar tizimini belgilaydi, bu umuminsoniy va ma'naviy qadriyatlarga asoslangan dunyoqarashni shakllantirishni o'z ichiga oladi; ijodiy fikrlashni rivojlantirish; yangi narsalarga intilish va nostandart vaziyatlarda hayotiy muammolarni maqbul yechimini topish qobiliyati, yuqori ijtimoiy faollikni, fidoiylikni, jamoada ishlash qobiliyatini rivojlantirish; doimiy o'z-o'zini tarbiyalash va kasbiy fazilatlarni shakllantirish zarurati; mustaqil ravishda qaror qabul qilish qobiliyati rivojlanadi.

Shunday qilib, inson butun umri davomida o'zgarib boradi. U ham ijtimoiy, ham psixik jihatdan kamolga yetadi, bunda bolaga berilayotgan tarbiya maqsadga muvofiq bo'lsa, u jamiyat a'zosi sifatida kamol topib, murakkab ijtimoiy munosabatlar tizimida o'ziga munosib o'rin egallaydi. Shaxsning ma'naviy sifatlarga ega bo'lishi, unda ma'naviy bilimlarnin egallashga nisbatan ehtiyoj va qiziqishning paydo bo'lishida oila asosiy rolni bajaradi. Oilada qaror topgan sog'lom ma'naviy-ruhiy muhit farzandlarning yetuk, barkamol bo'lib voyaga yetishishlari uchun beqiyos ahamiyatga egadir. Chunki rivojlanish tarbiya ta'siri ostida boradi. Shaxsning fazilatlarini to'g'ri ko'rish va bexato baholash uchun uni turli munosabatlar jarayonida kuzatish lozim. Ota-onalar o'zlarining ijtimoiy burchlarini bajarar ekanlar, farzandlarida mehnatga uni tashkil etuvchilarga nisbatan mehr-muhabbat, hurmat tuyg'usini shakllantirish, ularni ijtimoiy-foydali mehnatga, turli ko'rinishdagi munosabatlarni uyushtirish vaqtida tartib-intizomga amal qilish, ijtimoiy me'yorlarga og'ishmay rioya etish, sog'lom turmush tarzini yaratish, o'z shaxsiy hayotlari mazmunini belgilashda maqsad, so'z va faoliyat birligini ta'minlash borasida har tomonlama ijobiy ibrat na'munasini ko'rsatadi.

Shaxs shakllanishiga ta'sir etishning ijtimoiy-ruhiy asosiga ega oila jamiyatning ajralmas bo'lagi sifatida ijtimoiy vazifalarni bajarish bilan birga o'ziga xos xususiyatlarni ham akslantiradiki, bunday hislat psixologik qarama-qarshilik hamda xarakterlar to'qnashuvidan iborat ijtimoiy munasabatlardan toliqqan inson organizmining ishchanlik qobiliyatini qayta tiklash uchun zarur bo'lgan mo'tadil iqlimni hosil qila oladi. Bu tuyg'u xalqimiz ruhiyatidagi o'ziga xos xususiyatlaridan biridi

Bugungi kunda jamiyatimizda olib borilayotgan siyosatning asosiy maqsadlaridan biri-barkamol avlodni tarbiyalashdir. O'zbekiston Respublikasi 1-Prezidenti I.A.Karimov va hukumatimiz oilani jamiyat negizi sifatida bilib, unga nisbatan g'amxo'rlik qilmoqda, uning moddiy-maishiy ravnaqi uchun butun imkoniyatlarni ishga solmoqda. Jumladan, yurtboshimiz oilaning jamiyatda tutgan o'rni va ahamiyati to'g'risida shunday deydi: «Bola tug'ilgan kundan boshlab oila muhitida yashaydi. Oilaga xos an'analar, qadriyatlar, urf-odatlar bola zuvalasini shakllantiradi. Eng muhimi, farzandlar oilaviy hayot maktabi orqali jamiyat talablarini anglaydi, his etadi».

Oila- kishilarning nikoh yoki qon-qarindoshlik rishtalari, umumiy turmush tarsi, axloqiy mas'uliyat hamda o'zaro yordamga asoslanuvchi kichik guruhi.

Oila mikromuhit sifatida bolaning ruhiy, jismoniy va ijtimoiy rivojlanishiga o'z ta'sirini ko'rsatadi. Ishonch va qo'rquv, xotirjamlik va xavotirlanish, muloqotdagi samimiylik va kirishimlilik yoki aksincha, kirisha olmaslik va sovuqlik - bu xislatlarning barini shaxs oilada egallaydi. Bu xislatlar bola maktabga chiqqunicha shakllanadi va bolaning rivojlanishiga uzoq vaqt ta'sir etadi. Xavotirlanuvchan onalarda xavotirlanuvchan bolalar shakllanadi. Chunki aynan oilada individual qobiliyatlar, shaxsiy, kasbiy qiziqishlar, axloqiy me'yorlar shakllanadi. Oila inson deb ataluvchi binoning faqat poydevorini qo'yish bilan cheklanmasdan, balki uning so'nggi g'ishti qo'yilgunicha javobgardir. Negaki, oila omili insonga butun umri davomida ta'sir etadi. Ijtimoiy jihatdan oila inson turli ijtimoiy maqomlarni egallaydigan jamoa hisoblanadi. Axir oilaning vazifasi bolani asta-sekinlik bilan jamiyatga tayyorlashdir. Oila insonning o'z-o'zini belgilab olishiga, uning ijtimoiy-ijodiy faolligini oshirishiga yordam beradi. Ota-ona — san'atkor, bola — san'at asari, tarbiya jarayoni esa san'atning o'zidir. Mustaqillikka erishganimizdan so'ng milliy qadriyatlarimizning tiklanishi va xalqimizning azaldan saqlab kelayotgan milliy urf-odatlari, an'analari (bola tarbiyasida ota-onadan tashqari, buvi-buva, qarindosh-urug', mahallaning ham ta'siri) bu borada katta ahamiyatga ega. Lekin ba'zan oilaning tarbiyaviy funksiyasining susayishi va targ'ibot-tashviqot ishlarining kamligi natijasida oila a'zolari xulqida yomon odatlarning (ichish, chekish, narkomaniya, turli diniy oqimlar ta'siriga berilish, ma'naviy buzuvchilik yo'lga kirish) paydo bo'lishi tashvishlanarli hollardan biridir.

Muhokama va natijalar

Jamiyatning komil fuqarosini shakllantirish, tarbiyalash hozirgi zamon oilasining mazkur funksiyasi darajasiga kiradi. Chunki shaxsning ijtimoiylashuvi dastavval, oilada amalga oshadi. Oila- bu maskanning ahamiyatini anglash uchun «Qush uyasida ko'rganini qiladi» degan maqolni tahlil qilishning o'zi kifoya. Ya'ni har qanday bola o'z oilasida o'zlashtirgan tajribalaridan hayoti davomida foydalanadi va uni keyinchalik farzandlariga ham o'rgatadi. Oiladagi tarbiya orqali shaxsga ma'lum bir siyosiy-g'oyaviy dunyoqarash, axloqiy me'yorlar va xulq namunalari, jismoniy sifatlar singdiriladi. Oilada amalga oshadigan ijtimoiylashuv jarayoni natijasida shaxs ijtimoiy me'yorlar va qadriyatlarni o'zlashtiradi, ijtimoiy hayotga kirib boradi. Aynan oilada bola mehnat qilishga va mustaqillikka o'rganadi.

Har qanday jamiyat taraqqiyoti shu jamiyatdagi sog'lom oila muhitiga bog'liqdir. Sog'lom oila muhitida sog'lom avlodlar tarbiyalanadi va voyaga yetadi. Ma'lumki, dunyoga kelgan go'dakning ijtimoiylashuvi dastavval oilada amalga oshadi. Aynan shu maskan quchog'ida bola ijtimoiy muhitga moslashib, ijtimoiy me'yorlar va qadriyatlarni o'zlashtiradi. Shular asosida ijtimoiy hayotga kirib boradi. Farzand oilada kamol topar ekan, u oila a'zolarining o'zaro munosabatlaridan doimo ibrat oladi. Keyin bolalar bog'chasi, maktab va ko'cha kabi ijtimoiy muassasalar inson hayotiga kiradi. Shular zaminida u boshqa kishilarning xulq-atvori, xatti-harakatlarini o'rganib, farqlay boshlaydi va ular bilan munosabatga kirishishi, muloqotda bo'lishining usul va shakllarini o'rganib boradi va bu tushunchalari uning o'smirlik va balog'at yillarida ham saqlanib qoladi.

Oilada olib boriladigan ijtimoiy ta'lim jarayoni ham ikkita asosiy yo'nalishda o'tadi. Bir tomondan, ijtimoiy tajribani egallash bolaning ota-onasi, aka-uka va opa-singillari bilan to'g'ridan-to'g'ri o'zaro munosabati jarayonida yuzaga keladi. Ikkinchi tomondan, ijtimoiylashuv boshqa oila a'zolarining bir-biri bilan ijtimoiy o'zaro ta'sirining xususiyatlarini kuzatish orqali amalga oshiriladi.

Bolaga nisbatan ota-onalar xatti-harakatlarining to'rtta parametrlari o'rganilgan: nazorat, yetuklik talabi, aloqa, yaxshi niyat. **Nazorat:** ya'ni bolaning faoliyatiga ta'sir ko'rsatishga urinish. Bolaning ota-onalarning talablariga bo'ysunish darajasi aniqlash. **Yetuklikka talab:** Ota-onalar bolalarni aqliy qobiliyatlari chegarasida, yuqori ijtimoiy va hissiy darajada harakat qilishiga majburlash unga bosim o'tkazish. **Aloqa:** ota-onalar tomonidan boladan imtiyoz olish, uning fikrini yoki biror narsaga munosabatini tushuntirish uchun e'tiqodlardan foydalanish. **Yaxshi niyat:** ota-onalar bolaga qanchalik qiziqish ko'rsatish ya'ni maqto'v, uning muvaffaqiyatlaridan xursandchilik, iliqlik, sevgi, g'amxo'rlik va unga mehr qo'yish kabilar.

Oilaning roli bolani jamiyatga bosqichma-bosqich kiritishdan iborat bo'lib, uning rivojlanishi insonning tabiatiga va u tug'ilgan mamlakat

madaniyatiga mos keladi. Bolaga insoniyat to'plagan ijtimoiy vazifani, u tug'ilib o'sgan mamlakat madaniyatini, uning axloqiy me'yorlari va xalq urf-odatlarini o'rganish ota-onalarning bevosita vazifasidir.

Har bir shaxs oilaning jamiyatdagi o'rni va funksiyalarini, qadr-qimmatini anglamasdan, Vatanning ostonadan boshlanishini tushunmasdan turib Vatan tuyg'usini tom ma'noda his qila olmaydi. Aynan har bir inson, "Vatan", "xalq" tushunchalarining mohiyatini dastlab ana shu maskanda o'zlashtiradilar. Binobarin, oilaning o'zi Vatanning bir bo'lagidir. Oila sha'nini himoya qilish, uni saqlash to'g'risidagi qayg'urishning Vatanning sha'nini, el-yurt manfaati uchun kurashish tuyg'ulari bilan uzviy bog'liq bo'lishiga erishish oilada tashkil etilayotgan ijtimoiy-siyosiy tarbiyaning asosi bo'lishi lozim. Bu ish asosan har bir o'zbek oilasidagi tarbiya an'analari va ularni takomillashtirish, milliy qadriyatlarni turmush tarzining ajralmas bo'lagiga aylantirish, muloqot madaniyatining sharqona ko'rinishlari bilan zamonaviy shakllarini uyg'unlashtirish, mehnat tarbiyasi, uning farzandlar farovon turmush kechirishining muhim tamoyili sifatida qadrlanishiga erishishi orqali amalga oshirish mumkin.

Oilada tarbiyaviy maqsadlarni amalga oshirish uchun ota-onalar turli tarbiya vositalaridan fodalanishadi: bolani rag'batlantirishadi, jazolashadi, uning uchun namuna bo'lishga harakat qilishadi. Do'stona munosabatda bildirilgan maqtov, befarq va sovuq ota-onalardan olingan maqtovga qaraganda ta'sirliroqdir. Jazolash va taqiqlashga nisbatan maqtovdan aql bilan foydalanish hisobiga bolani shaxs sifatida shakllanishiga ijobiy ta'sir qilish mumkin. Bolani boshqa yo'l bilan amalda o'zgartirib bo'lmaganida jazolashdan ham foydalanish mumkin. Agar jazolash uchun ehtiyoj tug'ilsa, uning tarbiyaviy ta'sirini oshirish uchun iloji boricha qilgan xatti-harakati uchun jazolashga intilish kerak. Jazolash adolatli, lekin juda shafqatsiz bo'lmazligi lozim. Juda qattiq jazolash bolada qo'rquv paydo qilishi mumkin. Bolaning qilgan xatosi unga yaxshilab tushuntirilsa, jazolash samarali bo'ladi. Ko'proq jazolanadigan, baqiriladigan bolalar, ota-onadan uzoqlashadi, emotsional befarq bo'lib qoladi hamda yuqori agressivlikni namoyon etadi.

Oila sharoitida uyushtirilayotgan suhbatlar alohida diqqatga sazovordir. Ommaviy axborot vositalari orqali aholi e'tiboriga havola etilayotgan huquqiy mavzulardagi maqolalar, ko'rsatuv eshittirish, shuningdek, ommaviy-huquqiy adabiyotlar hamda ularda ilgari surilayotgan g'oyalar yuzasidan o'tkaziladigan suhbatlarbolalarda huquqiy tasavvur, idrok, savodxonlik, tafakkur, faillik, mas'ullik, e'tiqod va salohiyatni qaror topishiga olib keladi. Oila muhitida bolalarga ularning burchlari to'grisidagi ma'lumotlarni berib borish, o'z navbatida huquqlaridan foydalanish yo'llarini ko'rsatib berish bu borada yaxshi samara bera oladi. Bolalarning ota-onalari bilan o'zaro munosabati ularni mashq qilish va ijtimoiy ko'nikmalarni takomillashtirishga imkon beradi, keyinchalik bu tengdoshlari bilan muloqotda juda foydali bo'ladi.

Oilaviy ijtimoiylashuvning qadri va ahamiyati shundaki, uning ta'sirida birinchidan, shaxs katta, mustaqil hayotga, jumladan, oilaviy hayotga tayyorlanadi. O'ziga yarasha sifat va fazilatlarni shakllantirib boradi. Ikkinchidan, har tomonlama yetuk, barkamol, aqlli, sog' va salomat shaxs bo'lib yetishish imkoniyatiga ega bo'ladi. Ya'ni, oila va uning sog'lom ma'naviy muhiti bolani jamiyatda yashashga o'ziga o'xshash shaxslar bilan murosa qilish, hamkorlikda faoliyat yuritish, kasb-hunarli bo'lish, muomalada axloq-odob me'yorlariga bo'ysunishga o'rgatadi, psixologik jihatdan tayyorlaydi.

Xulosa

Xulosa qilib shuni aytish kerakki, insonning kelajakdagi shaxsiyati, demak, uning kelajakdagi hayoti oilaning qay darajada ijtimoiy jihatdan farovon bo'lishiga, oilada farzand bilan shug'ullanish darajasiga bog'liq. Shunday qilib, insonning hayotidagi oilaning ta'sirini tahlil qilar ekanmiz, shuni ko'rmoqdamizki, oila bu ijtimoiy institut, hayotga kirgan insonning shakllanishi sodir bo'ladigan jamiyatning hujayrasi, u inson o'sib-ulg'aygan va birinchi hayot saboqlarini olgan birinchi uyga aylanadi. Oilada shaxs qo'llab-quvvatlash va yordam oladi, u yerda dunyoni va odamlarni sevishni o'rganadi va bu haqida butun hayoti davomida eng mehribon va eng yorqin xotiralarni eslaydi, hayotning eng qiyin daqiqalarida yuragini isitadi va yorqin irodasini kuchaytiradi. Shunday ekan insonning kelajakdagi shaxsiyati, uning kelajakdagi hayoti oilaning qay darajada ijtimoiy jihatdan farovon bo'lishiga, oila farzand bilan shug'ullanish darajasiga bog'liq.

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REACTIVE ARTHRITIS

Abstract: This article presents the results of studies on the features of the clinical course of reactive arthritis of post-enterocolitic and urogenital forms. The study was carried out in 120 patients with an established diagnosis of reactive arthritis.

Keywords: Reactive arthritis, Secondary osteoarthritis, Articular syndrome.

1. Introduction

Reactive arthritis (RA) is one of the diseases of spondyloarthritis group, which is characterized by inflammatory lesion of joints, associated with trigger infection, as a rule, in genetically predisposed subjects. The pathology affects people from 20 to 40 years old, and mostly men [3]. About 85% of patients with RA are carriers of HLA-B27 antigen [4]. For a long time the term "Reuter's disease" was used for the definition of RA associated with urogenital infection. Recently the terms of RA and Reuter's disease are under discussion [2]. It is known, that etiological structure of RA is heterogeneous. At the same time the greater spectrum of the agents responsible for the development of arthritis revealed annually. The most often determined is the interrelation of the disease with previous intestinal infections such as intestinal (postenterocolitic RA: *Yersinia enterocolitica*, *Yersinia pseudotuberculosis*, *Salmonella*, *Shigella*, *Klebsiella*, *Clostridium difficile*, *Campylobacter jejuni*); urogenital (mostly linked with the infection conditioned by *Chlamydia trachomatis*, *Ureaplasma*) [8]. Pathogenetical aspects of RA are not studied well. Though the role of the infection in the development of the disease is commonly accepted, not only the agent but also the state of the macro organism is important. Immune pathological processes associated with the development of hyper immune response to infectious agent located inside a joint or extraarticular play a basic role in the RA pathogenesis [6]. Trigger factors can initiate cytotoxic T-cellular response leading to proliferation and activation of CD8+T-lymphocytes, causing lesion of synovial membrane and, consequently, development of arthritis. There is pathogenetic hypothesis of "antigen mimicry" of bacteria possessing common antigen determinants with HLA-system, providing cross-sectional reaction of produced antibodies not only with alien, but also with proper antigens. The role of HLA-B27 antigen in the development of RA can be

also explained by the theory of “arthritogenic peptide”, the point of which is that HLA-B27 is arthritis-inducing peptide (a component of a cellular membrane of trigger micro organisms) cytotoxic to CD8+ population T-lymphocytes, triggering immune inflammatory response [8]. That is why in the modern time the possibility of autoimmune processes in the formation of arthralgia syndrome in RA, promoting chronization of the pathology, is under discussion. Due to heterogeneity of etiological structure and pathogenetic peculiarities RA diagnostics is associated with significant difficulties, conditioning the necessity of application of complex virologic, bacteriological, immunological, and sometimes morphological studies. Nevertheless, the basis of the diagnosis is a complex of clinical and history data, while the set of laboratory tests is often additional for the confirmation of the clinical diagnosis [4]. RA, the clinical presentation of which is very heterogeneous and first of serves to be the reflection of etiological infectious factor, in some cases have complicated diagnosis. Existing clinical recommendations and clinical-laboratory approaches do not provide objective early diagnostics of the pathology. Only dynamic follow-up and testing provide correct verification of the diagnosis [1,4]. Many problems of this pathology stay unsolved and that, first of all, is linked to the specificity of the disease, non-specific clinical manifestations [5,7], which are often similar to other rheumatic pathologies accompanied by arthritis with more unfavorable progression and prognosis. The objective of the work was to assess the peculiarities of modern progression of reactive arthritis.

2. Material and Research Methods

One hundred and twenty patients aged from 18 to 50 years old (36.9 ± 8.3) diagnosed with RA (70 men and 50 women) and term of the disease 3.8 ± 1.7 years were enrolled in the study. The age structure of the RA patients in the study was as follows: 12.5% were 18-20 years old, 16.7% were 21-30 years old, 45.8% were 31-40 years old, and 25% of the patients were 41-50 years old. In all patients we studied parameters characterizing inflammatory process (number of leukocytes, ESR, cialic acids, seromucoid, C-reactive protein). For the identification of “trigger” factors we used blood enzyme immunoassay, providing definition of IgM and IgG antibodies. Statistical processing of the results was performed with the help of Microsoft Office and Statgraphics Plus 5.0 software packages. For the assessment of reliability of differences we applied Student’s t-criterion. Critical level of significance for checking of statistical hypotheses in the comparison of the groups was considered to be equal to 0.05.

3. Results and Discussion

Among the patients with RA enrolled in the study more often there were people of 30-40 years old, and there were more men (23.3%) in this age group, while in the group of patients of 40-50 years old there were more women (55.8% of the total number of the age group). In the structure of RA there were reliably more ($p < 0.05$) cases with long-lasting progression of the pathology,

which was equal to 55.8% of all cases; acute progression was observed in 26.7% and chronic one in 17.5% of the examined patients (Table 1). Long-lasting progression of RA among the patients of 40-50 years old was observed in 46.7% of the cases, which allows to classify that age group as a group of RA relapse risk.

Table 1. Distribution of RA patients according to etiological factor of reactive arthritis development (%)

As it is seen from Table 1, dependently on the trigger factor, the most often revealed one was Chlamydia trachomatis (68.3%). It should be noted, that men more often had urogenital arthritis (41.6%). At the same among postenteric forms of the disease we more often isolated Sinia enterocolitica (13.4%) and Campylobacter jejune (18.3%). Analysis of patients' distribution according to the trigger factor allowed us to reveal reliable differences in the prevalence of RA. Thus, it could be noted, that the prevalence of RA, caused by Campylobacter jejune among postenteric forms with acute progression is twice higher than with chronic one. Primary examination in cases of classic progression with arthritis lesions of eyes and urogenital tract were noted in 36.7% of the patients. Abortive form of RA with fast unnoticeable lesion of eyes and urogenital tract was noted in 69.2%. Obliterated clinical presentation like that certainly makes RA diagnosis complicated in the conditions of family polyclinic. We performed dynamic follow-up of the patients for two years, which provided clarification of the character of articulate pathology.

There were more patients with I–II activity stage of the process and II stage (55.8%) of articulate functional failure. Articulate dysfunction was more often conditioned by periarticular lesions, which caused pain syndrome, limitation of articulate mobility, and secondary osteoarthritis (OA). As it is seen from Table 2, articulate syndrome was mostly observed in the joints of legs, prevailing in ankle (85.8%) and knee joints (81.7%). Table 2. Articulate syndrome in patients with reactive arthritis. Oligoarthritis (47.5%) was noted a little bit more often than polyarthritis. A quarter (23.3%) of patients had lesion of 3-4 joints. Polyarthritis often proceeded with asymmetric lesion of lower limbs with "spiral staircase" type and characteristic extra articulate manifestations. Patients with monoarthritis also in more than a half of the cases had involvement of ankle (69.3%), and less often knee joint (29.2%) into inflammatory process. In single cases there was notable pain in wrist and shoulder joints. In cases of mono and oligoarthritis all patients had swelling of joints and expressed limitation of their mobility. In cases of polyarthritis there was swelling of several joints, while others were just painful. The number of painful joints in the examined patients corresponded to 5.5 ± 0.6 , the number of swelling joints was 4.24 ± 0.8 , pain according to VAS in centimeters was equal to 8.1 ± 0.7 . Besides that, 90.8% of the patients with RA had clinical manifestations of enthesitis, most often pain in heel and metatarsal bones. As it is seen in the Figure 1, in 18.3% of the cases there were periostitis of calcaneal tubercle

("loose" heel spurs). It should be noted, that arthritis was asymmetric, seronegative, ADC negative, combined with urethritis and conjunctivitis. Clinical manifestations of sacroiliitis were noted in 25% of the patients, with I-II stage on x-ray. It should be noted, that in 66.7% of the cases there were x-ray symptoms of OA of hip joints (35.8%) and knee joints (64.2%). At the same time there was decrease in the height of articulate cartilage in arthrosonography with diminishing of the thickness of the cartilage in joints from 1.6 ± 0.8 mm different from the group of patients ($p > 0.05$), who had no OA. Figure 1. X-ray manifestations in patients with reactive arthritis. It is notable that, in 33.3% of the cases secondary OA developed in patients with RA within initial years (6-12 months) of the disease (fig. 2). Moreover, as it is seen from Figure 2, in 8.75% of the patients had III and IV stages of OA within the first year, and 13.5% within the second year, proving the necessity of endoprosthetics. In its turn from Table 3 it is seen, that OA was seen almost five times more often among the patients with RA with isolated *Chlamydia trachomatis* (72.5%), than with other trigger factors ($p < 0.05$). Table 3. Distribution of patients with RA dependently on etiological factor of secondary osteoarthritis development. Figure 2. X-ray symptoms of secondary osteoarthritis dependently on the term of disease in patients with reactive arthritis. Symptoms of synovitis were identified in 100% of the patients; it was isolated and combined with peri-arthritis in the form of bursitis or tendinitis. Particularly, lesions of Achilles tendon such as ligamentitis and bursitis were noted in 27.5% of the patients. Besides articulate syndrome there were lesions of urogenital tract such as urethritis, prostatitis, balanoposthitis in men, and colpitis, adnexitis, urethritis, and oophoritis in women. Urethritis was registered both in men and women. There was often combination of various pathologies of urogenital tract. Dysuria was noted in 73 patients with RA (60.8%). At the same time cystitis was diagnosed in 13 of them (10.8%) and pyelonephritis in 38 (31.7%). Acute conjunctivitis was observed in 29 patients (24.2%). Fever, intoxication in the debut of the disease were observed in 1/3 of the cases. Dermal lesions included keratoderma in 32 patients (26.7%), dermatitis in 29 (24.2%), and onychodystrophy in 20 (16.7%). Iron deficiency anemia mild degree was noted in 21 patients (37.5%). Four patients had RA together with phenotypic signs of connective tissue dysplasia, fifteen patients with arterial hypertension, 43 with pathologies of thyroid gland, and 20 of them had hypothyroids, while four suffered autoimmune thyroiditis with euthyroiditis.

4. Conclusions

Thus, on the basis of the performed study of the patients with RA we determined, that most often the pathology had long-lasting character. Prevalence of urogenital arthritis (caused by *Chlamydia trachomatis*) was twice higher than in case of postenterocolytic. Patients with urogenital RA more often had characteristic development of secondary osteoarthritis, developing within initial years of the disease progression, requiring further studies.

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OTASHNAFAS SHOIR HUVAYDO HAYOT YO'LIGA BIR NAZAR

Annotatsiya: Millatimiz tarixining XVII-XVIII asrida yashagan yetuk shoirlardan biri bo'lmish Xo'janazar Huvaydo Hazratlarining hayot yo'li haqida o'quvchilarda ta'surot o'yg'otish, yangi ma'lumotlar bilan o'quvchilarni tanishtirish.

Kalit so'zlar: Huvaydo, "Rohati dil", O'sh va Chimyon. Nosihiy, Boborahim Mashrab, Beg'ali Qosimov, Qodirqul Ro'zmatzoda maqolalari.

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A LOOK AT THE LIFE WAY OF THE FIRM POET HUWAIDO

Annotation: To acquaint students with the life of Hazrat Khojanazar Huwaido, one of the leading poets of the 17th-18th centuries in the history of our people, to acquaint students with new information.

Keywords: Huwaido, Rohati Dil, Osh and Chimgan. Nosikhiya, Boborahima Mashrab, Begali Kasimov, articles by Kadyrkul Rozmatzoda.

Millatimiz ta'rixiga nazar tashlar ekanmiz, ming yillar davomida xalqimiz qon qoniga singib ketgan Islom dinining qadriyatlari, ahkomlari o'z o'zidan adabiyotimizga ham o'z ta'sirini ko'rsatgan. Qarib ming yillar davomida xalqimiz muqaddas kitobimiz bo'lmish Qur'oni karim va hadisi sharifga tayangan holda yashab kelganlar. E'tiborli jihati shundaki, ko'p xollarda yetuk din ulamolari bir vaqtning o'zida shoir, faylasuf, mutafakkir, hatto, ba'zi xollarda qomusiy olim kishilar bo'lishgan, yetuk shoirlar esa dinni puxta bilgan, yoshligidan Quroni karimni yod olgan murattab qori bo'lgan, shariat ahkomlarini o'zlashtirgan kishilar bo'lishgan. Bunday ulug' siymolarga Abu Nasr Farobiy, Al- Xorazmiy Abdurahmon Jomiy, Alisher Navoiy kabi ulug' mutafakkirlarni misol qilib keltirishimiz mumkin. Asrlar davomida din va adabiyot birlashib, dinning yetuk falsafasi bilan adabiyotning nodir so'z sanati vujudga keldi. Natijada islom diyorida ko'plab mutasavvuf shoirlar yetishib chiqdilar. Bu xolat XVIII asrda ham o'z aksini ko'rsatgan jumladan So'fi Olloyor, Boborahim Mashrab kabi mutasavvuf shoirlar ham din arbobi, ham yetuk shoir ham edilar. Biz ijodini o'rganmoqchi bo'lgan bir vaqtning o'zida ham ilmda piri murshidi komi, ham ijodda yetuk mutasavvuf shoir Ho'janazar

Huvaydo hazratlari ham shunday buyuk zodlardan edilar. Ham din peshvosi piri murshid, ham mohir soʻz ustasi boʻlgan Huvaydo hazratlari oʻz sheʼrlatida din falsafasini va qarashlarini aks ettirgan. Xoʻjanazar Gʻoyibnazar oʻgʻli Huvaydo 1704 — Chimyon shahrida tavallud topgan. Shu oʻrinda shoirning tavallud topgan shahri haqida adabiyotshunoslikda bir qancha baxsli munozaralar mavjud ekanligini ham taʼkidlab oʻtishimiz lozim. Jumladan adabiyotshunos olim Begʻali Qosimov maqolasida shunday yozadi: “Huvaydo (taxallusi; asl nomi Xoʻjanazar Gʻoyibnazar oʻgʻli) (1704 — Oʻsh shahri — 1780/81, Fargʻona viloyati Chimyon qishlogʻi) — shoir, tasavvuf sheʼriyatining yirik vakili. Qoʻqon madrasalarida oʻqigan. Qishlogʻida maktab ochib, uzoq vaqt maktabdorlik qilgan, kosiblik bilan ham shugʻullangan.” Ammo olimning Xoʻjanazar Huvaydo hazratlarining Oʻsh shahrida tugʻilganligi haqidagi mulohazalarini Fargʻona davlat universiteti dotsenti Qodirqul Roʻzmatzoda oʻzining “Sharq Yulduzi” jurnalida chiqqargan maqolasida tanqid ostiga oladi. Adabiyotshunos olim Nusratullo Jumaxoʻja ham Begʻali Qosimovning yuqoridagi fikrlariga qoʻshilmaydi va Xoʻjanazar Huvaydoning hayoti hamda ijodiga bagʻishlangan ilmiy maqolasida shunday yozadi: “ Huvaydoning otasi Gʻoyibnazar Ernazar oʻgʻli 1104 hijriy yillarda bir guruh margʻilonlik qarindoshlari bilan Chimyonga koʻchib kelgan. Huvaydo shu oilada, shu maskanda tavallud topgan.” Biz bu holatda shoirning “Rohati dil” dostonida oʻzi yozgan maʼlumotga tayanishni lozim topdik. Shoir “Rohati dil” dostonida shunday yozadi:

Kaminaning oti Xojamnazardur,
Atosinging oti Gʻoyibnazardur.
Nasabda Oʻshiyu mavludi Chimyon
Gʻaribu xoksoru dil parishon

Bundan koʻrinadiki, shoir asl nasabi oʻshlik boʻlsada, Chimyon shahrida tavallud topgan. Otasi Gʻoyibnazar dastlab Oʻsh shahrida yashagan va keyinchalik Chimyonga koʻchib oʻtgan. Qodirqul Roʻzmatzoda maqolasida bir vaqtning oʻzida Tasavvufshunos Ikromiddin Ostonaqulovning ham qarashlariga qarshi chiqadi. Olim Huvaydo haqida shunday yozadi: “Kunlardan bir kun Ofoqxoʻja (rahmatullohi alayhi) oʻz muridiga “Sen farzand koʻrsang. Otini Xoʻjanazar qoʻy, mening nazarim andadur” deb xushxabar berdilar. ...Oradan 5-6 yil oʻtib, Gʻoyibnazar oʻgʻil koʻrib, ismini Xoʻjanazar qoʻyadi. U paytda Gʻoyibnazar Oʻshda yashar edi. Keyinchalik u Fargʻonaning Chimyon qishlogʻiga koʻchib kelib, madrasa va xonaqoh ochib, mudarrislik bilan mashgʻul boʻlgan. Huvaydo taʼlim –tarbiyani oʻz otasidan olgan. Soʻng Qoʻqon madrasalarida tahsil olib, oʻz qishlogʻiga qaytib, mudarrislik qilgan, sheʼriy ijod bilan mashgʻul boʻlib, gʻazallar bitgan”.

Koʻrinadiki, Ostonaqulov ham Huvaydoni Oʻsh shahrida tavallud topgan degan qarashni ilgari suradi. Ammo biz bu kabi baxslardan eng ishonchlisi sifatida shoirning oʻzi yozgan “Rohati dil” dostoniga tayanishimiz maqsadga muvofiq deb bildik. Chunki, shoirning oʻzining fikri eng ishonchli manba

sifatida qaraladi. Qodirqul Ro'zmatzoda yana bir xolatga ham e'tirozli fikr bildiradi. U ham bo'lsa, olimning Qo'qon madrasalarida tahsil olganligidadir. Yuqorida keltirganimizdek Huvaydo haqidagi ma'lumotlarni uning devoniga hamda "Rohati dil" dostonidagi ma'lumotlarga tayanib mulohaza qilayotgan Beg'ali Qosimov ham Ikromiddin Ostonaqulov ham Xo'janazar Huvaydoni Qo'qon madrasalarida tahsil olganligini ta'kidlaydi. Ammo Qodirqul Ro'zmatzodaning fikricha bunday ma'lumot yo'q va olimlarning bu fikrga kelishiga sabab Huvaydo singari istedadli shoir, albatta, o'z ilmlarini biror Qo'qon madrasalarida olgan bo'lishi aniq deb tahmin qilganligidir. Qodirqul Ro'zmatzoda o'z maqolasida bu holatga shunday izoh beradi: "...Huvaydoning Qo'qon madrasalaridan birida tahsil ko'rganligi yoki otasi Chimyonda qurgan madrasada mudarrislik qilganligi haqida ma'lumot uchramaydi. Afsuski, ko'p tadqiqotchilar Huvaydo singari iste'dodli shoir katta bilim va badiiy mahoratga ega bo'lish uchun Qo'qon madrasalaridan birida tahsil ko'rgan bo'lsa kerak, degan taxminlarini o'quvchiga haqiqat sifatida taqdim etadilarki, bu ilmiylik va xolislik talablariga ziddir."

Ma'lum bo'ladiki, Shoirning tavalludi xususida adabiyotshunosligimizda bir qancha bahsli xolatlar mavjud. Qishlog'ida maktab ochib, uzoq vaqt o'zi o'sha maktabda maktabdorlik bilan shug'ullangan, qolgan vaqtlarida kosiblik bilan ham mashg'ul bo'lgan Xo'janazar Huvaydo hazratlari mumtoz she'riyatimizning deyarli hamma janrlarida ijod qilgan. Uning bizgacha 351 g'azal, 28 ruboiy, 41 to'rtlik, 3 muxammas, 1 musaddas, 1 musamman, 1 mustazod, 3 masnaviy hamda axloqiy-didaktik mazmundagi «Rohati dil» manzumasi kirgan devoni yetib kelgan. Bu devon shoirning nabiralari tomonidan tuzilgan. Shoirning barcha she'rlari xalq orasida juda ham mashhur bo'lgan.

Xo'janazar Huvaydo hazratlari otasi so'fiy G'oyibnazar eshon domla xonadonida ulg'ayadi. Dastlab, padari buzrukvoridan islom dinining asoslarini, fiqh ya'ni islom xuquqshunosligi ilmini, qol ilmini hamda hol ilmini chuqur o'rgandi. Bu haqda shoirning o'zi:

Ham o'qub ilmu adab, bo'ldum "Aqoyid"xoni ishq,

Mushkilotu ilmi fiqh din so'rsalar berdim javob —

deb yozdi. "Aqoyid" ilmi aqidaga doir ilm bo'lib, ijodkor bu yerda ilohiy ishq ilmini, ya'ni tasavvufni nazarda tutmoqda. Tasavvuf tarixidan ma'lumki, so'fiy zotlar ilohiyot nazariyasini egallash uchun madrasada tahsil olish zarurligi haqida qayg'urgan emaslar. Tariqat yo'liga kirish uchun tolibdan birinchi o'rinda fiqh ilmini juda yaxshi bilishi talab etilgan. Bu ilmni ilmi qol, ya'ni zohiriy so'z bilan anglatiladigan ilm deb bilishgan. Ilmi hol esa so'fiylik ilmi bo'lib, murid o'zining piri murshidi nazorati ostida tavhid kalomini zikr qilish bilan o'rgangan. Ho'janazar Huvaydo hazratlari ham har ikkala ilmda dastlabki saboqlarni otasidan olganini aytadi. Huvaydo ijodini o'rganish bizga haqni yanada yaqindan tanishimizga katta yordam beradi.

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ABU NASR FOROBIYNING TA'LIM-TARBIYA BERISHGA OID PEDAGOGIK VA PSIXOLOGIK QARASHLARI

Annotatsiya: ushbu maqola Abu Nasr Forobiyning hayot yo'li, uning chuqur falsafiy kuzatishlari asosida yaratilgan asarlaridagi pedagogika va psixologiya fanlariga oid bo'lgan fikr va g'oyalar haqida ma'lumot beradi. Kalit so'zlar: ta'lim-tarbiya, sharq Arastusi, komillik, dunyoviy ilm, "Baxt-saodatga erishuv haqida", "Fozil odamlar shahri", odob-axloq, inson, jamiyat.

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ABU NASR FOROBI'S EDUCATION OF PEDAGOGICAL AND PSYCHOLOGICAL APPROACHES

Annotation: This article provides information about the life of Abu Nasr al-Farabi, his thoughts and ideas in the field of pedagogy and psychology in his works based on his deep philosophical observations.

Keywords: education, Aristotle of the East, perfection, secular science, "On the pursuit of happiness", "City of noble people", morality, man, society.

Abu Nasr Forobiy (873-950) riyoziyot, falakiyot, tabobat, musiqa, mantiq, falsafa, tilshunoslik va adabiyot sohalarida ijod etgan. U yoshligidan juda iste'dodli, zehni o'tkir, xotirasi kuchli bo'lgan. Forobiy Eron va O'rta Osiyolik mutafakkirlar Nazzam, Ravandiy, Ar-Roziy; qadimgi yunon faylasuflari: Suqrot, Aristotel, Platon, Galiley ta'limotlarini chuqur o'rgangan. Beruniy, Ibn Sino va Firdavsiy mutafakkirlar singari oila, uy-joy orzusini ilm yo'lida qurbon qilib, butun umrini fanga bag'ishlagan. U 160 dan ortiq asar yozib, o'rta asr ilm-faniga ulkan hissa qo'shgan. Bu asarlar orasida "Arastuning metafizika asariga sharh", "Baxt-saodatga erishuv haqida", "Tirik mavjudot a'zolari haqida", "Fozil odamlar shahri" asarlari muhim ahamiyatga ega. Mutafakkirning ilm-fan oldidagi ulkan xizmatlaridan yana biri bu uning yunon olimlarining asarlarini sharhlaganligi va ularni yangi g'oyalar bilan boyitganligidir. Forobiy yunon falsafasini chuqur bilgani, unga sharhlar bitganligi va jahonga targ'ib qilgani hamda zamonasining ilmlarini puxta o'zlashtirib, fanlar rivojiga ulkan hissa

qo'shgani uchun Sharqda Arastudan (Aristotel) dan keyingi yirik mutafakkir - "Muallim us-soniy" va "Sharq Arastusi" nomlari bilan shuhrat topgan.

Forobiy ilmlarni tasniflashda borliq xususiyatlarining tahlilidan va ularning

fanda aks etishidan kelib chiqadi. Uning tasnifi, eng avvalo, tabiatni, tafakkur va nutqni, til va mantiqni o'rganishga qaratilgan. Forobiyga ko'ra, ilmlarning tasnifidan

maqsad haqiqatni o'rganish va tasdiqlashdan, uni yolg'ondan farqlashdan iborat. Olimning fikricha, fanlar va umuman bilimlar borliqdan kelib chiqib, borliqni uzoq vaqt o'rganish asosida to'planib boradi. Turli ilmlar bir-birini inkor qilmaydi, balki o'zaro bir-biri bilan bog'liq holda rivojlanadi. Ular dunyoni idrok qilishga va insonlarning baxt-saodatga erishishiga qaratilgandir.

"Ta'lim degan so'z insonga o'qitish, tushuntirish asosida nazariy bilim berish ; ma'lum birhunarni egallash uchun zarur bo'lgan amaliy malakalar",- deydi olim. Forobiyning ta'limtarbiya haqidagi qarashlarida insonparvarlik g'oyalari alohida o'rin tutadi. Forobiyning ta'kidlashicha, tarbiyalanuvchi ixtiyoriy ravishda zaruriy, aqliy va axloqiy xislatlarni bilimli bo'lishga, to'g'rilik va haqiqatni sevishga, jasur, do'stlarga sadoqatli bo'lish singari fazilatlarni egallashga intilmog'i lozim. Abu Nasr Forobiy insonga xos hamda uning ma'naviy yuksalishida muhim ahamiyat kasb etuvchi tafakkur va nutqning rivojlanishini ta'lim- tarbiyaning asosini tashkil etuvchi muhim jarayon hisoblaydi. U insonni dunyotaraqqiyotining eng mukammal va eng yetuk yakuni deb biladi. Shunga ko'ra olim o'z asarlarida insonga tarbiya va ta'lim berish zarurligini aytadi va bunda ta'lim- tarbiya usullaridan kutilgan maqsad masalalari asosiy o'rinni egallashini qayd qiladi. Forobiy insonning ma'naviy hayotida, asosan, uning ikki tomoniga: aql-idrok ongiga va axloqiga e'tibor beradi. Shuning uchun ta'lim- tarbiya uning fikricha aqliy tomondan ham, axloqiy tomondan ham yetuk qilib yetishtirishga qaratilmog'i lozim. Ta'lim-tarbiya jarayonida nazariy bilim bilan amaliy harakat, odatiy malaka, faoliyat birlashib boradi, yetuklik shu birlashuvning darajasiga qarab yuzaga keladi. Forobiy tarbiya berish usullari haqida shunday yozadi: birinchi usul: qanoatbaxsh so'zlar, chorlovchi, ilhomlantiruvchi so'zlar yordamida odat hosil qilinadi va malakalar vujudga keltiriladi, odamdagi g'ayrat, kasbga intilish harakatga aylantiriladi. Ikkinchi usul: majbur etish yo'lidir. Bu usul majburiy ravishda tarbiyalanuvchilarni tarbiyalashdir. Forobiy o'z qarashlarida insonning aqliy va axloqiy jihatlariga alohida e'tiborini qaratadi va u "Fozil odamlar shahri" asarida o'n ikki tug'ma xislatni birlashtirgan kishigina axloqli inson bo'la olishini ta'kidlaydi. Bular quyidagilar: "Birinchi bunday odamning barcha a'zolari mukammal taraqqiy etgan, sog'lom bo'lish lozim; ikkinchidan, tez fahm so'zlovchining maqsadini tez payqay oladigan bo'lsin; uchinchi, xotirasi juda kuchli va mustahkam bo'lsin; to'rtinchidan, zehni tez va o'tkir bo'lsin; beshinchidan, nutqi ravon, fikri teran, mulohazalarini yorqin bayon eta olsin; oltinchidan, bilish va o'rganishga ishtiyoqi baland bo'lib,

bilimlarini charchashni sezmasdan o'zlashtira olsin; yettinchidan, nafsini tiya oladigan, qimor o'yinlaridan jirkanadigan bo'lsin; sakkizinchidan haqiqatni sevadigan bo'lsin; to'qqizinchidan g'ururli va vijdonli bo'lsin, oliyjanob ishlarga intilsin; o'ninchidan, mol-dunyo yig'ishga berilmasin; o'nbirinchidan, adolatli bo'lsin, odamlarni adolatga targ'ib etadigan bo'lsin; o'n ikkinchidan, adolatli bo'lsin, ammo qaysar bo'lmasin, adolat oldida qaysarlik qilib, o'zbilarmonlikka berilmasin, lekin har qanday adolatsizlik, pastkashlik oldida lafzli bo'lsin, o'zi zarur debbilgan narsasini amalga oshirishda qat'iylik ko'rsatsin, qo'rqmas, jasur bo'lsin, qo'rqish va ojizlikni bilmasin".

Keyinchalik esa o'zgaradi, ya'ni ijtimoiylashuv jarayonida odamlar ming yillardn beri amal qilib kelayotgan qadriyatlar va me'yorlarni qabul qiladilar. O'zining " Baxt-saodatga erishuv haqida"asarida bilimlarni o'rganish tartibi haqida fikr bayon etgan. Uning aytishicha, avval bilish zarur bo'lgan ilm o'rganiladi, bu olam asoslari haqidagi ilmdir. Uni o'rgangach, tabiiy ilmlarni, tabiiy jismlar tuzilishini, shaklini, osmon haqidagi bilimlarni o'rganishi lozim. Undan so'ng, umuman, jonli tabiat ya'ni o'simlik va hayvonlar haqidagi ilm o'rganiladi, deydi. Forobiy inson kamolotga ta'lim - tarbiyani to'g'ri yo'lga qo'yish orqali erishish mumkin deydi. Chunkimaqsadga muvofiq amalga oshirilgan ta'lim-tarbiya insonni ham aqliy, ham axloqiy jihatdan kamolga yetkazadi.

Forobiyning yozishicha, haqiqiy baxtga erishish uchun harakat qiluvchi, o'zaro yordam qiluvchi, xalqini birlashtirgan shahar — fozil shahar hisoblanadi. Baxtga erishish maqsadida o'zaro yordam bergan va birlashgan kishilar fazilatli jamoa bo'ladi. Forobiy fikriga ko'ra, davlatni idora etuvchi shaxs o'zining fazilat va xulq-odobi bilan ajralib turishi, xususan u 6 ta xislatni egallagan bo'lishi, ya'ni adolatli va dono bo'lishi, boshqalarga g'amxo'rlik qilishi, qonunlarga to'la rioya etishi va qonunlarni yarata olishi, kelgusini oldindan ko'ra bilishi kerak. Forobiyning talqinicha, fozil shaharlar yuqori madaniyatli bo'ladi. Unda yashaydigan xalq o'zi istagan kasb-hunarni egallaydi. Bunday jamiyatda to'la erkinlik va teng huquqlik hukm suradi. Forobiyning fozil jamoa haqidagi ta'limoti uning axloqiy kamolot va baxtsaodatga erishuv hamda insonparvarlik g'oyalari bilan chambarchas bog'liqdir. U o'zining ijtimoiy-falsafiy, siyosiy va axloqiy qarashlari markaziga insonni, uning maqsad muddaolarini o'rganishni, axloqiy kamolot va baxt-saodatga erishuv yo'llarini ko'rsatishni qo'yadi. Axloqiy kamolot deganda, xayr-ehsonli ishlar, go'zal insoniy fazilatlarni tushunadi. Axloqiy kamolotga xalaqit bemo'vchi salbiy xislatlarga dangasalik, bekorchilik, bilimsizlik, ongsizlik, kasb- hunarsizlikni kiritadi. Forobiy aql, ilm va ma'rifatni baxtsaodatga erishishning asosiy vositasi deb biladi. Forobiy inson fazilatlarini tug'ma va yashash jarayonida paydo bo'ladigan fazilatlarga bo'ladi. Olimning fikricha, tug'ma fazilatlarga insonning o'ta o'tkir zehniligi, biror narsani bilishga o'ta qobiliyatlilik kiradi. Lekin tug'ma fazilatlar hayotda kam uchraydi. Asosiy axloqiy fazilatlarni odam yashash davomida egallaydi. Tug'ma fazilatli odamlar ham tarbiyaga muhtoj. Agar unday odamni tarbiyalab va to'g'ri yo'lga solib

turilmasa, uning qobiliyati tezda so'nib qolishi mumkin. Tug'ma qobiliyat ham nisbiy tushunchadir. Ba'zi kishilar tug'ma qobiliyatini ishga solib yaxshi natijaga erishsa, boshqalari yomon natijaga erishadi.

Bu fikrlardan Forobiyning ta'lim-tarbiyada, yoshlarni mukammal inson qilib tarbiyalashda, xususan, aqliy-axloqiy tarbiyaga alohida e'tibor berganligi ko'rinib turibdi. Uning ta'kidlashicha, bilim bilangina maqsadga erishilmaydi va bola ham yetuk bo'lmaydi. Olim daraxtning yetukligi uning mevasi bilan bo'lganidek, insonning barcha xislatlari ham axloq bilan yakunlanishini aytadi. Umuman, Forobiy o'z davridagi yoshlarning ta'lim olishlari, bilim egallashlari, hunar egallashlari, faoliyat ko'rsatishlari, mehnat qilishlari zarurligi xususida fikrlar bildirgan. Bu fikrlar hozirda ham ta'lim-tarbiyaga g'oyat muhimdir.

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**“FAUST” TRAGEDIYASINING BEVOSITA VA BILVOSITA
TARJIMASI ASARNING ASLIYATI, TIL QOIDALARI HAMDA ASAR
LEKSIKASIGA TA’SIRI**

Annotatsiya: Ushbu ilmiy ish tilshunoslikda bevosita va bilvosita tarjima muammolarini yoritib berishga asoslangan bo‘lib Y.V.Gyotening “Faust” tragediyasi hamda uning Erkin Vohidov (bevosita) va olim Posho Ali Usmonning (bilvosita) tarjimalari misol qilib olindi.

Kalit so‘zlar: bevosita tarjima bilvosita tarjima, adekvatlik, tarjimon, tarjimashunoslik, transformatsiya.

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**DIRECT AND INDIVIDUAL TRANSLATION OF THE TRAGEDY
"FAUST"**

Abstract: This scientific work is based on the problems of direct and indirect translation in linguistics, with the example of YV Goethe's tragedy "Faust" and his translations of Erkin Vahidov (direct) and scholar Pasha Ali Usman (indirect).

Keywords: direct translation, indirect translation, adequacy, translator, translation studies, transformation.

“Faust” dramasi olmon adabiyoti va tilshunosligining asl durdonasi hisoblanadi. Buday buyuk jahon adabiyoti durdonasini o‘zbek tiliga o‘g‘irgan mutarjimalar mehnati va sabri, til bilimiga tasanno aytish joiz. Tarjimonlarning mana shunday jasorati bois o‘zbek kitobxonlari dunyoning bunday buyuk asarlari mutolaasidan bahramand bo‘ldi. Biroq yuqorida ko‘rib chiqqan misollarimiz yordamida shuni aytish joizki, har ikki tarjimon ishlari qanchalik betakror bo‘lishiga qaramay, qilingan tarjimalar mukammal emasligi, ba‘zan til qoidalariga, qayerdadir tarjima an‘analari, yana qayerda mintalitet, mahalliy, milliy koloridga amal qilib, asarning qaysidir qismlari tushirilib, qo‘shib berilgan.

Ko‘plab olimlar tarjima alohida tarjimashunoslik fan deya atasa, boshqa tilshunos olimlar tarjima ham tilshunoslikning bir qismi ekanini ta’kidlashadi. Tilshunoslikda bevosita va bilvosita tarjimadagi asosiy muammolar deb ekvivalentlik va adekvatlik tanlash, transformatsiya jarayonlari olindi va ular

haqida ma'lumotlar, jahon hamda o'zbek lingvist olimlarining nazariyalari turli misollar yordamida berildi.

Nega endi aynan transformatsiya jarayoni tilshunoslik va tarjimashunoslik uchun muhim hodisa? Boisi har qanday asar tarjima qilinayotganida iloji boricha asliga yaqin qilib tarjima qilishga harakat qilinadi. Bunda muallifning o'ziga xos asar yozish uslubi va texnikasi hisobga olinishi kerak. Mohir tarjimon asar tarjima qilayotganida uni asliyatga yaqinroq chiqishini ta'minlaydigan tarjima usullaridan xabardor bo'lishi kerak. Bu o'rinda transformatsiya tarjimonga ko'makka keladi.

Transformatsiya asosiy modellarni ma'lum qonuniyatlarga tayangan holda o'zgartirib, ikkilamchi til strukturalarini yaratish usullaridan biri; berilgan til sathidagi o'xshash gap va frazalar morfo-sintaktik mosligining ramziy ifodalanishi[1 ;146] sodda sintaktik qurilmalarning murakkablashuvi demak.[2 ;112]

Lingvist olimlar Xomskiyning fikricha transformatsiyalar yordamida belgilar ustida to'rt xil ishni amalga oshirish mumkin. Bular, qo'shish, tushirib qoldirish, o'rin almashtirish va belgilarning almashinuvi.

L.S.Barxudarov transformatsiyaga biri ikkinchisining asosida kelib chiqqan til yoki nutq birliklarning o'zaro munosabati, tarjimadagi transformatsiyani esa ekvivalentlik va adekvatlikni ta'minlash uchun ishlatiladigan tillararo turli xil almashinishlar deya ta'rif beradi va ularni quyidagi turlarini keltirib o'tgan:

1) o'rin almashtirish (gap tarkibidagi so'z va so'z birikmalar yoki ergash gap komponentlarining o'rin almashishi);

2) almashtirish (so'z shakllari, gap bo'laklarini almashtirish, qo'shma gaplardagi sintaktik almashinishlar, gaplarning qo'shib ketishi, konkretlashtirish, umumlashtirish, sababni natijasi bilan va aksincha almashtirish, antonim tarjima, kompensatsiya);

3) qo'shish;

4) tushirib qoldirish.[3 ;89]

V.N.Komissarov esa transformatsiyalarni quyidagi turlarga ajratadi:

1) leksik transformatsiyalar (transkripsiya, transliteratsiya, kalka usuli, leksik-semantik almashtirishlar: konkretlashtirish va modulyatsiya);

2) grammatik transformatsiyalar (so'zma-so'z tarjima, gaplarning qo'shib ketishi, grammatik almashtirishlar: so'z turkumlari, gap bo'laklari);

3) kompleks (leksik-grammatik transformatsiyalar: antonym tarjima, eksplikatsiya (tasviriy tarjima), kompensatsiya).

Y.I.Retskerning transformatsiyalarni quyidagicha ikki guruhga ajratadi:

1) leksik transformatsiyalar (konkretlashtirish, umumlashtirish, antonym tarjima, kompensatsiya);

2) Grammatik transformatsiyalar (gap bo'laklarining almashinuvi va so'z turkumlarining almashinuvi).

L.K.Latishev, “Matn tarjima qilinayotganida sintaktik transformatsiya uning mazmuni, stilistikasiga putur yetmasligi uchun ishlatiladi. Matn bir tildan umuman boshqa til sistemasiga kiruvchi boshqa bir tilga tarjima qilinayotganda transformatsiyalarsiz tarjimani amalga oshirib bo‘lmaydi”, deydi.

Tarjima ilmi amaliyotda qo‘llanilgandagina tarjimaning muvaffaqiyatli chiqishi va uning sifatiga nafi tegishi mumkin.

Eng mos muqobilni topish tarjimada juda muhim sanaladi. Bu sohada tilshunoslik nazariyasining hissasi beqiyosdir. Tarjimon odatda asliyat tilidagi eng yaqin muqobilni tarjima qilinayotgan tilga moslashga harakat qiladi. Tarjima ilmiy-nazariy o‘rganish ob‘yekti bo‘lishi zarur. Unda tahlil va uyg‘unlashtirish jarayoni, matnda nimaga ahamiyat berish lozimligi, qanday axborot zarurligi va maqsadga erishish uchun nimalarga e’tibor qilish kerakligi ahamiyatlidir.

Muqobillar ma’nosi ko‘p hollarda kontekstga bog‘liq bo‘lsada, tarjimon lug‘at bilan ishlay olishi va eng muhimi tarjima qilinayotgan so‘zning ma’nosini yaxshi bilishi shart. Tarjimada so‘zni taxminiy o‘girish mumkin emas. I.G‘ofurov, O.Mo‘minov va N.Qambarovning “Tarjima nazariyasi” kitobida ta’kidlanganidek, asliyatdagi so‘zga qisman to‘g‘ri keladigan ekvivalentni topish ko‘pincha tarjima qilishda muammo yaratadi. Bunday so‘zlar odatda polisemantik, ya’ni ko‘p ma’noli hisoblanadi. So‘z ma’nosining qaysi biri qo‘llanganini aniqlash tarjimonning birinchi galdagi vazifasi hisoblanadi. Tarjimada adashishdan, noto‘g‘ri so‘z tanlashdan saqlaydigan til hodisasi bu – kontekstdir. Tilshunoslikda kontekstning ikki turi mavjud: lingvistik va ekstralingvistik.

Kontekstda so‘zlar ko‘chma ma’noda qo‘llanganda tarjima muammosi paydo bo‘ladi. Tarjimada bitta tushunchaga mos keladigan boshqa bir tushunchani topish ancha mushkul. Shu boisdan ham ba’zida so‘zga so‘z, so‘zga so‘z birikmasi, so‘zga gap to‘g‘ri kelishi mumkin. Bunda ikki va undan ortiq so‘zdan iborat bo‘lgan frazeologik birlik bitta so‘z ma’nosiga to‘g‘ri keladi. Har ikki tilda bir so‘zning barcha ma’noviy farqlarini qamrab olishning imkoni yo‘q. Asliyatdagi so‘z ma’nosi tarjima tilida to‘liq va qisman, ba’zida esa hech qanday ekvivalentga ega bo‘lmasligi mumkin. Agar asliyatdagi so‘zga tarjima tilida bitta so‘z to‘g‘ri kelsa, u holda ikki tildagi so‘z ma’nolari to‘liq ekvivalentga ega bo‘lgan hisoblanadi. Bunday so‘zlar sirasiga, odatda, atoqli otlar, geografik va joy nomlari, korxona, tashkilot, muassasa, kema va mehmonxona nomlari kiradi.

Ekvivalentlar aksariyat hollarda monosemantik, ya’ni bitta ma’noga ega bo‘lgan so‘zlardir. Odatda lug‘atlarda so‘z ma’nosining muqobillari beriladi. Tarjima jarayonida tarjimon ko‘p ma’noli so‘zning qaysi ma’nosi qo‘llanganligini kontekst asosida o‘zi aniqlaydi. Biroq tarjimonlarning ba’zi xatoliklari kishida shubha uyg‘otadi. Masalan, J.V.Gyotening “Faust” tragediyasi “Hexenküche” (Alvastining oshxonasi) qismida der Kater so‘zi Erkin Vohidov talqinida negadir maymun deya berilgan. Alsida der Kater so‘zi 1) erkak (nar) mushuk; 2) tun oshiftasi, degan ma’noni (o‘zga ma’nosi mavjud

emas) beradi. Agar tarjimonni ushbu xatosini bilvosita, ya'ni rus tilidan qilinganini e'tiborga oladigan bo'lsak, ikkinchi tarjimon, bevosita, to'g'ridan-to'g'ri nemis tilidan o'zbek tiliga o'g'irgan mutarjim Posho Ali Usmonning huddi shu xatoni, mushuk deb tarjima qilishini qanday tushunish mumkin? Vaholangki mushuk maynundan tubdan farq qiladi va ushbu almashtirish, transformatsiya nojoiz hisoblanadi.

Xulosa qilib aytganda mutarjimlar tutgan yo'l asl matn sintaksisi, grammatikasiga ta'sir o'tkazgan, ya'ni so'z birikmalarini idiomalar, iboralarga almashtirish grammatik translatsiyaga sabab bo'lgan.

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QISHLOQ JOYLARDA XIZMAT KO'RSATISHNI RIVOJLANTIRISH VA AHOLI TURMUSH DARAJASINI YUKSALTIRISH

Annotatsiya: Mazkur maqolada bugungi kunda qishloq joylarda xizmat ko'rsatishni rivojlantirish muammolari atroflicha ochib berilgan. Bundan tashqari aholi turmush darajasini yuksaltirish bo'yicha taklif va tavsiyalar keltirilgan.

Kalit so'zlar: aholi, qishloq xo'jaligi, xizmat, xizmat ko'rsatish.

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DEVELOPING RURAL SERVICES AND INCREASING THE LIVING STANDARDS OF THE POPULATION

Annotation: This article describes in detail the problems of service development in rural areas today. There are also suggestions and recommendations to improve the living standards of the population.

Keywords: population, agriculture, service, service.

Xabaringiz bor mamlakatimizda olib borilayotgan ijtimoiy siyosatning ustuvor yo'nalishlaridan biri – bu kichik biznes va xususiy tadbirkorlikni rivojlantirish hisobiga aholi daromadlarini va ularning turmush darajasini oshirishga erishish hisoblanadi. Bu borada amaliyotda joriy qilinayotgan chora-tadbirlardan ham ko'rinib turibdiki, bugungi kunda kam xarajat qilgan holda ushbu sohada qisqa muddat ichida yaxshi daromad olish mumkin. Xususan bugungi kunda xizmatlar sohasining bir necha yo'nalishlarini, shu jumladan, aloqa, moliya, transport, qurilish, turizm xizmatlari va savdo sohalarini misol keltirish mumkin.

Shuningdek, mahallada istiqomat qiluvchi aholining oilaviy tadbirkorligini rivojlantirish, jumladan, ularning hunarmandchilik, kasanachilik,

tomorqadan samarali foydalanish, kichik ishlab chiqarish, xizmat ko'rsatish va boshqa turdagi faoliyatni yo'lga qo'yishi uchun oilaviy tadbirkorlik dasturlari doirasida kreditlar olishda ko'maklashilmoqda. Natijada, mahallasidan uzoqlashmagan holda, kichik biznes tashkil etib, o'zi, oilasi va hududidagi kam ta'minlangan oilalar a'zolarini ish bilan band qilayotgan insonlar soni ortib boryapti.

Davlatimiz rahbarining 2021-yil 3-dekabrda "Mahallada tadbirkorlikni rivojlantirish, aholi bandligini ta'minlash va kambag'allikni qisqartirish bo'yicha davlat siyosatining ustuvor yo'nalishlari to'g'risida"gi Farmoni o'z vaqtida qabul qilingani bilan ahamiyatlidir.

Aholining farovon va qulay sharoitda hayot kechirishlari uchun xizmatlar sohasida bir qator qulayliklar ta'minlab berilmoqda. Natijada mamlakatimizning qishloq joylarida servis infratuzilmasining rivojlanishi evaziga qishloq aholisining yashash tarzi shahar aholisining yashash tarziga yaqinlashmoqda.

Xizmat deganda, avvalo, mehnat mahsulotini tushunish lozim. Ushbu mahsulotning asosiy belgilanishi bo'lib, insonlarning aniq talabini qondirish tushuniladi. Boshqacha qilib aytganda, xizmat-bu insonlarning ehtiyoj va talablarini qondirishga qaratilgan faoliyatdir.

AQShning Nebraska shtati universiteti iqtisodiyot professori Kempell R. Makkonell va Vashington shtati Tinch okean Lyuteran univesiteti iqtisodiyot professori Stenli L. Bryularning "Экономикс:принципы, проблемы и политика" nomli asarining "Tushunchalar va atamalar lug'ati" qismida xizmatga quyidagicha ta'rif berilgan: "Xizmat-bu sezib bo'lmaydigan (ko'zga ko'rinmaydigan) va uning o'rniga qiymatga ega bo'lgan qandaydir narsani iste'molchi, firma yoki hukumat tomonidan taqdim etilishidir"[1].

Bu borada qilinayotgan ishlarga to'xtalishdan oldin, prezidentimiz Sh. Mirziyoyevning quyidagi so'zlarini keltirishni joiz topdik: "Topshiriq berishdan oldin sharoit yaratyapmiz, pullar ajratyapmiz. Birgina xizmatlar sohasiga 500 million dollar beryapmiz. Buni agar halol-pok ishlatsak, necha ming ishchi joy paydo bo'ladi. Har bir vazir vatanparvar bo'lib, "o'zining aravasini o'zi tortib", berilgan bir so'm pulni qadrlab, joyiga yetkazsa, odamlar ishonadi"[2]

Bugungi kun zamon talablaridan kelib chiqib, sohani rivojlantirish maqsadida, O'zbekiston Respublikasi Prezidentining "2017-2018 yillarda O'zbekiston Respublikasida xizmat ko'rsatish sohasini rivojlantirish dasturi to'g'risi"gi hamda "2017-2019 yillarda qishloq joylarda xizmat ko'rsatish va servis sohasini jadal rivojlantirish yuzasidan qo'shimcha chora-tadbirlar to'g'risida"gi Qarorlari qabul qilindi.

Xizmatlar ko'rsatish va servis sohasini rivojlantirish maqsadida amalga oshirilayotgan dasturlar va chora-tadbirlar natijasida sohaning YAIMdagi ulushi sezilarli darajada o'sdi. Ushbu ko'rsatkich 2020 yilda 50,5 % ni tashkil etgan bo'lsa bugungi kunda 54,5% ni tashkil etishi kutilmoqda. Sohada band bo'lganlar bugungi kunda jami band aholining 50% dan ortig'ini tashkil qiladi. Bugungi kunda faoliyat yuritayotgan kichik biznes subyektlarining 80,4

mingtasini yoki 81%i aynan xizmat ko'rsatish sohasida faoliyat yuritmoqda. Respublika bo'yicha sohada faoliyat yuritayotgan 2 mingdan ortiq korxonalar dastur doirasida begilangan imtiyozlardan foydalanmoqda. Dasturlarni amalga oshirish hisobiga jami xizmatlar xajmi 1,7 barobar, aholi jon boshiga xizmatlar esa 1,6 barobarga oshgan.

Sohada rivojlanishning asosiy yuqori suratlari moliya, qurilish, sog'liqni saqlash, aloqa va axborotlashtirish, kompyuterda dasturlash, qishloq xo'jaligi texnikalariga texnik xizmat ko'rsatish va ta'mirlash hamda maishiy xizmatlarida kuzatiladi[3].

Alohida shuni ta'kidlab o'tish lozim, soha o'sishiga ta'sir ko'rsatayotgan asosiy omillardan biri – bu kichik biznes sohasiga yaratib berilayotgan qulayliklar, imkoniyatlar, qulay investitsion iqlim hamda tijorat banklari tomonidan ajratilayotgan kredit mablag'lari hisoblanadi.

Misol tariqasida aytish mumkinki, sohada faoliyat yuritayotgan subyektlarga 2015-2019 yillar mobaynida 4 trln 167,5 mlrd. so'm kredit mablag'lari ajratilgan. Shuningdek hudularni ijtimoiy iqtisodiy rivojlantirish dasturlari amalga oshirilishi natijasida hisobot davrida 51,9 mingta loyiha amalga oshirilgan.

Bundan tashqari, qishloq joylarda hamda namunaviy loyihalar asosida qurilgan uy-joylar massivlarida xizmatlar va servis sohasini rivojlantirish yuzasidan 2017-2019 yillar mobaynida qariyb 22 mingdan ortiq loyihalar ishga tushirildi. O'zbekiston Respublikasi Prezidentining 2019-yil 26-yanvardagi PQ-1046 sonli qarori bilan tasdiqlangan "Qishloq taraqqiyoti va farovonligi yili" davlat dasturida belgilangan barcha chora-tadbirlarni amalda bajarilishi, aholi daromadlarining oshishi va turmush darajasining ko'tarilishi, qishloqlarda ijtimoiy infratuzilmani yanada rivojlantirish, zamonaviy infratuzilma shaxobchalarini tashkil etish, yangi ish o'rinlarini barpo etish, xizmat ko'rsatish va servis sohasini, ta'lim tizimini, aholining tibbiy madaniyatini yanada rivojlantirishga yo'l ochib bermoqda.

Infratuzilmani yanada rivojlantirish natijasida qishloq aholi punktlarini transport kommunikatsiyalarini yaxshilash, toza ichimlik suvi bilan ta'minlash, tibbiy xizmatlar ko'rsatish, ta'lim-tarbiya xizmatlari, ayniqsa borish qiyin bo'lgan olis qishloq aholi punktlarini telekommunikatsiya tarmoqlari va pochta aloqasi bilan qamrash ishlari rivojlanib bormoqda[4].

Qishloq joylarda xizmatlar sohasini va servisni rivojlantirish bo'yicha qabul qilingan qator qarorlarda (2019-yil 20-yanvardagi №PQ-1041-sonli, 26-yanvardagi №PQ-1046 – sonli, 28-yanvardagi №PQ-1050- sonli, 17 martdagi №PQ-1073 –sonli) belgilangan topshiriqlarning bajarilishini ta'minlash maqsadida Iqtisodiyot vazirligi tomonidan Qoraqalpog'iston Respublikasi Vazirlar Kengashi, viloyat hokimliklari bilan birgalikda 2019-yilga mo'ljallangan xizmat ko'rsatish va servis sohasini rivojlantirish hududiy dasturiga o'zgartirishlar kiritildi, qishloq joylarda xizmatlarni rivojlantirish bo'yicha qo'shimcha vazifalar qabul qilindi, qishloqlardagi tadbirkorlarga qulay

shart-sharoitlar yaratish, shahar bilan qishloq o'rtasidagi tafovutlarni qisqartirish chora-tadbirlari ishlab chiqildi.

Qishloqlarda infratuzilmalarning tashkil etilishi natijasida qishloq aholisiga zamonaviy va sifatli xizmatlar ko'rsatilmoqda hamda joriy yilning oxiriga qadar faqat shu sohaning o'zida 140 mingdan ortiq ish o'rinlari tashkil etilishi mo'ljallangan.

Dasturda belgilangan qo'shimcha choralarning bajarilishi umumiy xizmatlar hajmining 2018 yilga nisbatan o'sish surati O'zbekiston Respublikasi Prezidentining PQ-640-sonli qarorida belgilangan 118,9% o'rniga 123,4%ga o'sish imkoniyatini beradi. Olib borilayotgan monitoringni kuchaytirish hisobiga bu sohada qishloq aholisiga ko'rsatiladigan xizmatlar hajmining ulushini 26,8%dan 30 %gacha ko'tarish ko'zda tutilgan. Amalga oshirilayotgan ishlar natijasida joriy yilning yanvar-aprel oylarida dasturda 4 oyga belgilangan 116,2% prognoz ko'rsatkichi 116,3%ga bajarildi, qishloqlarda ko'rsatilgan xizmatlar respublika umumiy hajmining 23,5%ni tashkil etdi.

Respublikaning qishloq xududlarida infratuzilmalarni rivojlantirishga katta ahamiyat berilmoqda. Yilning o'tgan davrida qishloq joylarda prognoz bo'yicha 752 ta xizmat ko'rsatish shaxobchalari tashkil etilishi belgilangan bo'lib, amalda 1561 ta shaxobchalar tashkil etildi. Shu jumladan, 501 ta chakana savdo do'konlari, 114 ta umumiy ovqatlanish shaxobchalari, 4 ta "Guzar", 132 ta kiyim tikish, 112 ta poyafzal ta'mirlash ustaxonalari, 175 ta sartaroshxonalar, 50 ta suratxonalar, 19 ta hammom va 454 tasi murakkab turdagi texnika jihozlarni ta'mirlash ustaxonalari va boshqa xizmat ko'rsatish ustaxonalari tashkil etildi. Bu shaxobchalarni tashkil etishga Mikrocreditbank tomonidan yanvar-aprel oylarida 3,6 mlrd.so'm, Mehnat va aholini ijtimoiy muhofaza qilish vazirligi qoshidagi "Bandlik" jamg'armasidan 1 mlrd.so'mga yaqin imtiyozli kredit mablag'lari ajratilgan.

Amalga oshirilgan ishlar natijasida 2019 yilning yanvar-aprel oylarida sohada jami 81 mingta, shu jumladan qishloq joylarda 58,7 mingta yangi ish o'rinlari tashkil etildi.

2019-yil oxiriga qadar dasturda belgilangan shaxobchalarni tashkil etishni moliyaviy qo'llab quvvatlash maqsadida jami 40,5 mlrd.so'm kapital qo'yilmalar sarflanishi, shu jumladan Mehnat va aholini ijtimoiy muhofaza qilish vazirligi qoshidagi "Bandlik" jamg'armasidan – 4,2 mlrd so'm va "Mikrocreditbank" jamg'armasidan – 2,6 mlrd.so'm, boshqa tijorat banklaridan 9,5 mlrd.so'mlik imtiyozli kredit mablag'lari ajratilishi ko'zda tutilgan. Bundan tashqari infratuzilmalarni tashkil etishga 24 mlrd. So'mga yaqin homiyarlar va tadbirkorlar mablag'lari jalb etilishi mo'ljallangan.

Qishloqlarda ko'rsatilayotgan xizmatlarning sifati oshganligi, turlarining ko'payganligi hisobiga aholining xizmatlardan foydalanish darajasi o'sib bormoqda. Buni e'tiborga olib har bir qishloq hududida 2 tadan "Guzar" tipidagi savdo-maishiy komplekslar tashkil etilishi ko'zda tutilgan. Amalda joriy yilning o'tgan davrida 4 ta "Guzar" qurilib foydalanishga topshirildi.

Respublikada chakana savdo va umumiy ovqatlanish tizimlarida ko'rsatilayotgan xizmatlar yuqori ko'rsatkichlarda rivojlanmoqda. Jami tovaraylanma hajmi 2019 yilning yanvar-aprel oylarida avvalgi yilning shu davriga nisbatan 17,7% ga o'sib, umumiy tovaraylanma hajmining 36% qishloq joylarga to'g'ri keladi. Yildan-yilga statsionar do'konlarning ko'payishi natijasida ular orqali erishilgan chakana tovaraylanma hajmi 38,4%ga o'sgan. Qishloq joylarida joriy yilning 1 may holatiga xizmat ko'rsatayotgan statsionar do'konlar soni 20 mingdan ortiq bo'lib, ularning 40%i oziq-ovqat mahsulotlari, 32%i nooziq-ovqat tovarlari va 28%i aralash mollar chakana savdo do'konlaridir. Qishloqlarda yanvar-aprel oylarida aholi jon boshiga sotilgan jami tovarlar hajmi 94 ming so'mni tashkil etgan. Qishloq joylarda aloqa va axborotlashtirish, moliya va bank xizmatlari borgan sari rivojlanib bormoqda.

Joriy yilning 1 may holatiga respublikada jami 367 ta, shu jumladan 87 ta qishloq joylarda axborot texnologiyalari orqali pochta xizmatlarini ko'rsatuvchi pochta bo'limlari tashkil etilgan. Kompyuter klublarining soni ortib bormoqda. Elektron pul o'tkazish uslublari rivojlanib bormoqda.

O'zbekiston Respublikasi Prezidentining 2019 yil 26-yanvardagi PQ-1046 sonli qarori bilan tasdiqlangan "Qishloq taraqqiyoti va farovonligi yili" davlat dasturida 2019-2020 yillar davomida ijtimoiy ahamiyatga ega ob'yektlarni telefonlashtirish, masalan 3363 ta maktab, 2388 ta maktabgacha muassasalar, 1249 ta qishloq vrachlik punktlari, 93 ta kollej va 70 ta kasalxona telefonlashtiriladi. Joriy yilda ushbu vazifalar bo'yicha amalga oshirilgan ishlar natijasida aloqa va axborotlashtirish xizmati PQ-640 qarorida belgilangan 130% o'rniga 131,3%ga o'sadi.

Qorao'zak, Qo'ng'iro't, Uzun, Sariosiyo, Denov, Karmana, Navbaxor, Tomdi, Bo'stonliq, Oqtosh, Kattaqo'rg'on, Koson tumanlari va boshqa tumanlarning jami 200 tadan ortiq borish qiyin bo'lgan va chekka aholi punktlarini pochta aloqasining an'anaviy xizmatlari qamraydi, 20 ta ko'chma pochta bo'limlari tashkil etiladi.

Qishloqlarda joriy yil davomida jami 72 ta telefon stansiyalari ta'mirlanadi. Qishloq joylarda ko'rsatilgan aloqa, pochta va axborotlashtirish xizmatlar hajmining umumiy hajmdagi ulushi 1,6%ga oshadi.

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4. Komiljo o'g'li B. S. IMPROVING THE COMMODITY POLICY OF
LOCAL INDUSTRIAL ENTERPRISES.

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INTERACTIVE MEANS IN LEARNING CHEMISTRY

Abstract. The article defines the peculiarities of using elements of information and communication technologies in teaching chemical disciplines. The article provides a detailed analysis of the use of elements of information communication technologies. This allowed the author to conclude that the updating of traditional teaching aids in teaching a chemistry course covers the entire educational process of learning.

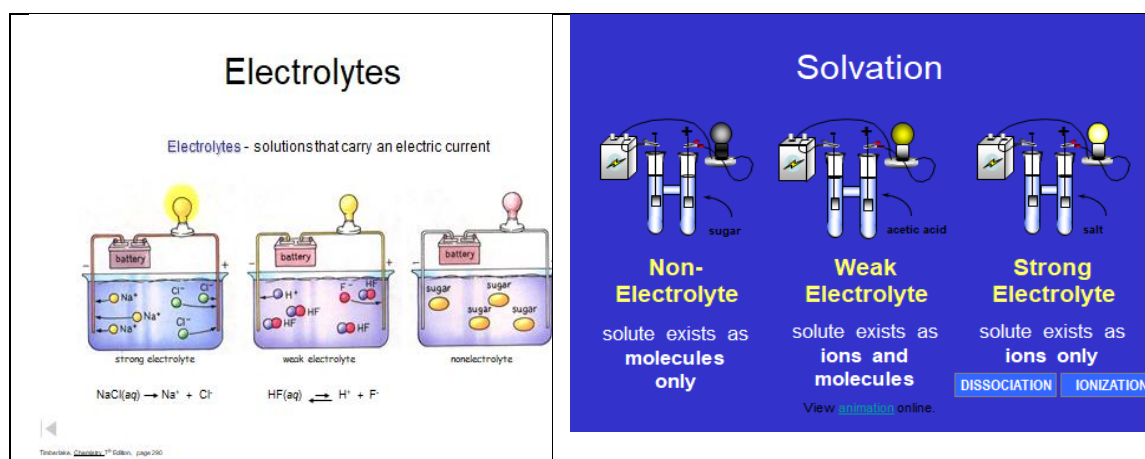
Keywords: information communication technologies; general and inorganic chemistry; electronic laboratory work; electronic educational-methodical complexes; electronic tests; educational films; video lectures, electronic textbooks.

Information technologies used in the learning process can be divided into several types. Among them there are electronic textbooks, lectures, notes, electronic laboratory and practical work, simulators, encyclopedia reference books, testing technologies.

Let's consider how information and communication technologies are applied in the process of teaching "General and Inorganic Chemistry". N.G. Gureev [1] notes that the complex and electronic textbook "General and inorganic chemistry" performs new roles and functions and can simultaneously be a theoretical and practical assistant in independent work, which means that it significantly improves the formation of the intellectual ability of the student and increases the learning efficiency.

The authors of [1] have accumulated a fairly large amount of information and methodological material using computer technologies and have begun the development of an electronic textbook. In works [2,3,4,5], considering the problem of innovative technologies in the process of teaching "General and inorganic chemistry", he also notes the huge role of information and communication technologies. In this regard, for students studying the discipline "General and inorganic chemistry", a didactic complex of information and communication support of the discipline has been created. It includes a database necessary for completing two homework assignments and five laboratory works in a computer workshop, as well as a set of other didactic tools and methodological materials that ensure the educational process. The didactic complex also includes: a work program of the discipline, a lecture course outline, a set of tasks with examples of solutions for each module, control questions and tasks for sections of the lecture course with elements of scientific

and technical creativity, electronic versions of guidelines for laboratory work. Thus, working in the laboratory, students have all the necessary educational material. T.L. Anisova [6] suggests using MS Excel to solve problems in chemistry. The paper shows an example of solving a problem in chemical kinetics. It should be noted that the entire process of solving the problem is carried out by the students themselves, i.e. the program acts only as a tool, and ready-made forms and already developed information environments are not offered. N.V Zhukova [7] reports on the development of an electronic test simulator in chemistry, containing six meaningful blocks: "Solutions of electrolytes".



Each block consists of theoretical part, revealing the main issues of the block; simulator tasks with a detailed solution; questions-simulators, which are test tasks with feedback; a control test designed to monitor students' knowledge.

In addition, the student has all the reference material necessary for solving tasks. G.M. Kurunin and G.M. Bondareva write about the use of electronic testing in teaching chemistry: the use of test items in combination with other types of testing is an effective tool that stimulates the preparation of students for each lesson and increases motivation for the subject under study[8,9,10].

Thus, at present, in the process of teaching chemistry, various electronic teaching aids are quite actively used and attempts are being made to introduce electronic practical and laboratory works.

At the Department of Chemistry of the Chirchik State Pedagogical Institute, information technologies are also being introduced into the educational process. For the successful development of the discipline "General and inorganic chemistry", elements of electronic educational and methodological complexes have been developed for students enrolled in undergraduate programs in specialties: - 5110300 "General and inorganic chemistry" [10]. When constructing the complexes, a multi-level modular principle was applied, because it is known that a well-structured complex not only provides quick and convenient access to educational materials, but also helps to plan the

development of the course and contributes to more rhythmic and efficient student work during the semester.

All lecture material in electronic form is included the educational and methodological complex of the discipline and is issued to students, which contributes to the successful development of the course.

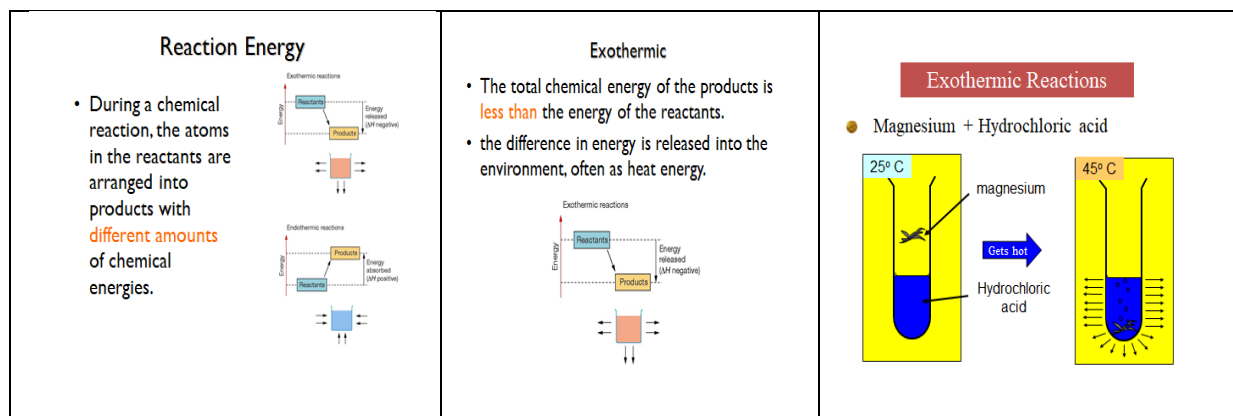
The lecture course is conducted using electronic presentations shown on a projector. This allows:

- to visualize mathematical formulas, use a large and clear font, which makes it easier for students to understand and speeds up the process (compared to using a traditional board);
- show portraits of scientists, accompanying it with a short story, which increases interest in classes;
- show pictures and graphics with animation - this improves perception and memorization of additions, promotes concentration of students' attention.

For some sections of the course "General and inorganic chemistry" videos and animations were developed. In addition, to increase the motivation to study "General and inorganic chemistry", a collection of slides "History of chemistry" was created, which in a vivid and entertaining form tells about the period of the formation of chemical science, which preceded the appearance of chemistry. The prerequisites for the emergence of chemistry, the features of this process are shown, it is told about the outstanding scientists who contributed to the formation of this science, and the basic quantitative laws that formed its basis.

When working in practical classes, special presentations are used: they are composed in such a way that the formulas necessary for solving problems appear gradually, at a speed set by the teacher. This contributes to the flow dialogue with the student, gives the student time to think about the problem, and not write off everything from the screen.

Chemical Reaction Indicators	Chemical Reactions	Chemical Energy
● Emission of light or heat  ● Formation of a gas  ● Formation of a precipitate  ● Color change 	• Reactants: – the substances that undergo change – What you start with • Products: – the new substances formed – What you end up with • Reactants change to Products • Carbon + Oxygen change to Carbon dioxide	• The chemical energy of a substance is the sum of its potential energy (stored energy) and kinetic energy (energy of movement). These energies result from such things as: ◦ Attractions between electrons and protons ◦ Repulsions between nuclei ◦ Repulsions between electrons ◦ Movement of electrons ◦ Vibrations of and rotations around bonds



These Excel-based programs allow the student to make calculations much faster than manually. In addition, in the programs, before directly the calculations, all the necessary formulas are given, there are explanations of the symbols, in these formulas included, the approximate graphical dependencies of the studied properties are shown. Such a repetition of theoretical material undoubtedly contributes to a better assimilation of it.

The use of these programs is possible both in the staff computer hall of the department and on a home staff computer.

For independent work of students when doing homework and preparing for intermediate control, there are teaching aids with detailed explanations for solving problems in chemistry [11,12,13].

The use of information technology in laboratory studies includes entrance computer testing and electronic laboratory work, which are carried out along with experimental laboratory work.

Input computer testing (remove repetition before laboratory work) allows you to assess the student's readiness to perform laboratory work. Currently, the department uses MyTestX for testing - a system of programs (student testing program, test editor and results journal) for creating and conducting computer testing, collecting and analyzing results, giving marks according to the scale indicated in the test. The tests compiled in this program for the disciplines of the department are based on different types of tasks: single or multiple choice, establishing the order; establishing compliance; an indication of the truth or falsity of the statements given.

1.What is a reaction mechanism? ☐ The step-by-step sequence of reactions for a chemical reaction. ☐ A step-by-step listing of ingredients. ☐ A list of the reactants in a reaction. ☐ A list of the products in a reaction.	2.What makes the statement 'the presence of a catalyst will slow down a reaction' incorrect? ☐ A catalyst will increase the rate of reaction by raising the amount of energy dedicated to fueling the process. ☐ A catalyst actually increases the rate of reaction by its very introduction into a slow process. ☐ A catalyst actually increases the rate of reaction by lowering the amount of energy needed to start the process. ☐ A catalyst will either increase or decrease the rate of reaction based on what type of material is used.

Electronic laboratory work has several advantages over experimental:

1. Since they are not directly related to reagents, they can simulate the work with substances that cannot be used in a student's workshop due to safety precautions, for example, use methanol, benzene, etc.

2. Sometimes electronic laboratory work simulates the use of high-temperature devices, which also cannot be implemented in a student laboratory workshop.

3. Electronic labs are often based on data that goes far beyond the time allotted for lab work and equipment that is not available in the lab.

Methodological instructions for laboratory work are available in printed and electronic form, some of the works are combined [14,15,16,17].

To test the knowledge of students within the framework of intermediate control, one can use the developed electronic test questions in chemistry.

Thus, in the process of teaching the discipline "General and inorganic chemistry" implemented the use of information communication technologies at all stages of education. These are electronic presentations at lectures and practical classes, and special calculation programs for solving problems, and electronic laboratory work, and computer tests before laboratory work and for intermediate control, and methodological and reference materials in electronic form. All these modern forms of education are organically combined with traditional ones (experimental laboratory work, traditional forms of testing, etc.). All this undoubtedly contributes to the successful mastering of the discipline by future engineers and the creation of a solid foundation for their study of special subjects.

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FACTORS OF INFORMATIZATION OF THE PROCESS OF PRIMARY EDUCATION

Annotation: The theory and practice of information processing in primary school education is accompanied by the dependent factors in which there is a difficult problem.

Keywords: socialization, computer, technological training, didactic.

The main performer of the social order for primary education is the primary school teacher. A large part of the teachers believe that the use of computer and technology created on its basis in the process of primary education can facilitate pedagogical work, which is important for the development and socialization of students. However, the study of practical experience has shown that the use of Information Technology in primary education is not a mass phenomenon. The reasons include not only unresolved organizational and pedagogical problems, but also the fact that the teacher is not ready to solve the tasks set by the standard, inform the educational process in the primary classes. As it turned out, the use of computer does not provide a new quality of primary education, which is aimed at informatization of the educational process. The reason is that there is a lack of clear views on how the objectives of primary education can be achieved in the conditions of informatization of the educational process, on the content, tools, forms of organization, necessary changes in the methods and methods of teaching and learning, on the specific characteristics of the formation of the teacher's willingness to plan these changes. At the same time, the innovator has accumulated experience in the successful implementation of some areas of the use of Information Technology in the professional activities of teachers. The reason is that in the context of informatization of the educational process, how the objectives of primary education can be achieved, the primary school students will be informed about the content, tools, forms of organization, the necessary changes in the methods and methods of teaching and learning, the teacher's own willingness to plan these changes.

The use of information and Communication Technology in schools consists of two main areas. The first is to take advantage of the power of these

technologies for distance learning at any time and to introduce students into the education system only those who can learn from their homes comfortably. It should be said that there are many competitors of such remote training. His opponents rightly argue that distance learning students lose their quality of education: work in classes, reading literature, communicating with teachers and other students in the classroom and in school.[1]

Thus, the multi-level social demand and practice of Primary Education Development has necessitated the comprehensive study and implementation of educational process informatization in primary school. The analysis of monographic and scientific-methodological literature, the results of the dissertation research devoted to the problems of informatization, made it possible to determine the next level of study of the problem. The science of pedagogy has captured evidence of the positive impact of a number of specific educational skills and shaxsiyat characteristics developmenttirishga new tools and methods of teaching. The content and technology of preparing primary school teachers for the use of Information Technology in their professional activities have been developed.

Boshlang'ich ta'lim bosqichida axborot texnologiyalaridan foydalanish yosh o'quvchilarni texnologik tayyorlashning sifat jihatidan yangi holatiga olib keladi. O'qituvchilar faoliyatini "elektron vositalar" ta'sirida qayta tashkil etish integratsiya jarayonlari bilan birga olib boriladi. Axborot texnologiyalari vositalarini an'anaviy o'qitish vositalari bilan birlashtirish boshlang'ich sinf o'quvchilarining mehnat mashg'ulotlarini ma'lumot bilan birlashtirishga imkon beradi.[2]

Boshlang'ich ta'lim bosqichida axborot texnologiyalaridan foydalanish yosh o'quvchilarni texnologik tayyorlashning sifat jihatidan yangi holatiga olib keladi. O'qituvchilar faoliyatini "elektron vositalar" ta'sirida qayta tashkil etish integratsiya jarayonlari bilan birga olib boriladi. Axborot texnologiyalari vositalarini an'anaviy o'qitish vositalari bilan birlashtirish boshlang'ich sinf o'quvchilarining mehnat mashg'ulotlarini ma'lumot bilan birlashtirishga imkon beradi.

The theory and practice of information processing in primary school education is accompanied by the dependent factors in which there is a difficult problem:

- informatization developmenttirishga between expected results of Public Investment and actual changes in primary education practice;
- between the need for informatization of primary education and the theoretical inadequacy of this process;
- between the changing characteristics of the educational process in the primary school and the need to change in accordance with the existing educational and educational traditions;

- between the readiness of the primary school teacher to widely use modern information technologies in the educational process and the inadequacy of didactic and methodological provision of its formation;
- new approaches in assessing the results of the educational process, which changes in the conditions of informatization

There are the following forms of use of information and Communication Technology in education:

- preparation of didactic materials for lessons (creation of multimedia presentations on various topics, educational programs, etc.). Multimedia presentations is a method of presenting data using computer programs that combine dynamics.[3]

In primary education, the idea of achieving a guaranteed result in the old education, which consists in providing ready-made information to the students and ensuring that the students keep them in their memories, is not considered. By taking an in-depth approach to each issue in primary education, it is not only that the information previously designed was given by the teacher, but also that the students work independently, the lesson focused on sharing ideas with the teacher and thought about achieving a guaranteed result, comparing traditional and non-traditional education and their advantages have been revealed.[4]

Currently, interest in the application of interactive methods and information technologies in the educational process is increasing day by day. One of the reasons why this happens is that by this time, in traditional education, students are taught to acquire only ready-made knowledge, while the use of modern technologies teaches them to search for the knowledge they possess, independently study and think, analyze, and even draw the final conclusions themselves. The teacher in this process creates conditions for the development, formation, acquisition and education of the individual and at the same time performs the function of management, directing. Today in education, modern technologies such as "smart attack", "Mind attack", "networks" method, "Sinkveyn", "BBB", "fifth plus", "6x6x6", "discussion", "role play", FSMU, "work in small groups", "rounded snow", "Zigzag", "let me say The Last Word" are used.

The need to eliminate the identified dependencies, necessitates the theoretical justification, development and application of theeksex approach to the informatization of the primary school educational process. The need to formulate teachers ' willingness to make effective use of Information Technology in primary school is still preserved.

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DEVELOPING LISTENING COMPREHENSION SKILLS IN FRENCH AND ITS METHODS

Abstract: In this article, I'll give several tips to improve your French listening skills. Here are the steps that you need to take in order to improve your oral comprehension in French. Each step is detailed in the following sections.

Key words: how to learn French, Rules, actually pronounced, consonants, listening skills, listening skills.

Related to this article, you can check my article on how to learn French better or these guides on Master Your French to get more tips on how to learn French faster and better. Learn The Rules Around The Letter E. Spelling words with silent letters is one of the biggest challenges when learning the French language. For instance, do you know that the letter -e is pronounced in the word mercredi (pronounced: /mɛʁkrɛdi/) but it isn't pronounced in the word samedi (pronounced: /samdi/)? It's one of the many rules that you must understand. In some French words, only a few of the letters are actually pronounced! The most common unpronounced letter in French is the letter -e. Here are two of the many rules of the pronunciation of the letter -e: Within a group, the letter -e generally is pronounced if it's preceded by two or more pronounced consonants. Otherwise, the statement would not be articulated properly in a good French pronunciation. For instance you cannot say "mercrdi". Another example: at the end of a group, the letter -e is usually not pronounced in standard French. For example, "une table" is pronounced /yn.tabl/. You need to learn the rules of the pronunciation of the letter -e (here is a video lesson on 1.Learn the rules around the letter e. 2.Master the liaisons in French. 3.Start linking words and sounds in French (les enchaînements). 4.Do a short exercise to improve your French listening. (Choose the right French audio and video). My advice is: First, learn the rules of the pronunciation of the letter -e; Then, practice the pronunciation of words and sentences; Soon, you'll be able to better understand sentences when someone pronounces (or not) the letter -e.

2. Master Liaisons In French. The second tip to improve your French listening skills is to understand when French speakers link words together. When a word ends with a consonant that is normally not pronounced, a liaison is made by pronouncing the consonant if the word that follows begins with a vowel or silent -h. In making the liaison, the consonant that is pronounced becomes part of the syllable at the beginning of the word that follows. There are specific cases and rules. There are times when a liaison is required,

recommended, or when it's forbidden. Let's see some examples: Liaison with the S consonant: when you're linking a subject pronoun that ends in the S consonant with a word that begins with a vowel, you have to pronounce the liaisons. In this case the liaison is pronounced /z/. French speakers do this liaison without thinking about it. For instance: vous avez. It sounds like /vu.zave/. Liaison with the preposition "en": here is another situation where the liaison is made when speaking French. You have to pronounce the liaison between the preposition "en" and the following vowel. For instance: "en avance" is pronounced /ɑ̃.navãs/. The liaison is pronounced as the French sound /n/.

3. Start Linking Words In French. Linking words together, or enchaînements in French is another way that French speakers are able to articulate so quickly but still be clear. When you study linking and the ways French link words and sounds, it makes it easier to understand listening skills. When a word ends with a consonant or a vowel that is normally pronounced, an enchaînement is made by linking the consonant to form a syllable with the word that follows if it begins with the vowel or silent h. Here is a video about

1. Learn the rules around the letter e
 2. Master the liaisons in French
 3. Start linking words and sounds in French (les enchaînements)
 4. Do a short exercise to improve your French listening
- Choose the right French audio and video.

Let's see an example: Pour elle: The consonant R in "pour" is always pronounced. The word that follows begins with the vowel -e. In this group, pronounce the letter "r" of "pour" not as part of the word pour, but rather with the "e" in "elle". It sounds like "pou.relle". Tu as écouté: Here is another example that shows linking words in French. In the sentence "tu as écouté", you have an enchaînement between three vowels: u, a, é. This means that "tu as écouté" is pronounced like "tuaé.couté".

You can practice the pronunciation of linking words with my YouTube videos

1. Learn the rules around the letter e
 2. Master the liaisons in French
 3. Start linking words and sounds in French (les enchaînements)
 4. Do a short exercise to improve your French listening
- Choose the right French audio and video of enchaînements in French.

4. Exercise To Perfect Your Listening. You learned the rules of the pronunciation of the letter -e, the liaisons, and the enchaînements. Now you're ready to improve your listening with a specific listening exercise. Here are the steps for a French listening practice:

Find a short audio or video clip of a native speaker that has a transcript. You need to keep it short. 10 or 20 seconds of video or audio is perfect.

Listen several times to the audio/video in French. First, you need to listen without the transcript.

Do your best to write down exactly what's being said.

Compare it with the transcript. What are the words and phrases you missed? What liaison or enchaînement did you miss?

Listen again and try to figure out why you missed them. When you figure out why you didn't understand it, it's going to help you get it next time.

Repeat this exercise regularly and you'll start making big progress with your French listening comprehension.

In the previous tip to improve your French listening skills, I asked you to listen to a video or audio as part of an exercise. However, you must be careful when you choose the audio or video. Here is why: First, any audio or video must match your French listening level. Are you an intermediate or an advanced French listener? Second, you have to choose something you like, something you're passionate about. Do you like watching French movies? Do you like cooking? Do you prefer to listen to French culture? If so you can listen to a recipe in French or a documentary about French culture. If you're interested in the topic you'll be fully motivated. To sum up, this additional French listening tip is about choosing the right audio or video according to: 1. Your French level. 2. Your interests

And being able to listen to French and comprehend it are two completely different skills. You'll notice that when children are learning their native language, they do so orally—meaning their listening comprehension comes many years before their reading comprehension. They must take time to learn how to read and write. The way many adults learn a language, though, is the opposite—being able to read and write before the listening comprehension kicks in. So if you're new to speaking and listening to French, here are five ways to start moving from "Please speak slower" to "You could actually speak faster, if you'd like—I understand!"

Additional Benefits of Stellar French Listening Comprehension Skills

Besides the obvious benefit of being able to speak and listen to French without any trouble, there are some less obvious benefits that come along with honed listening comprehension skills. Your accent sounds more French. The more you listen to native speakers of French, the more your brain processes the correct pronunciations and mimics them as you speak yourself. The important takeaway here is to listen to the same accent as often as possible at the beginning (this is when spending a significant time immersing yourself in a city is valuable) to get your ear accustomed to certain sounds and inflections. You'll find yourself mimicking that accent and slowly sounding more French. This video gives you an idea of how many accents exist just in France—so that's not including the many dialects and accents in Francophone countries around the world. Learning new vocabulary happens almost by osmosis. As you listen, you'll pick up new vocabulary all the time. Some of it will stick, and some won't, but you'll be surprised how much you retain. Many of the words you learn might show up in something you read and you'll know what it means without thinking about it. Or, in other cases, you'll recognize the word and be

able to look it up without trouble. What's also great about learning new vocabulary by hearing it is that you learn the pronunciation in tandem with the definition—bringing us back to the very nice perk of having a great accent. You learn how to speak both informally and formally. When you're learning grammar and vocabulary, you don't typically learn. At the end of the day, developing your listening comprehension is a process of putting many different skills together and being persistent about your practice.

Maybe most of all, it's about asking questions and being willing to make mistakes. So go out there and listen!

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ENTREPRENEURSHIP IN EDUCATION

Abstract: In this article given promoting entrepreneurship in education is an essential key for students to take risks, be independent and have confidence in their future work.

Key words: Entrepreneurship, education, business.

INTRODUCTION. To understand the importance of this concept, we must first know what it means. Entrepreneurship refers to the attitude and aptitude to carry out a project through ideas and opportunities and facing adversities. The term is used, above all, in economics, in which a venture is an initiative that assumes an economic risk in order to take advantage of a market opportunity.

RESEARCH. Encouraging entrepreneurship in children, youth and adults is important to promote their autonomy and improvement in life. The benefits of this practice are multiple: creativity, assertiveness, confidence and positive thinking are developed. On the other hand, we also improve the ability to resolve conflicts and make decisions.

Current European, state and regional regulations dictate that the entrepreneurial spirit is a key competence that should be integrated into the curriculum, maintained and reinforced over the years. Is the entrepreneur born or made?

Although there are people who are born with the ideal qualities to be great entrepreneurs, a large part of the qualities is acquired. That is why putting entrepreneurship into practice in education is the key for future entrepreneurs to be able to innovate, create and adapt to change. Some of the most important attitudes of an entrepreneur are:

- Initiative, the basis of an entrepreneur. Did you know that Steve Jobs did not finish the race, but, nevertheless, he was able to bring his own company to life? The initiative consists of jumping into the pool and transforming ideas into actions.

- Creativity. It is not necessary to invent what has already been invented, but I do have to be creative when solving problems or identifying new possibilities of doing things.

- Trust. It is important for the entrepreneur to trust himself and be optimistic. There is no doubt that sometimes you lose and sometimes you win, but maintaining a positive attitude is the key to facing problems and attracting success.

- Responsibility, both with himself and with the rest. I have to be able to assess the consequences of each decision.

- Passion. Successful entrepreneurs dedicate themselves to their project with total commitment and passion to achieve the objectives set.

The basis of an enterprise. Anthony Tjan, co-author of Heart, Smarts, Guts and Luck, affirms that there are 4 pillars of the foundation of any endeavor: the heart, the intelligence, the guts and the luck.

The heart is the passion that I put into a project, all those illusions that I want to fight for. Intelligence is based on reasoning to carry out my plan and being able to use the right tools to achieve it. Luck is an element that I can educate, having the right attitude to build honest and loyal relationships. However, guts are the true engine of a project. To carry out an idea, I need to have a lot of courage, because I can meet the worries and different fears that can stop its course. For this reason, guts and courage are essential to persevere and reach the goal, despite the difficulties that may arise.

How to stimulate the entrepreneurial spirit in children?

Teach values from childhood

It is important to create an innovative and creative learning environment through games, activities, groups, organizations, etc. The creative development of children through art allows them to give abstract solutions to different problems. Therefore, it is very positive to dedicate time and space to free expression, as it will help them to reflect, create ideas and know their motivations.

Self-esteem, dreams, and failures. Strengthening self-esteem is paramount. Teaching the child to think that he can achieve anything he sets his mind to with effort is just as important as knowing that mistakes and failures are not defeat. I have to promote a positive attitude and create an environment in which mistakes are allowed, being receptive to constructive criticism.

Decisions and consequences. Letting the child decide on the things that matter or affect him and face the consequences is a step towards her autonomy. Many times, fear paralyzes me and I don't know what to do. To foster an entrepreneurial spirit, it is important that, little by little, they can decide for themselves and face the consequences of their decisions.

The collaboration. More and more exercises, activities and teamwork are being considered. Without a doubt, two minds work better than one. Teaching children to be able to communicate with their peers will reinforce many positive aspects in them (respect, trust, security, etc.) that, later, they will be able to apply in their projects.

Building on successful and fluent communication will be a key step in making your own ideas known effectively later on.

Reinforcement and support. Helping children to discover themselves is a step so that they know what they can do best, what they like best and what their strength is. If the child likes to draw, it is better to reinforce and support

this activity, rather than trying to instill in him something that creates negative feelings.

CONCLUSIONS. In summary, reinforcing emotional intelligence, self-confidence, and the ability to create and achieve goals is the first step in fostering an entrepreneurial spirit in students. The second is to teach them self-control, effort and optimism, so that they can become self-sufficient people capable of facing difficulties, keeping an open and creative mind. Remember that being creative implies thinking differently and being innovative implies taking risks and putting ideas into practice.

It is not surprising that entrepreneurship in education is gaining strength. The fact of training more active young people, capable of creating projects and carrying them out, not only benefits their own success, but also helps to create a more entrepreneurial and innovative society.

Educators have to take a step forward, be an example of this entrepreneurial mentality in order to inspire our students, because in a future where automation and globalization are coming to stay, the only way to ensure that young people can have a job secured. work is that they are able to create it.

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ONA TILI DARSLARINI INTEGRATSIYA USULLARIDA TASHKIL QILISH

Annotatsiya: Hozirgi globallashuv sharoitda mamlakat iqtisodiyotini rivojlantirish, jahon hamjamiyatiga integratsiyalashuvini ta'minlashda har tomonlama kamol topgan yuksak ma'naviyatli, zamonaviy boshqaruv mexanizmlarini chuqur egallagan shaxsni tarbiyalab yetishtirish, uning ilmiy dunyo qarashini shakllantirish muhim ahamiyat kasb etadi. Ushbu maqolada ona tili darslarini samaradorligini oshirish, shuningdek, ona tili darslarini o'qitish jarayonida integratsiyalashgan darslarda fanlararo aloqadorlikni ta'minlash masalalari yoritib berilgan.

Kalit so'zlari: integratsiya, ona tili, innovatsiya, fanlararo aloqadorlik, adabiyot, matematika, integratsion ta'lim.

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IN METHODS OF INTEGRATION OF MOTHER LANGUAGE LESSONS ORGANIZATION

Annotatsion: In the current context of globalization, it is important to develop the country's economy, to bring up a person with a high level of spirituality, modern management mechanisms, to form his scientific worldview, to ensure its integration into the world community. This article discusses the issues of increasing the effectiveness of mother tongue lessons, as well as ensuring interdisciplinary links in integrated lessons in the process of teaching mother tongue lessons.

Keywords: integration, mother tongue, innovation, interdisciplinary, literature, mathematics, integrated education.

Bugungi kunda ta'lim sohasida olib borilayotgan islohotlarning asosiy mohiyati ta'lim mazmuni va shaklini takomillashtirishga qaratilgan. Fan-texnika taraqqiyoti, jamiyatimizning demokratlashuvi, axborot maydonining kengayib borishi kabi omillar o'quvchilarning shaxsiy xususiyatlariga, jumladan, idrok eta olish, tasavvur va fikrlash, aqliy qobiliyatlarining rivojlanishiga olib keldi. O'quv jarayonida fanlararo aloqadorlikning amalga oshirilishi ta'lim sifatining

oshirilishiga jiddiy ta'sir ko'rsatib, ta'limni modernizatsiyalash, innovatsion o'qitish imkoniyatlarini kengaytiradi. Hozirgi kunda ta'lim tizimiga kiritilayotgan pedagogik texnologiya jarayonida ham innovatsiyalar va integratsiyalarning yorqin misolidir. So'nggi yillarda respublikada integratsion ta'limni rivojlantirishga katta e'tibor qaratilmoqda. O'zbekiston Respublikasining **"Ta'lim to'g'risida Qonun"**i, **"Kadrlar tayyorlash milliy dasturi"**da ta'lim mazmuni bilan shaklini bosqichma bosqich takomillashtirish ko'zda tutilgan. Bugungi kunda rivojlangan mamlakatlarning 70 foizi ta'lim tizimida integrativ xarakterdagi o'quv dasturlar va darsliklar bilan ishlamoqdalar. Umumta'lim fanlarini o'qitishga zamon talablari asosida yondashish, ta'limda eng ilg'or texnologiyalarni qo'llash davr talabiga aylandi. Ta'lim jarayonini yangi mazmun va yangi shaklda yo'lga qo'yishda integrativ yondashuv talab etiladi.

"Integratsiya" so'zi lotincha integration - tiklash, to'ldirish, "integer" butun so'zidan kelib chiqqan. Integratsiya g'oyasi XVIII asrning yigirmanchi yillarida ingliz olimi G. Spenser tomonidan fanga kiritilgan. Integratsiya muammosini hal etish borasida olimlar birmuncha ishlarni amalga oshirganlar. Rivojlangan davlatlarda ta'lim mazmunini integratsiyalash borasida muhim va dolzarb ishlar amalga oshirilgan. Angliya, Yaponiya, Vengriya, Gong Kong davlatlarda ta'lim mazmunini integratsiyalashga erishilgan. Shaxs dunyoqarashining shakllanishida ma'naviy-axloqiy tarbiya ham muhim o'ringa ega bo'lib, uni samarali tashkil etish o'quvchida ma'naviy-axloqiy ongni shakllantirishga yordam beradi. Fanlararo aloqa va integratsiyaning maktablarda o'qitish va tarbiyalashdagi ahamiyati juda ko'p pedagog olimlar tomonidan ko'rib chiqilgan. Ta'lim integratsiyasi o'quvchi faoliyatiga, bu faoliyatning samaradorlik ko'rsatkichi muntazam ortib borishiga yo'naltirilgan, uning bosh maqsadi bilimlarni samarali o'zlashtirishdangina iborat emas, aksincha, bilimlarni o'quvchi eng qulay, oddiy tushuncha va tasavvurlardan murakkabga tomon boruvchi izlanish-intilishlari asosida uzluksiz o'zlashtirilishini ko'zda tutadi. Oddiy mavzular asta-sekin murakkablashib, ma'lumot, tushuncha, tasavvurlar shaklidan yaxlit, mujassam bilim va malakaga aylanib boradi. Bu bilim hamda malakalardan o'quvchilar zarur vaziyatlarda muayyan hayotiy muammoni hal qilishda bemalol foydalanish layoqati tarkib toptiriladi. Integratsiyaning ta'lim sistemasida muhimligini birinchilardan bo'lib mashhur pedagog – I.F. Gerbart tushuntirib bergan. U ta'limda integratsiyani qo'llashning to'rtta yo'nalishini sanab bergan. Bular quyidagilar:

- Aniqlilik;
- Asotsiatsiyaviylik;
- Tizim;
- Metod.

Integratsiyaning birinchi va ikkinchi yo'nalishlari bilim olishga yo'naltirilgan bo'lib, ikkinchi va uchinchi yo'nalishlari eski bilimlar va yangi bilimlarni bir- biri bilan uzviy bog'lash demakir. I.F Gerbart bu yo'nalishlar

orqali integratsiyalashuv jarayoni mukammal ravishda sodir bo‘ladi deb aytib o‘tgan. Bilamizki, uzluksiz ta‘lim tizimida ona tilini o‘qitish asosiy o‘rin egallaydi. XXI asr - axborot texnologiyalari asri. Ona tili darslariga noan‘anaviy darslarni olib kirish va uni ta‘lim mazmuniga singdirish, dars o‘tishning yangi-usullarini topish DTS talablarini bajarishga zamin yaratadi. Shu jihatdan olib qaraganimizda ham ta‘lim tizimida ona tili darslarini boshqa fanlar bilan bog‘lab o‘rgatish darsning samarali bo‘lishini ta‘minlaydi. Ona tili darslari boshqa o‘quv predmetlaridan alohida, mustaqil yashay olmaydi. Aksincha u ta‘lim bosqichlarida o‘rganiladigan xilma-xil o‘quv predmetlari, xususan, adabiyot, matematika, fizika, informatika, texnologiya, geografiya, xorijiy tillar bilan o‘zaro aloqadorlikda o‘rganilsa, o‘z samarasini beradi. Chunki ta‘lim tizimida fanlararo aloqadorlik – integratsiya darslarini tashkil etish o‘quvchilarning mavzuni tez va oson anglashiga olib keladi. Birinchi navbatda, ona tili adabiyot fani bilan bog‘lab o‘rgatiladi. Ona tili va adabiyot darslarini bir o‘qituvchi olib borishi ularni o‘zaro bog‘lab aloqada o‘rgatishga katta imkoniyat yaratadi. Adabiyot so‘z san‘ati bo‘lganligi tufayli, ona tilini asosli ravishda anglamasdan turib, o‘quvchilar oldida adabiyotning go‘zalligi va qudratli tarbiya vositasi ekanligini namoyish qilish mumkin emas. Yuqori sinfda badiiy asarning tili o‘rganilayotganda stilistik tahlil mashg‘ulotlari o‘tkaziladi. Stilistik tahlilda asarning g‘oyaviy mazmunini ifodalovchi til vositalari aniqlanadi, muallifning so‘z tanlash, gap tuzish mahorati ko‘zdan kechiriladi. Masalan, Oybekning “Qutlug‘ qon” romani bo‘yicha mustaqil mashg‘ulot olib borilar ekan, o‘quvchilarda yozuvchining so‘z tanlash va so‘zlarni o‘zaro bog‘lash usullari, shuningdek tinish belgilarining ishlatilishi aniqlanadi. Ona tili darslarini adabiyot bilan uyg‘unlikda olib borish, o‘quvchilarning badiiy-estetik dunyoqarashlarini yanada boyishiga olib keladi. Aynan ona tilida biron bir nazariy ma‘lumot o‘rganilayotgan bir paytda o‘quvchilarga aynan shu damda adabiyotdan o‘tilayotgan hikoya, asardan parchalardan misollar topib kelish, ruboiy, g‘azallardagi so‘zlarni til nuqtayi nazaridan tahlil qilishga o‘rgatib borilsa maqsadga muvofiq bo‘ladi. Davlat ta‘lim standartlarida o‘quv fanlari orasidagi aloqadorlik, ona tili fanining boshqa o‘quv fanlarini o‘rganishga ta’siri qayd etilib, “Ona tili o‘qitishda o‘quvchilarning mantiqiy tafakkurlarini rivojlantirishda aniq fanlar yo‘nalishdagi fanlarni o‘rganishga ijobiy ta’sir” ko‘rsatishi uqtirilgan. Maktabda ona tili va matematika darslari o‘rtasidagi predmetlararo aloqani o‘rnatish uchun potensial imkoniyatlar mavjud. Jumladan, ona tili darslarida matematik mavzulardagi mashqlarga o‘rin berilishi, matematika darslarida o‘quvchilarning til madaniyatini oshirishga doir ishlar amalga oshirilishi fanlararo uzviylikni ta‘minlashda katta imkoniyatlar yaratadi. Masalan, matematika darslarida “Agar....bo‘lsa, u xolda....” shaklidagi jumalarni quyi sinflardayoq qo‘llay boshlanadi va uni mantiqiy hosil bo‘lishlik simvoli bilan belgilab ko‘rsatiladi. Ona tili darslarida ham qo‘shma gap mavzusida gapning ko‘rinishi yuqoridagi shaklda bo‘lishi uqtirib o‘tiladi. Shu mavzuni o‘qitishda “Agar uchburchakda tomonlaridan birining kvadrati uning

qolgan ikki tomoni kvadratlarining yig'indisiga teng bo'lsa, u holda uchburchak to'g'ri burchakli bo'ladi" yoki "Agar burchaklar vertikal bo'lsa, u holda ular teng bo'ladi" shaklidagi matematik jumalarni tahlil qilish mumkin. Bu esa ona tili o'qitish sifatiga ijobiy ta'sir ko'rsatadi. Shu bilan birga ona tili fanini texnologiya fani bilan ham bog'lab o'qitish mumkin. Ona tili darslarida ayrim mavzularni o'rgatish jarayonda kasb-hunarga oid misollarni qo'llash orqali ham ona tili va texnologiya fanlarini bir-biriga bog'lash mumkin. Jumladan, turdosh otlar mavzusi o'rganilayotganda duradgorlik, tikuvchilik, pazandachilik va boshqa kasblarga doir atama va so'zlardan keng foydalanish, ularni o'quvchilarning o'zlariga topshirish, uydan yozib kelish uchun vazifa qilib berish mumkin. Bunday ishlar orqali o'quvchilar har xil kasb-hunarlar bilan tanishadilar, ulardan shu kasb-hunarga ma'lum darajada qiziqish va ishtiyoq uyg'onadi. Bundan tashqari ona tili fanining tarix, geografiya, botanika, fizika fanlari bilan ham bog'lab o'rgatish ta'lim tizimida fanlararo bog'lanishning samarali foyda beradi. Yuqoridagilarga asoslanib, xulosa qilib shuni aytishimiz mumkinki, O'quv jarayonida fanlararo aloqadorlikning amalga oshirilishi ta'lim sifatiga kuchli ta'sir ko'rsatib:

✓ ta'limning modernizatsiyalash, innovatsion o'qitish imkoniyatlarini kengaytirish imkonini beradi;

✓ umumiy o'rta va o'rta maxsus ta'limda uzviylik va uzluksizlikning ta'minlanishida muhim omil vazifasini bajaradi.

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ODAM ORGANIZMIGA DORIVOR MODDALARNING TA'SIRI

Annotatsiya: Ushbu maqolada odam organizmiga dorivor moddalarning ta'siri, dori vositalarini inson organizmiga yuborish usullari haqida aytib o'tilgan.

Kalit so'zlar: Enteral, peroral, gijja, Bronxlar va o'pkaning shiliq qavatlari.

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EFFECTS OF DRUGS ON THE HUMAN BODY

Annotation: This article discusses the effects of drugs on the human body, the methods of delivery of drugs to the human body.

Keywords: Enteral, oral, worm, Bronchial and pulmonary mucosa.

Enteral yuborish usulida dori moddalari til ostiga, og'izga, o'n ikki barmoq ichakka, to'g'ri ichakka yuboriladi. Dori moddalarining til ostiga yuborilishi sublingval yo'li deyiladi. Bu usul kichik yoshdagi bolalarni davolashda umuman qo'llanmaydi. Dori moda til ostiga qo'yilganda og'iz bo'shlig'ida fermentlar faoliyati sust bo'lganligi uchun dori moddalarideyarli parchalanmaydi, til ostiga dori me'da-ichak fermentlari ta'sir qilmaydi, igarda o'zgarishlarga duch kelmaydi, qo'yilgan joyida so'rilib, umumiy ta'sir ko'rsatadi. Bu usulda ayrim dorilar, asosan nitroglitserin, metilttestosteron, pregnin kabilar qo'yiladi, ular qonga tez so'riladi (til ostida qon tomirlari juda ko'p), ta'siri tez boshlanadi. Og'iz orqali yuborish-peroral yo'l keng tarqalgan, qulay, oson va tabiiydir. Bemor dori moddalarini yordamchisiz qabul qila oladi, yuborilgan moddalar hidi qo'lansa bo'lmasligi, shiliq qavatlarni ta'sirlamasligi kerak. Alkogol, kaliy yodid, barbituratlarning so'rilishi oshqozon shiliq qavatidan boshlanadi. Moddalar asosan ingichka ichak orqali so'riladi, chunki ingichka ichakda qon yaxshi aylanadi. So'rilish tezligi qabul qilgan dorining turiga, shakliga, ovqatdan oldin yoki keyin iste'mol qilinishiga bog'liq. Eritmalar, ayniqsa, spirtli eritmalar kukun dori (poroshok)larga nisbatan tezroq birmuncha so'riladi. Dori och qoringa ichilganda ovqatdan keyin qabul qilingan dorilarga qaragandatezroq so'riladi va kuchliroq ta'sir etadi.

O'n ikki barmoq ichak orqali yuborish usuli: ichakda dori moddalarining yuqori konsentratsiyasini hosil qilish maqsadida moddalar o'n ikki barmoq ichakka zond orqali yuboriladi. Odatda bu usuldan jigar kasalliklarini davolashda foydalaniladi. Masalan, magniy sulfat eritmasi o'n ikki barmoq ichakka bevosita isitilgan holda yuboriladi, ba'zan bu usul gijja xaydovchi dorilar buyurilganda ham qo'llaniladi.

To'g'ri ichak orqali yuborish usul: dori moddalarini og'iz orqali yuborish mumkin bo'lmaganda, ruhiy bemorlarni davolashda, bemor behush yotganda, qizilo'ngach yoki oshqozonda o'zgarishlar bo'lganda, oshqozon-ichak fermentlari ta'sirida parchalanadigan dorilar ishlatilganda Ushbu usul qo'llaniladi. Bu yo'l bidan suvli eritma yoki aralashmaga shiliq holida tayyorlangan turli o'rab oluvchi moddalar (kraxmal, kraxmal elimi) qo'llaniladi, moyli dorilardan klizma qilinadi. To'g'ri ichakka dori moddalar sham shaklida qo'yiladi. Ushbu usul qo'llanganda moddalar tez, ya'ni 7-10 minut ichida qonga so'riladi, ularning asosiy qismi gemoroidalvenalar orqali bevosita pastki kovak venaga o'tadi, tez va kuchliroq ta'siretadi, bu usulda ba'zi dorilar og'iz orqali yuboriladigan dorilarga nisbatan $\frac{3}{4}$ - $\frac{1}{2}$ hissa kamroq buyuriladi. To'g'ri ichak orqali yuborilgan moddalar to'g'ri va yo'g'on ichak shiliq qavatlariga, ularga yaqin a'zolariga mahalliy ta'sir ko'rsatishi mumkin.

Parenteral yuborish usuli. Nafas yo'llari orqali ingalyasion (ingalacion-nafas olish) yuborish usuli bug'li va Gazli moddalar nafas orqali organizmga tushadi, o'pkadan qonga so'riladi, ta'siri tez boshlanadi va kuchli bo'ladi, chunki o'pkaning so'rilish yuzasi juda keng (kattalarda 10 m² ga teng); o'pka alveollari gazlarnijuda tez so'rib oladi. Ingalyasion yo'l bilan yuborilgan dori moddalari jigarga tushmasdan qonga o'tadi, organizmda deyarli o'zgarmaydi.

Teri orqali yuborish usulida asosan dori moddalarni reflektor va qisman mahalliy ta'sir etishi ko'zda tutiladi, bu yo'l bilan malhamlar, pastga, linimentlar, shuningdek spirtli yoki suvli eritmalar, aralashmalar va bolalar sepma dorilari qo'llaniladi. Teri epidermisi jarohatlanganda moddalar tez so'riladi. Teri orqali alkagol, fenol, xloroform yaxshi so'riladi. Bolalar terisi ancha nozik bo'ladi, shuning uchun ularda ba'zi dori moddalari teri orqali tez qonga so'rilishi mumkin. Masalan, metilsalitsilat linimenti bola terisiga so'rilsa, 10-15 minutdan keyin uni qonda aniqlash mumkin. Namlanib turgan teriga borat kislota sepilsa, u tezda qonga so'rib, bola organizmini zaharlashi mumkin. Shiliq qavatlar orqali yuborish usuli dori moddalari burun, xalqum, ko'z, buyrak jomi, qin shiliq qavatlariga ta'sir etish uchun qo'llanadi. Ko'pgina dori moddalar burun va xalqum, ko'z shiliq qavatlaridan qonga so'riladi, shuning uchun tarkibida zaharli yoki kuchli ta'sirlovchi tomchilar umumiy ta'sir ko'rsatishi ham mumkin. Bronxlar va o'pkaning shiliq qavatlaridan ham dori moddalari qonga tez so'riladi. Siydik chiqaruv kanali, siydik yo'llari va buyrak jomi shiliq qavatlari orqali ham moddalar tez so'riladi; bachadon, qin va qovuq shiliq qavatlari orqali dori moddalarining so'rilishi sekinlik bilan o'tadi, ammo yog' va

yog'simon moddalar tez so'riladi. Bu holatni ginekologiya amaliyotida qinni chayish uchun dori moddalarini tavsiya qilishda nazarda tutish kerak.

Teri ostiga yuborish yo'li bilan dori moddalarining asosan suvli eritmalari yuboriladi, ta'siri 10-15 minutdan keyin boshlanadi, so'rilish muddati peroral yo'l bilan yuborilganga ko'ra kamroq, ta'sir kuchi esa o'sha miqdorni og'izdan yuborilgandan 2-3 barobar kuchliroq bo'ladi. Suspenziyalarni, juda yopishqoq va sekin so'riladigan moyli eritmalarini teri ostiga yuborish tavsiya etilmaydi, chunki to'qimalarda infiltratsiya va nerkozni yuzaga keltirishi mumkin.

Mushaklar orasiga yuborish usulida mushaklar orasiga suvli va moyli eritmalar, shuningdek dori moddalarining suspenziyalari ham yuboriladi. Mushaklar teri osti to'qimalarga nisbatan qon bilan ko'proq ta'minlangani uchun dori moddalari mushaklar orasida tezroq so'riladi.

Venalar ichiga yuborish usulida moddalar bevosita qon oqimiga tushadi, bunda qon bilan o'zaro aralashganda cho'kma hosil qilmaydigan, qonni ivitmaydigan yoki gemoliz hosil qilmaydigan dori moddalar eritmasi qo'llaniladi. Dorini venaga asta-sekin yuborish kerak, aks holda qonda ular konsentratsiyasi birdan oshib ketib, organizmga zaharlovchi ta'sir ko'rsatishi mumkin. Dorining ta'siri juda tez, ko'pincha in'eksiya vaqtidayoq boshlanadi, ta'sir muddati teri ostiga va mushak orasigayuborilgandan kamroq bo'ladi. Dori moddalar to'g'ridan-to'g'ri yurakka, bo'g'imlarga, suyaklarga yuboriladi. Moddalar elektr toki bilan, ionoforez usulida yuborilishi mumkin. Parenteral usullar juda ko'p, lekin dorilar parenteral yo'l bilan yuboriladi deganda ularni asosan teri ostiga, mushaklar orasiga va venalarga yuborilishi ko'zda tutiladi, chunki boshqayuborish yo'llari nisbatan kam qo'llaniladi.

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ПРОБЛЕМЫ РАЗВИТИЯ ЭКОЛОГИЧЕСКОГО ТУРИЗМА НА ОХРАНЯЕМЫХ ПРИРОДНЫХ ТЕРРИТОРИЯХ

Аннотация. В статье рассматривается сеть охраняемые природные территории Республики Узбекистан как объект туризма.

Ключевые слова: охраняемые природные территории, категории, классификация, заповедники, парки, законодательство, МСОП, WWF.

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PROBLEMS OF ECOLOGICAL TOURISM DEVELOPMENT IN PROTECTED NATURAL AREAS

Annotation. The article examines the network of protected natural territories of the Republic of Uzbekistan as an object of tourism.

Key words: protected natural areas, categories, classification, reserves, parks, legislation, IUCN, WWF

Экотуризм теперь определяется как «ответственное путешествие в природные районы, которое сохраняет окружающую среду, поддерживает благополучие местного населения и включает интерпретацию и обучение». Экотуризм - это объединение природы, сообществ и экологически безопасных путешествий. В данное время природно-рекреационные

ресурсы и объекты охраняемых природных территорий (далее—ОПТ) привлекают туристов и являются, по своей сути, рыночным турпродуктом. Поэтому, новую парадигму ОПТ характеризует активное внедрение социальных, экономических практик на территории особой охраны, наиболее масштабной из которых является практика экологического туризма.

Международным союзом охраны природы (МСОП) подчеркивается, что экотуризм предполагает путешествия с ответственностью перед окружающей средой по относительно ненарушенным природным территориям с целью изучения и наслаждения природой и культурными достопримечательностями. Всемирный фонд дикой природы также акцентирует внимание на природоохранной направленности экотуризма: «Экотуризм – это природный туризм, способствующий охране природы». Анализ подходов зарубежных исследователей и международных организаций к идентификации экологического туризма позволяет выделить три обязательных его компонента:

- 1) познание природы, т. е. наличие элементов изучения природы, получения туристами новых знаний, навыков;
- 2) сохранение экосистем, подразумевающее не только соответствующее поведение группы на маршруте, но и участие туристов и туроператоров в программах, мероприятиях по защите окружающей среды;
- 3) уважение интересов местных жителей, означающее как соблюдение местных законов и обычаев, так и вклад туризма в социально-экономическое развитие туристических дестинаций [1].

В соответствии с этим можно определить и основные функции экологического туризма: рекреационная, природоохранная, образовательная, воспитательная, оздоровительная, социально-экономическая (улучшение качества жизни местного населения, создание новых рабочих мест, рост доходов местных бюджетов, реализация инвестиционных программ и т. д.).

ОПТ являются очень перспективным местом для удовлетворения возрастающих потребностей людей в познавательном отдыхе на природе. Поэтому, ощутимое значение играет ОПТ для туризма и рекреации. Но, с другой стороны для ОПТ туристы рассматриваются с двух позиций: как источник загрязнений – негативный фактор и как желательный гость—экономическая выгода. Поэтому, каждая ОПТ должны иметь свой план по развитию туризма и сопряженных с ним видов деятельности. Такой план содержит детальное описание целей и задач ОПТ, которые были официально приняты при его учреждении (Устав или Положение об ОПТ), описание задач в области развития туризма, конкретных мероприятий по их достижению, включая бюджетно-финансовые аспекты и особенности

зонирования территории. Этих меры позволяет регулирования туристической деятельности в ОПТ.

Важной и сложной задачей для сотрудников ОПТ является то, чтобы во время пребывания на охраняемой территории посетители были осведомлены о природных ценностях и сохраняли их. Выполнить такую задачу можно путем создания целевых программ, возможно в союзе с частным бизнесом, которые бы и повышали привлекательность территории, и должным образом управляли бы потоком туристов [2].

При развитии экотуризма на ОПТ важным является вопрос о выборе категории ОПТ. От него зависит приоритет природоохранных задач, режим охраны, возможный профиль и зонирование создаваемой ОПТ. Республика Узбекистан заинтересована в усовершенствовании системы ОПТ с опытом передовых государств в целом, в частности, в Германии, Австрии, Великобритании, США, России и других государствах. В этих государствах за последние два-три десятилетия законодательство по охране природы прошли хорошую апробацию. Можно утверждать, что эти государства сегодня обладают передовым опытом поддержки целостности и сохранения разнообразия живой природы и обеспечения использования человеком природных ресурсов на устойчивой и разумной основе.

Экотуризм рассматривают в мире как главный механизм самофинансирования биосферных резерватов, заповедников и национальных парков, поэтому экономическая составляющая является преобладающей в данной сфере деятельности, хотя при этом постулируется природоохранный характер экотуристических программ и технологий. Вместе с тем ни создание «зеленых троп», бивуаков и других объектов туристической инфраструктуры при массовом наплыве туристов не гарантирует от дигрессии природные ландшафты. Поэтому представляется неправомерным отождествление любого природного туризма с понятием «устойчивый туризм», поскольку первый является весьма экологическим видом деятельности [1].

По нашему мнению, отечественная категория и классификация ОПТ должна совпадать с общепринятой в мировой практике классификацией МСОП, это позволяет сравнивать примеры решения вопросов с установлением режима хозяйственной деятельности в пределах ОПТ в зарубежных странах с тем, как это решается в Республике Узбекистан. Поэтому, надо провести сравнительный анализ классификации категорий ОПТ с классификацией МСОП. Категории ОПТ согласно Закона Республики Узбекистан «Об охраняемых природных территориях» (2004), соответствуют классификации Категорий управления ОПТ, принятой в 1994 г. Всемирной комиссией по охраняемым территориям МСОП.

Выше указанные таблицы и сеть ОПТ показывают, что Узбекистан имеет широкие возможности для развития экологического туризма. Дальнейшей задачей является составление плана маршрутов для каждого

объекта т.е. ОПТ. Для привлечения местных и зарубежных туристов необходимо рекламирование данных туристических объектов. Задача географов в рекламировании является составление планов и карт маршрутов.

Это означает, внедряет экотуризма в ОПТ должны придерживаться следующих принципов экотуризма: сведите к минимуму физическое, социальное, поведенческое и психологическое воздействие; повышайте осведомленность и уважение к окружающей среде и культуре; обеспечьте положительный опыт как посетителям, так и хозяевам; обеспечьте прямую финансовую выгоду для сохранения; создавайте финансовые выгоды как для местного населения, так и для частного сектора.

Предложите посетителям запоминающийся опыт интерпретации, который поможет повысить осведомленность о политическом, экологическом и социальном климате принимающих стран. Проектировать, строить и эксплуатировать объекты с низким уровнем воздействия. Признавайте права и духовные убеждения коренных народов в вашем сообществе и работайте в партнерстве с ними для расширения прав и возможностей. Обучение должно охватывать как персонал, так и гостей.

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ГЕОГРАФИЧЕСКИЕ АСПЕКТЫ ПОТРЕБЛЕНИЯ ПРОДУКТОВ ПИТАНИЯ

Аннотация: Сегодня важен уровень продовольственной безопасности населения мира. В статье анализируются географические аспекты потребления продуктов питания.

Ключевые слова: география питания, бог голода, медицинские нормы, потребление продуктов питания, пищевые регионы.

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GEOGRAPHICAL ASPECTS OF FOOD CONSUMPTION

Abstract: Today, the level of food security of the world's population is important. The article analyzes the geographical aspects of food consumption.

Key words: food geography, hunger god, medical norms, food consumption, food regions.

Продовольственная проблема-одна из древнейших глобальных проблем человечества. Проблема голода, проявляющаяся в результате нехватки продовольствия, во все времена оставила неизгладимый след в истории человечества как социальная катастрофа. В индусской племенной мифологии Центральной Америки был даже «Бог голода». Из-за неурожая все регионы и страны оказались на грани исчезновения.

По данным Продовольственной и сельскохозяйственной организации Объединенных Наций, уровень жизни и питания за годы, прошедшие после Второй мировой войны, ухудшились.

Сегодня авторитетные организации определяют пищевые привычки людей и, соответственно, уровень голода и недоедания. По данным FAO и

Всемирной организации здравоохранения, примерное количество на человека должно составлять 2400-2500 ккал в день. Некоторые эксперты говорят, что среднестатистическому человеку для нормальной жизни необходимо 2700-2800 ккал в день. Однако эта цифра может меняться в зависимости от пола, возраста, активности, природных условий. По мнению специалистов, если прописанное количество меньше 1800 ккал в сутки - это недоедание, а если меньше 1000 ккал - наступает голодание.

Согласно медицинским нормам, человек должен потреблять 100 граммов белка в день. В результате неправильного питания снижается трудоспособность, возникает множество заболеваний. По оценкам, 40% населения мира в настоящее время испытывает дефицит витаминов и минералов.

Голод и недоедание не типичны для экономически развитых стран. Хотя в этих странах сейчас проживает более 15% населения мира, они производят и потребляют 1/3 мировых продуктов питания. В большинстве этих стран среднее потребление калорий превышает 3000 ккал в день. Потребление протеина более 100 грамм в день. Половина этой нормы достигается за счет белков животного происхождения.

Бразильский ученый, врач, антрополог, политик, социолог и философ Жозуэ де Кастро первым обратил внимание на влияние природных условий региона на потребление населения (в основном, на потребление продуктов питания). В 1952 году он написал свою «Географию голода». Это произведение было переведено на русский язык в 1954 году.

За последний двадцатый век потребление продуктов питания населением мира значительно выросло. В 1930-х годах средний рацион на душу населения составлял 2100 ккал, в 1960-х - 2300 ккал, в начале 1970-х - 2450 ккал, а в 1990-х - 2700 ккал.

Конечно, для такого роста были определенные причины. «Демографический взрыв», начавшийся в Мексике в середине 1940-х годов, и его распространение по миру, ускорение селекции в сельском хозяйстве, расширение орошаемых земель, развитие сельскохозяйственной техники, резкий рост производства химических удобрений началось в США. 1960-е гг. Несмотря на это, уровень потребления населения повысился, и это происходит до сих пор.

Каждый из пищевых районов, определенных географом США Кериелом, классифицируется в соответствии с наиболее часто потребляемыми продуктами. Также существует тип продукта, который является основной калорийностью в этих регионах.

Но даже в этом случае это не означает, что проблема с едой решена. В 90-е годы XX века в мире наблюдалось снижение урожайности зерновых. Опустынивание и нехватка пресной воды также усугубили опустынивание.

В результате переедания люди набирают лишний вес, что увеличивает их восприимчивость к заболеваниям, снижает их трудоспособность и сокращает продолжительность их жизни. Число людей с избыточным весом сейчас составляет 600 миллионов, в том числе 100 миллионов только в США, или более половины населения страны в возрасте от 20 лет и старше. Подобные проблемы возникают в Великобритании и ряде других европейских стран.

В развитых странах виды диет разнообразны. По словам Г. Каризэля, хотя все они (кроме Японии) входят в «пшеничный» регион, в рационе их населения источником калорий являются пшеница, картофель, сахар, мясо, животные и растительные жиры, а также источник белка из мясных, молочных и рыбных продуктов. Но есть и свои внутренние различия внутри региона. Например, США, Канада, Австралия, Новая Зеландия, а в последнее время и некоторые европейские страны отличаются низким уровнем потребления зерна и картофеля и высоким уровнем потребления мяса, молока, яиц, сахара, фруктов и овощей. Страны Южной Европы характеризуются высоким уровнем потребления овощей, фруктов, растительных масел, а также хлебобулочных изделий, типичных для Средиземноморья.

То же самое и с голодом и недоеданием в развивающихся странах. Хотя среднее потребление калорий в этой группе стран увеличилось с 2000 ккал в день в конце 1960-х годов до 2500 ккал в день в начале 1990-х годов, оно едва соответствует требуемой медицинской норме, отставая от развитых стран на 800-900 ккал.

Что касается видов еды, то их разнообразие в развивающихся странах еще больше. Основными источниками калорий в пшеничном регионе Северной Африки, Юго-Западной Азии и Западной Индии являются различные злаки, животные и растительные масла. В Южной Америке это состояние в основном определяется пшеницей и кукурузой. В Западной и Центральной Африке, на юге Индии и на северо-востоке Китая многие виды проса и овса играют важную роль в потреблении человека. В этих регионах в основном выделяют один или два вида пищи.

Например, для населения Южной и Юго-Восточной Азии рис является основным продуктом питания, его доля в рационе достигает 70 и даже 90%. Население тропической Африки в основном потребляет просо и корнеплоды.

Недостаток продуктов питания отрицательно сказывается на средней продолжительности жизни людей. Это также влияет на их здоровье, физическую работоспособность, сопротивляемость болезням, приспособляемость к современным высокотехнологичным производственным процессам. Однако было обнаружено, что чрезмерное употребление определенных продуктов питания вызывает заболевание. Например, чрезмерное потребление очищенного риса приводит к

дефициту витамина В1. Крайнее проявление этого авитаминоза - появление авитаминоза.

По обе стороны от экватора на Земле тянутся пояса голода и недоедания. Этот пояс начинается в Южной Америке, занимает большую часть Африки, а затем продолжается в Азии.

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«ИЗУЧЕНИЕ ЭФФЕКТИВНОСТИ ПРЕПАРАТА ОБИРОН ИКС 32% К.С. ИП ООО «GOOD JOB INDUSTRY», УЗБЕКИСТАН В БОРЬБЕ ПРОТИВ ПАУТИННОГО КЛЕЩА И ХЛОПКОВОЙ СОВКИ НА ХЛОПЧАТНИКЕ» В УСЛОВИЯХ АНДИЖАНСКОЙ ОБЛАСТИ

Аннотация: Во время проведения опытов была изучена биологическая эффективность «Изучение эффективности препарата ОБИРОН ИКС 32% к.с. ИП ООО «GOOD JOB INDUSTRY», Узбекистан в борьбе против паутинного клеща и хлопковой совки на хлопчатнике.

При этом применения на гектар 0,25 л препарата ОБИРОН ИКС 32% к.с. против паутинного клеща средняя биологическая эффективность по срокам учета составили 91,0%, 95,4%, 82,5%.

Применения на гектар 0,4 л препарата ОБИРОН ИКС 32% к.с. на посевах хлопчатника против второго поколения хлопковой совки различных возрастов средняя биологическая эффективность по срокам учета составили 88,0%, 88,1%, 79,5%.

Ключевые слова: препарат, биологическая эффективность, хлопчатник, хлопковая совка, паутинный клещ.

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«STUDY OF EFFICIENCY OF THE PREPARATION OBIRON X 32% K.S. FE LLC «GOOD JOB INDUSTRY», UZBEKISTAN IN THE FIGHT AGAINST SPIDER MITE AND COTTON SCOOP ON COTTON» IN THE CONDITIONS OF ANDIZHAN REGION

Abstract: During the experiments, the biological effectiveness was studied "Study of the effectiveness of the drug OBIRON IKS 32% c.s. FE LLC "GOOD JOB INDUSTRY", Uzbekistan in the fight against spider mites and cotton scoops on cotton.

At the same time, the use of 0.25 l of the drug OBIRON IKS 32% c.w. per hectare. against spider mites, the average biological efficiency in terms of registration was 91.0%, 95.4%, 82.5%.

Application per hectare of 0.4 l of the drug OBIRON IKS 32% c.w. on cotton crops versus the second generation of cotton bollworms of various ages, the average biological efficiency in terms of registration was 88.0%, 88.1%, 79.5%.

Key words: drug, biological effectiveness, cotton, cotton worm, spider mite.

На современном этапе развития сельскохозяйственного производства Республики повышение урожайности сельскохозяйственных культур, в том числе и хлопчатника, является очень важной.

Однако хлопчатник, как и многие сельскохозяйственные культуры, подвержен заселению многих вредных насекомых, опаснейшими из которых являются хлопковая совка. Против них используются несколько методов борьбы. Но нужно отметить, что наиболее эффективным является химический метод, хотя он имеет ряд недостатков. С целью свести к минимуму отрицательные последствия его, необходим грамотный подход. Одним из способов решения этой задачи является подбор наиболее эффективных, менее токсичных и быстродействующих препаратов.

Учитывая вышеизложенное по заданию Госхимкомиссии РУз нами в 2021 году был испытан новый препарат ОБИРОН ИКС 32% к.с. для борьбы паутинным клещом и хлопковой совкой на хлопчатнике в условиях светлых сероземов Андижанской области.

Хлопчатник относится к культурам, наиболее поражаемым беспозвоночными животными. Еще в 1931 году профессором В.В. Яхонтовым была описана не полная мировая фауна беспозвоночных животных, питающихся на хлопчатнике, включающая в себя 772 вида, из которых к классу насекомых относится 751 вид.

В бывшем Союзе на хлопчатнике В.В. Яхонтовым были зарегистрированы 177 видов насекомых и клещей, А.И. Петровым 219 видов. Это является следствием не только климатических условий, но и значительными карантинными мероприятиями, препятствующими проникновению вредных организмов.

Серьезный вред из указанных видов наносят лишь немногие – около 10 видов, но те, которым отводится второстепенное место по вредоносности, могут в особо благоприятных условиях наносить ощутимые повреждения этой культуре. К этим вредителям относятся паутинный клещ (*Tetranychus urticae* Koch). люцерновая, или акациевая, тля (*Aphis craccivora*) (*medicaginis*) Koch). бахчевая тля (*Aphis gossypii* Glove.) большая хлопковая тля (*Acyrtosiphon gossypii* Mordv.) люцерновый клоп (*Adelphocoris lineolatus* Goeze) полевой клоп (*Lygus pratensis* L.) табачный трипс (*Thrips tabaci* Lind.), хлопковая совка (*Heliothis armigera* Hb.), малая наземная совка–карадрина (*Laphigta exigua* Hb.) [2].

Паутинный клещ (*Tetranychus urticae*) – распространен повсеместно, особенно сильно повреждаются вредителем посевы хлопчатника в условиях Ферганской долины, севера Сурхандарьинской области, восточной части Кашкадарьинской области и юга Республики Каракалпакстан (Хасанов, Хамраев, Эшматов и др. 2002).

Изучению морфологических особенностей строения, биологии развития и мерам борьбы с паутинным клещом в условиях Центральной Азии посвящены множество работ (Кособуцкий, 1939; Яхонтов 1953; Успенский, 1970; Коваленков и др. 1981; Максумов, Назруллаев 1981 и др.). Отмечено, что чем раньше вредителем заселяются посевы хлопчатника, тем больше потери урожая. Так, недобор урожая в 50-60 % отмечается, когда заселены посевы вредителем в июне, июльским заселением недобор урожая составляет 35-40 %, а в более поздних сроках заселения (август) потери урожая небольшие 2-6%.

Вредитель появляется на посевах хлопчатника в апреле-мае, предварительно размножившись на сорных и декоративных растениях вокруг хлопковых полей и на тутовниках [1].

Развитие одного поколения летом проходит за 8 - 12 дней, весной и осенью 20 - 30 дней. За весь вегетационный сезон вредитель размножается в 12 - 20 поколениях, что способствует выработки устойчивости к применяемым химическим препаратам (акарицидам). В последние годы отмечены повышения устойчивости паутинного клеща к ряду используемых в защите хлопчатника препаратам из групп фосфорорганических, перитроидных и карбонатных [4].

Хлопковая совка (*Heliothis armigera* Hbn). В специальной энтомологической литературе имеются многочисленные сведения о распространенности хлопковой совки, стадиях обитания и закономерностях ее переселения, об особенностях питания гусениц и бабочек. Определены длительность развития каждой стадии и всего жизненного цикла в зависимости от биотических и абиотических факторов окружающей среды. Собраны многочисленные данные по фенологии хлопковой совки на хлопчатнике и других растениях в разные годы в разных зонах ареала, изменяющих сроки появления вредителя, число генераций и сроки ухода в диапаузу [1,3].

Зонами распространения хлопковой совки в Узбекистане является Сурхандарьинская, Ферганская, Андижанская, Наманганская области, наиболее увлажненные низменные места Кашкадарьинской, Ташкентской областей и ККАССР [1,3].

Методы борьбы против хлопковой совки по сей день занимают особое место. Против хлопковой совки разрабатываются научно-обоснованные комплексные меры куда входят все известные методы защиты, включающие в себя и химические [6].

Против этих вредителей разрабатывалось несколько методов борьбы. Однако на сегодняшний день наиболее эффективным является химический, который в данное время требует к себе нового подхода.

Испытания препарат ОБИРОН ИКС 32% к.с. ИП ООО «GOOD JOB INDUSTRY», Узбекистан проведены на посевах хлопчатника учебного хозяйства Государственное унитарное предприятие «Информационно-консультативный центр (extension center)» при Андижанском институте сельского хозяйства и агротехнологии.

Действующее вещество **препарата** ОБИРОН ИКС 32% к.с. ИП ООО «GOOD JOB INDUSTRY», Узбекистан – Спиромезифен 300 г/л + Абаментин 20 г/л

Хлопчатник посели в марте 2021 г. К началу учетов высота стояния растений 40-45 см, густота стояния -110 тыс. растений на 1 га, растения находились в фазе бутонизации и цветение.

Почвы опытного участка –староорошаемые светлые серозёмы. Орошение не вызывает засоления почвы. Глубина залегания грунтовых вод 1,5-2,0 м.

Агротехника возделывания культуры общепринятая для данной местности.

Испытания препарата проводились в объеме крупноделяночного полевого опыта.

Площадь опытных делянок: Размер делянок составлял по 1 га для каждого варианта опыта в трехкратной повторности.

Таблица 1

Схема опыта

№ п/п	Варианты опыта	вредитель	Норма расхода, л/га
1	ОБИРОН ИКС 32% к.с.	паутинный клещ	0,25
2	Абам Экстра (эталон)		0,2
3	ОБИРОН ИКС 32% к.с.	Хлопковая совка	0,4
4	Абам Экстра. (эталон)		0,2
5	Контроль без обработки	Хлопковая совка, паутинный клещ	-

Норма расхода рабочей жидкости при проведении испытаний составляла 300 л/га.

Обработку хлопчатника рабочими растворами препаратов производили в утренние 21.06. 2021 г. При температуре воздуха 20⁰С, скорости ветра не превышало 1-2 м/с, относительная влажность воздуха 40%.

Применение препаратов осуществлялось путем сплошного опрыскивания растений на опытных делянках рабочими растворами.

Тип и марка опрыскивателя – Тракторный опрыскиватель ОВХ-28.

Учеты численности вредителя на опытных делянках проводились в соответствии с «Методическими указаниями 2004» и рабочей программой составленной перед обработкой растений препаратами (предварительный учет), затем на третий, седьмой и четырнадцатый дни после обработки.

Результаты испытаний. Биологическую эффективность препарата оценивали процентом снижения численности вредителя, отражающим эффект воздействия испытываемого препарата на подопытный объект. За критерий положительной оценки препарата для борьбы с подопытными вредителями принята биологическая эффективность не менее 95,0% для сосущих вредителей хлопчатника и не мене 85 % для хлопковой совки [6].

Результаты расчета биологической эффективности испытываемого препарата и эталона приведены в таблицах 2-3

В результате выполненных расчетов биологической эффективности, испытываемых препарата и эталона при принятых нормах расхода получены следующие данные:

Паутинный клещ (таблица -2).

При норме расхода препарата ОБИРОН ИКС 32% к.с. 0,25 л/га средняя биологическая эффективность по срокам учета составили 91,0%, 95,4%, 82,5%, а биологическая эффективность эталонного препарата Абам Экстра– 0,2 л/га. в среднем составил 89,2%, 94,0% и 80,5%.

Таким образом, биологическая эффективность препарата ОБИРОН ИКС 32% к.с. в испытанных нормах расхода достигает значения принятого критерия положительной оценки препарата для борьбы с паутинным клещом на посевах хлопчатника, на 7 день после обработки растений.

Таблица - 2.

Биологическая эффективность препарата ОБИРОН ИКС 32% к.с. в борьбе с паутинным клещом на посевах хлопчатника.

№	Варианты опыта	Норма расхода л/га	Количество белокрылки на одном листе, экз.			
			до обработки	после обработки		
				3 суток	7 суток	14 суток
1	ОБИРОН ИКС 32% к.с.	0,25	23,7	2,2	1,2	5,2
2	Абам Экстра (эталон)	0,2	22,5	2,5	1,5	5,5
3	Контроль (без обработки)	-	21,5	22,2	23,7	27,0
Биологическая эффективность, %						
1	ОБИРОН ИКС 32% к.с.	0,25	37,5	91,0	95,4	82,5

2	Абам (эталон)	Экстра	0,2	39,2	89,2	94,0	80,5
3	Контроль обработки)	(без	-	35,7	-	-	-

Хлопковая совка (таблица - 3)

Результаты обработок препаратом ОБИРОН ИКС 32% к.с. с нормой расхода 0,4 л/га на посевах хлопчатника против второго поколения хлопковой совки различных возрастов была следующей.

В результате наблюдений было установлено, что наибольшей биологической эффективностью была на 7 день после обработки, при этом средняя биологическая эффективность составила 88,1% различных возрастов гусениц хлопковой совки. Препарат против старших возрастов (4-6 возрастах) показал низкую биологическую эффективности и составил 86,5 %.

Таблица -3

Биологическая эффективность препарата ОБИРОН ИКС 32% к.с. на посевах хлопчатника против хлопковой совки

№	Варианты	Нор-ма рас-хода, л/га	Количество хлопковой совки на 100 растений до проведения обработки, экз				Количество гусениц после обработки на 100 растениях, по дням учета экз.								
							3- день			7 -день			14-день		
			Яиц	1-3 возр	4-6 возр	Всего	1-3 возр	4-6 возр	Всего	1-3 возр	4-6 возр	Всего	1-3 возр	4-6 возр	Всего
1.	ОБИРОН ИКС 32% к.с.	0,4	10,2	10,2	9,0	9,6	1	1,7	2,7	1,5	2,2	3,7	2,0	3,0	5,0
2.	Абам Экстра-Эталон	0,2	11,5	10,7	8,0	9,3	0,7	1,5	2,2	1,7	2,5	3,2	2,7	3,2	5,9
3.	Контроль без обработки	-	10	9,7	7	8,3	12,7	8,0	20,7	13,7	12,7	26,4	15,7	11,5	35,2
Биологическая эффективность(%)															
1.	ОБИРОН ИКС 32% к.с.	0,4	10,2	10,2	9,0	9,6	92,5	83,5	88,0	89,6	86,5	88,1	87,9	79,7	83,8
2.	Абам Экстра Эталон	0,2	11,5	10,7	8	9,3	93,5	83,6	88,5	88,8	82,8	85,8	84,4	75,7	80,0
3.	Контроль без обработки	-	10,0	17,9,7	7	8,3	-	-	-	-	-	-	-	-	

Таким образом испытанный препарат ОБИРОН ИКС 32% к.с. ИП ООО «GOOD JOB INDUSTRY», Узбекистан против комплекса вредителей на посевах хлопчатника биологическая эффективность на 7 день после обработки способствовало снижению вредителей. Исходя из вышеизложенного считаем включить препарат ОБИРОН ИКС 32% к.с. ИП ООО «GOOD JOB INDUSTRY», Узбекистан в «Список...» препаратов, разрешенных для борьбы с клещи 0,25 л/га, для борьбы с младшими возрастами хлопковой совкой на хлопчатнике 0,4 л/га при норме расхода рабочей жидкости 250-300 л/га методом сплошной обработки растений тракторным опрыскивателем.

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РУССКИЙ ЯЗЫК В МИРОВОЙ СИСТЕМЕ ЯЗЫКОВ

Аннотация: Указывает на то, что основными функциями языка являются социальные, а не синусы языка. Все люди, независимо от их принадлежности и социальных или профессиональных групп, должны общаться, думать и выражать свое мнение.

Ключевые слова: русский язык, международные образовательные центры, Клуб мировых языков, Международная ассоциация преподавателей русского языка и литературы, термин.

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RUSSIAN LANGUAGE IN THE WORLD LANGUAGE SYSTEM

Abstract: Indicates that the main functions of the language are social, not the sinuses of the language. All people, regardless of their affiliation and social or professional groups, should communicate, think and express their opinions.

Key words: Russian language, international educational centers, World Languages Club, International Association of Teachers of Russian Language and Literature, term.

Вступление. Общество, которое является важнейшим инструментом людей, не может жить без использования языка. Нет никакой человеческой деятельности - не используют ее как выражение собственных мыслей, чувств и силы воли. Со временем люди заинтересовались его постоянным спутником, языком, и создали о нем науку. Эта наука теперь называется лингвистикой или лингвистической наукой. Для тех, чья профессия связана с преподаванием или исследованиями, эта наука также очень важна для тех, кто хочет использовать ее в качестве профессионального инструмента (учителя, адвокаты, преподаватели, журналисты, писатели и т.д.). Методика "Русский язык - это язык мира", - говорит известный лингвист Вячеслав Белоусов. В третьем тысячелетии он не теряет своего культурного или исторического значения. Он сохранит свои позиции не только в странах СНГ, но и во всем мире. Функции русского языка как языков мира Прежде всего, русский язык (наряду с английским,

китайским, французским, испанским и арабским языками) является официальным языком многих международных организаций - ООН, ЮНЕСКО и других. Это означает, что официальные документы, специальные журналы этих организаций публикуются на русском языке, создаются их веб-сайты и ведется работа. Русский язык является одним из языков, на котором говорит почти треть международных неправительственных организаций, включая Всемирную федерацию профсоюзов и Международный комитет по европейской безопасности. Он также используется в качестве делового языка на крупных международных конференциях и саммитах для облегчения общения между представителями разных стран.

Во-вторых, русский язык является языком одного из крупнейших международных образовательных центров. В-третьих, русский язык открывает возможность приобщения не только к богатствам российской науки и культуры, но и других стран, выступает посредником между разными народами, в частности в евразийском регионе. Наконец, большая часть научной и художественной литературы, издаваемой в мире, переведена на русский язык. В-четвертых, Россия играет важную роль на международном рынке образования. Русский язык дает возможность получить высокие профессиональные знания на уровне мировых стандартов. С пятой, желание познакомиться с культурой, в частности с литературой, которая стоит за ней, имеющей общечеловеческое значение, по-прежнему является важной причиной интереса к изучению русского языка. Общение между ЮНЕСКО и различными культурами Совета Европы рассматривает это как актуальную задачу нашего времени, поскольку такие беседы подразумевают взаимопонимание ценностей и традиций других народов, обмен опытом, накопленным веками, обмен мнениями по актуальным вопросам прошлого, настоящего и будущего народов, живущих в мире. Из Золота определенную группу студентов привлекают их трудности с русским языком. По мнению американских студентов, русский язык выбирают те, кто любит преодолевать препятствия. Результаты Русский язык - это язык богатейшей художественной литературы, значение которой в мире невероятно велико. Как и в последнее десятилетие, интерес к русскому языку в странах за пределами СНГ несколько снизился. Но сегодня все больше и больше людей снова обращаются к нему. С одной стороны, они интересуются русской культурой, а с другой, это чисто прагматический интерес, поскольку русский язык дает им возможность сотрудничать с российскими бизнесменами и устанавливать долгосрочные деловые отношения. Прежде всего, речь идет о сотрудничестве в рамках СНГ. Причина заключалась в том, что русский язык был языком международного общения во времена Союза, и по сей день он остается таковым. Русский язык продолжает интересовать современный мир. По сообщениям российских СМИ, число

граждан США, Франции, Испании, Швеции, Финляндии, Австрии и Кореи, которые недавно начали изучать русский язык и литературу, увеличилось в несколько раз.

Русский язык является не только официальным языком Российской Федерации. Это один из языков мира, то есть это язык, который служит средством международного общения между народами разных стран. В рамках двух с половиной тысяч языков, известных в мире, клуб мировых языков, называемый самой развитой группой языков в мире, обеспечивает международное общение. Продвижение как мирового языка определяется универсальной важностью культуры, созданной на этом языке. Статус языка как мирового юридически обеспечивается признанием его официальным или рабочим языком международных организаций или конференций (ООН, ЮНЕСКО и т.д.). Например, русский язык признан одним из шести официальных языков ООН, наряду с английским, арабским, испанским, китайским и французским; на котором написаны наиболее важные международные договоры и соглашения. Русский язык изучается в большинстве стран мира. Учителей русского языка объединяет Международная ассоциация учителей русского языка и литературы (МАПРЯЛ). Сейчас русский язык по-прежнему находится на четвертом месте в мире по количеству людей, которые на нем говорят. В верхней части списка находятся английский (около 500 миллионов человек знают английский как первый или второй язык, и более 1 миллиарда человек знают английский как иностранный язык) и китайский (на котором почти 1350 миллионов человек говорят на нем как на родном языке). На третьем месте находится испанский язык (на этом языке говорят около 360 миллионов человек, включая тех, на ком говорят около 335 миллионов носителей языка). Таким образом, огромная роль русского языка в современном мире определяется его культурной ценностью, мощью и величием. Стремительные общественно-политические изменения, произошедшие в мире за последнее десятилетие обсуждения, привели к радикальным изменениям в социальной структуре общества, что, безусловно, не могло остаться без последствий для развития и функционирования русского языка. Отличительной особенностью современного состояния языковой ситуации в мире является то, что большинство языковых изменений связано с изменениями в обществе. Доля людей, считающих, что язык может игнорировать нормы приличия, постоянно растет. Количество обращений к иностранцам значительно возросло, особенно в крупных городах наблюдается тенденция формирования мнения о "традиционности" языкового этикета, его бесполезности в современном общении. Культура языка и общая культура сотрудников прессы, радио и телевидения резко упали. Многие лингвистические ошибки и грубые отклонения от норм лингвокультуры транслируются.

Современное свободное поведение в эфире по отношению к языку приводит к повышению голоса, скорости речи, увеличению напряжения артикуляции и чрезмерной эмоциональности разговора со зрителем, а также часто приводит к использованию вульгарных, опасных речевых эпитетов и метафор. Во всех социальных и возрастных группах снизился уровень языковой культуры. Это приводит к грубым ошибкам в области компьютерного набора текста и перевода печатных изданий, в частности газет, что дает понять, что сегодня правила перевода среди населения отменены. Общество все больше обращает внимание на выступления политиков, их ошибки фиксируются в прессе и высмеиваются. Это побуждает новое поколение политиков брать на себя больше ответственности за свою речь и работу в Facebook. Заключение интенсивное техническое перевооружение повседневной жизни граждан можно охарактеризовать как техническую революцию, и связано это в первую очередь с широким использованием современной бытовой и офисной техники, преимущественно в быту иностранного производства. Компьютеры, видеокамеры, телевизоры нового поколения, факсы, копировальные устройства, бытовая техника, иностранные машины - все это привело к появлению многих новых терминов и слов в русском языке. В то же время во многих инструкциях по автомобилям, ввезенным из-за рубежа, записях по управлению автомобилями рекомендуется изучать иностранный язык, в основном английский. Качественная современная связь - сотовые телефоны, компьютерная связь и т.д. приводят к сокращению письменной коммуникации, увеличивается доля телефонной связи и технических средств связи. Это приводит к снижению уровня грамотности населения, особенно молодежи. По той же причине сокращается объем чтения художественной литературы, особенно высокохудожественной.

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ПРОБЛЕМЫ ОЦИФРОВКИ ГОРИЗОНТАЛОВ НА ТОПОГРАФИЧЕСКОЙ КАРТЕ В ГЕОГРАФИЧЕСКИХ ИНФОРМАЦИОННЫХ СИСТЕМАХ

Аннотация: В статье представлена информация о оцифровке горизонталей и устранении некоторых проблем, возникающих при работе оцифровки для создания трехмерной модели рельефа на топографических картах в геоинформационных системах.

Ключевые слова: рельеф, горизонталь, абсолютная высота, топографическая карта, оцифровка, ГИС, 3D модель, ЦМР.

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PROBLEMS OF DIGITIZING HORIZONTALS ON TOPOGRAPHIC MAP IN GEOGRAPHIC INFORMATION SYSTEMS

Abstract: The article provides information on the digitization of the horizontal line and the elimination of some problems that arise when digitizing to create a three-dimensional elevation model on topographic maps in geographic information systems.

Key words: relief, horizontal, absolute height, topographic map, digitization, GIS, 3D model, DEM.

Развитие науки и технологий дает возможность решать многие задачи в области геодезии и картографии. Одна из таких задач - смоделировать топографию региона в географических информационных системах и более точно описать пользователю восприятие топографии региона. Сегодня для выполнения таких задач используются многие географические информационные системы. К ним относятся ArcGIS, QGIS, Panorama GIS и другие [5, 7]. Ниже мы сосредоточимся на топографии региона с помощью программы Panorama GIS и

топографической карты местности, т.е. оцифровке горизонтов в ней и некоторых проблемах, которые возникают в процессе [1].

Одной из важнейших задач, которые необходимо выполнить после начальной подготовительной работы в программе Panorama GIS, является оцифровка цифровой модели рельефа. Для этого программа должна сначала выбрать условные обозначения цифровой модели рельефа. Для этого прodelываются следующие работы:

1. В меню программы выберите меню «Задачи»;
2. В меню «Задачи» выберите раздел «Редактор карт»;
3. В разделе «Редактор карт» выберите раздел «Макеты».

При выполнении этой последовательности действий в рабочем пространстве программы ГИС появляется «Пробел» для выбора ряда символов (рис. 1).

Для оцифровки цифровой модели рельефа необходимо оцифровать детали топографической карты. В процессе оцифровки необходимо оцифровать горизонтальные линии, пунктир, поле, письменные и другие объекты, абсолютная высота которых известна. Для этого необходимо выбрать символы, характерные для каждого объекта [3]. Например, линейный для горизонтали, пунктирный для точек, где известна абсолютная высота, области для озер и водохранилищ, а также письменные условные символы и т. д.

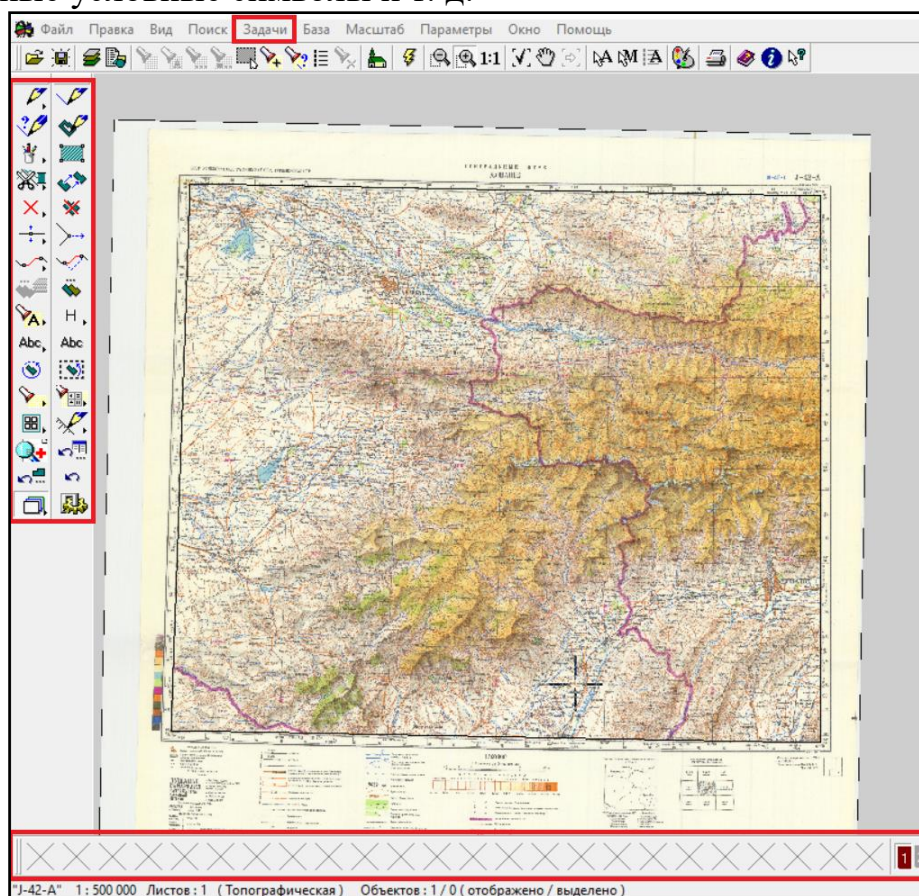


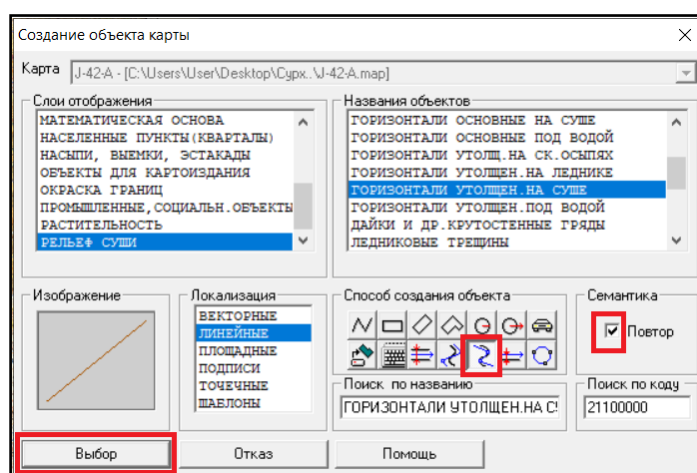
Рисунок - 1. Процесс выбора символов

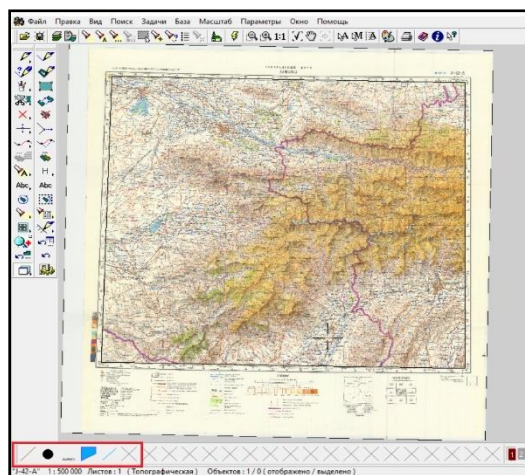
В программе ГИС выполняется следующая работа по выбору соответствующего символа для оцифровки горизонтали, который является базовой информацией для цифровой модели рельефа:

1. При желании выбирается один «Пусто» (Пробел);
2. Откроется диалоговое окно «Создать карту объекта». Прежде всего, из раздела «Локализация», «линейный»;
3. «РЕЛЬЕФ СУШИ» из пункта «Слой изображения»;
4. Из пункта «Объекты имени» пункт «ГОРИЗОНТАЛЬНЫЙ УТИЛЬЩЕН НА СУШЕ»;
5. Из пункта "Способ создания объекта" пункт "Описательный шлиц";
6. Убран символ (V) в пункте «Повтор» раздела «Семантика»;
7. В конце, выбирается пункт «Выбор».

После выполнения этой последовательности шагов процесс выбора условного символа для оцифровки основных толстых горизонтов топографической карты завершается (рис. 2^а).

Следующий процесс условного выбора выполняется так же, как процесс условного выбора для горизонтальных линий. Следует отметить, что в программе ГИС есть отдельные символы для каждого объекта на топографической карте.





а) б)

Рисунок 2. Диалоговое окно «Создание карты объекта» (а) и выбранные символы (б).

В этом процессе необходимо выбрать символы, соответствующие характеристикам объектов. Например, при выделении объектов с пунктирными полями целесообразно выбирать условные обозначения с учетом специфики. На рис. 2^б показан обзор символов, выбранных в программе ГИС.

После завершения процесса выбора символов детали будут оцифрованы. Сначала оцифровывается рельеф, затем оцифровываются точечные, письменные, полевые и т. д., абсолютная высота которых известна.

В процессе оцифровки горизонтов особое внимание следует уделить процессу сегментации. Эксперименты показывают, что если работа по сегментации сделана нечетко, безусловно, неточности в процессе изображения рельефа места в более поздних 3D-моделях, могут возникнуть ошибки при создании реального 3D-вида места [6].

При оцифровке горизонтов оцифровываются основные горизонты, т.е. горизонты на высоте 500 м, 1000 м, 1500 м, 2000 м, 3000 м, 4000 м над уровнем моря. При каждой горизонтальной оцифровке их высота над уровнем моря вводится и сохраняется в виде базы данных (рис. 3^а).

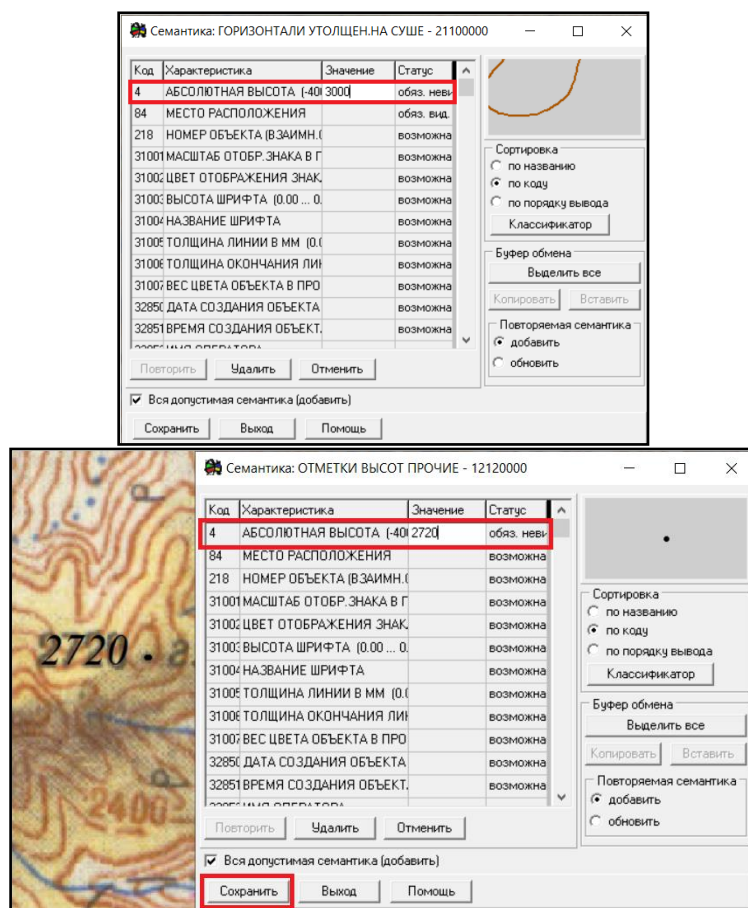


Рисунок 3. Окно ввода данных; горизонтальная линия 3000 м над уровнем моря (а) и пунктирный объект с абсолютной высотой 2720 м (б)

После того, как горизонтальные линии оцифрованы и их данные введены, необходимо оцифровать точечные объекты, абсолютная высота которых известна. Для этого выполняется оцифровка с использованием символа выделенного пунктирного объекта. В процессе оцифровки необходимо включить в программу информацию об абсолютной высоте точечного объекта над уровнем моря. На рисунке 3^б показан процесс оцифровки точечного объекта на высоте 2720 м над уровнем моря и ввода его данных в программу.

После оцифровки всех деталей топографической карты: горизонтальных линий, известных точек над уровнем моря, рек, водохранилищ, границ и других объектов вид территории Сурхандарьинской области в программе Panorama GIS будет таким, как показано на рисунке 4.

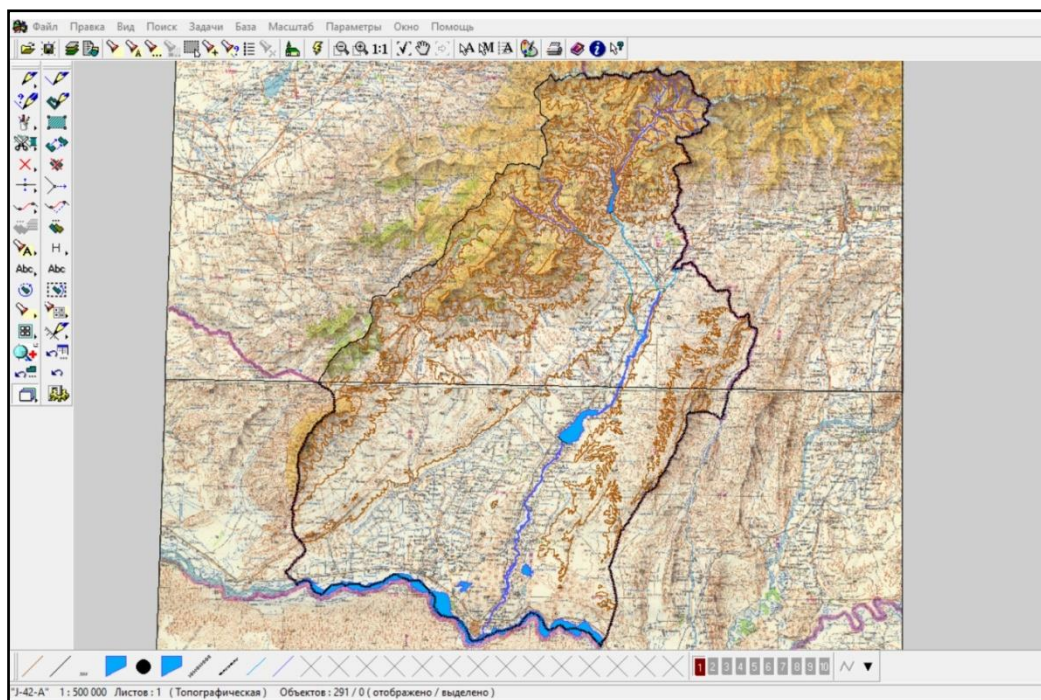
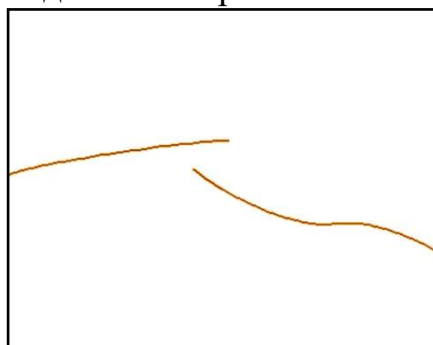


Рисунок 4. Состояние топографической карты после оцифровки в программе ГИС Панорама

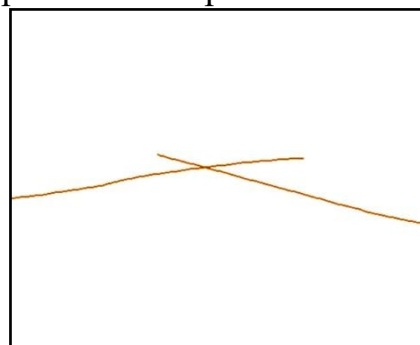
Процесс оцифровки деталей на топографических картах - один из самых трудоемких. В этом процессе от пользователей требуется большое мастерство и терпение в оцифровке деталей. Однако есть некоторые ошибки при оцифровке горизонтальных линий [4].

Необходимо проверить совместимость оцифрованных данных с данными топографической карты, их содержание и полноту. Это требование влияет на качество геометрических и типологических, а также семантических (смысловых) данных [2].

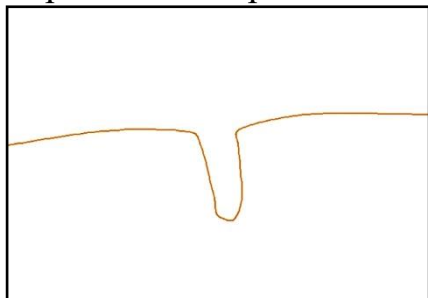
Несоединение горизонталей



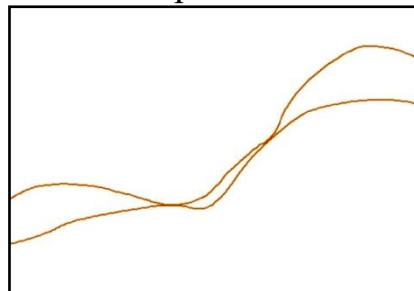
Пересечение горизонталей



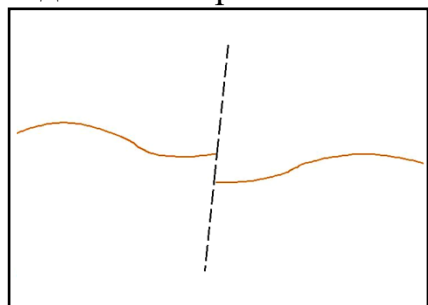
Петлеобразование горизонталей



Липкость горизонталей



Несоединение горизонталей



Ошибка измерения горизонтали

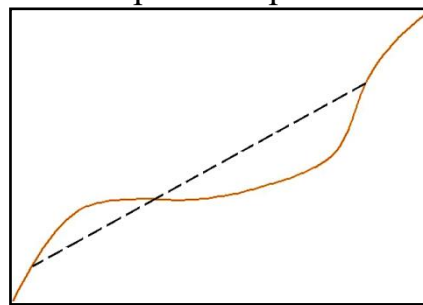


Рисунок 5. Ошибки оцифровки горизонтальных линий

Существуют различные способы организации данных, которые программа ГИС обнаруживает автоматически. Затем ошибки исправляются вручную. Программа ГИС может обнаружить множество ошибок и исправить их. В работе по исправлению данных обычно используются стандартные методы, например, пересекающиеся линии разделяются, узлы, образованные полигонами, обобщаются.

Ошибки, возникающие при оцифровке горизонтальных линий, показаны на рисунке 5, и обычно их можно постоянно наблюдать в процессе оцифровки данных. Их необходимо будет исправить, чтобы горизонтальные линии не соединялись, не пересекались, не образовывали петли, не прилипали друг к другу и т. д., Чтобы они не были четко видны позже в процессе создания цифровой модели рельефа и 3D. модели.

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ЛЕЧЕНИЕ И ПРОФИЛАКТИКА ПОСЛЕОЖОГОВЫХ КОНТРАКТУР ПАЛЬЦЕВ РУК У ДЕТЕЙ

Резюме: Послеожоговые рубцовые контрактуры пальцев и кисти относятся к числу тяжелых патологий, особенно среди детского возраста. Дети, страдающие подобными контрактурами, значительно отстают от своих сверстников, как в физическом, так и в психологическом развитии. По сообщениям последних лет отмечается увеличение частоты послеожоговых рубцовых контрактур пальцев кисти, а частота инвалидности по этой причине достигает 40%.

Послеожоговые рубцовые деформации пальцев кисти характеризуются выраженным дефицитом кожных ресурсов, пригодных для реконструктивно-восстановительных вмешательств, что значительно затрудняет лечение этих больных.

Ключевые слова: контрактура, ожог, профилактика, лечения, детской возраст.

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TREATMENT AND PREVENTION OF POST-BURN CONTRACTURES OF FINGERS IN CHILDREN

Resume: Post-burn scar contractures of fingers and hands are among the severe pathologies, especially among children. Children suffering from such contractures lag significantly behind their peers, both in physical and psychological development. According to recent reports, there has been an increase in the frequency of post-burn scar contractures of the fingers of the hand, and the frequency of disability for this reason reaches 40%.

Post-burn scar deformities of the fingers of the hand are characterized by a pronounced shortage of skin resources suitable for reconstructive and reconstructive interventions, which significantly complicates the treatment of these patients.

Key words: contracture, burn, prevention, treatment, child's age.

Актуальность. Ожоги и раны кисти встречаются более чем у 44 % пострадавших. Рубцовая деформация кисти с контрактурами суставов составляет 25–40 % от всех послеожоговых и посттравматических деформаций, а у детей – до 66 % [2].

Рубцовая деформация кисти с контрактурами суставов является одной из главных причин инвалидизации: до половины (48,5 %) всех случаев потери трудоспособности приходится на глубокие ожоги кисти [1,6].

Данный вид травм – глубокие ожоги кисти – почти всегда является множественным: в процессе травмы повреждается не только кожа, но и мышцы, связки, сухожилия, суставы и кости. Это неизбежно ведет к образованию грубых рубцов, что, в свою очередь, становится причиной развития контрактур, нарушает функцию кисти, а следовательно, ведет к значительному снижению качества жизни.

Необходимость комплексного лечения, включающего восстановление десмо-мио-артро-остеогенного компонента, обуславливает, в первую очередь, важность адекватного восстановления дерматогенного компонента, так как нормальная функция кисти возможна лишь при целостности кожных покровов [5]. И, если лечение ограниченных рубцов кисти (преимущественно посттравматического генеза), равно как варианты кожно-пластических операций при посттравматических и послеожоговых деформациях, достаточно исследованы и описаны во многих монографиях и трудах, то принципы выбора тактики и метода кожно-пластической операции при «свежем» ожоге кисти, а также при обширных послеожоговых рубцах и выраженной послеожоговой деформации кисти исследованы мало, не систематизированы и не конкретизированы [3,4].

Цель исследования. Улучшение результатов хирургического лечения послеожоговых рубцовых сгибательных контрактур пальцев кисти у детей.

Материалы и методы исследования. Материал настоящего исследования включает анализ результатов обследования и хирургического лечения 98 детей в возрасте до 15 лет с послеожоговых контрактур пальцев рук, которые оперированы в отделении детской хирургии АОМПДБ.

Результаты исследования. Степень тяжести послеожоговой рубцовой сгибательной контрактуры пальцев кисти определяется дефицитом покровных тканей по ладонной поверхности пальцев с наличием контрактуры. Отношение расстояния между двумя точками по ладонной поверхности одноименного пальца здоровой кисти к измененному расстоянию между аналогичными точками по ладонной поверхности пораженного пальца объективно показывает степень дефицита покровных тканей. Этот показатель, названный нами как индекс степени

тяжести контрактуры (7С), позволяет определить необходимость в удлинении тканей для полного устранения контрактуры.

Определены две большие группы местно-пластических способов устранения рубцовой сгибательной контрактуры пальцев кисти - простые (Z-пластика, множественная Z-пластика) и сложные (модифицированные способы Z-пластики - способы Limberg, Hirshowitz, Smith (butterfly), MustacTe, Karacaoglan и др.) способы.

Простые способы Z-пластики эффективны при устранении легкой степени сгибательной контрактуры пальца, когда необходимость в удлинении тканей не превышает 124%.

Для устранения рубцовой сгибательной контрактуры пальца средней степени тяжести сложные (модифицированные) способы Z-пластики позволяют устранить до 200% дефицита тканей по длине пальца.

При рубцовых контрактурах пальцев тяжелой степени, необходимость в удлинении тканей превышает 200%, существующие ранее способы местно-пластических операций не позволяют эффективно устранить контрактуру.

Разработка нового способа местно-пластической операции - способ встречно-перемещаемых прямоугольных лоскутов, позволила достичь удлинения тканей по ладонной поверхности пальца до 1030% и избежать сложных, многоэтапных оперативных вмешательств. Этот способ эффективен при рубцовых сгибательных контрактурах пальцев средней и тяжелой степени тяжести.

Результаты хирургического лечения послеожоговых рубцовых сгибательных контрактур пальцев кисти зависят от степени тяжести, давности существования и правильного выбора хирургического способа устранения контрактуры.

Дифференцированный подход к выбору местно-пластических операций в зависимости от степени тяжести контрактуры позволил в 86,2% случаев получить хорошие и отличные функциональные результаты.

Функциональные результаты применения способа встречно-перемещаемых прямоугольных лоскутов были хорошими и отличными в 94,3% случаев.

Вывод. Разработанные критерии оценки позволили объективно оценить тяжесть рубцовых сгибательных контрактур пальцев кисти и установить необходимость в удлинении по линии стягивающего рубца. Определены показания к выполнению различных видов местно-пластических операций в зависимости от степени выраженности контрактуры и возможностей способов устранить дефицит тканей.

Разработка и внедрение нового способа встречно-перемещаемых прямоугольных лоскутов при тяжелых рубцовых сгибательных контрактурах пальцев кисти, позволила избежать сложных и многоэтапных оперативных

вмешательств, что значительно сокращает сроки лечения больных и имеет большое социально-экономическое значение.

Применение оптического увеличения и прецизионной техники дало возможность во всех случаях идентифицировать пальцевые сосудисто-нервные пучки и более безопасно выполнить операцию. Разработка показателя степени устранения контрактуры позволила объективно оценить результаты хирургического лечения рубцовых сгибательных контрактур пальцев кисти.

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МЕСТО ПЕТРОГЛИФОВ В ИСТОРИИ ТАШКЕНТСКОГО ОАЗИСА

Аннотация: В статье рассматривается изучение петроглифов Ташкентского оазиса как исторической материальной культуры, хронология петроглифов, их содержание, специфика петроглифов. Вместе с тем в статье освещается роль и значение петроглифов в истории Ташкентского оазиса.

Ключевые слова: Древние формы искусства, материальные блага, наскальные рисунки, петроглифы, древние надписи, археологические экспедиции, наскальные надписи, хронология петроглифов, легенды, Чаткал, Чирчик, Ходжикент, Гызылмалисой, Бошкизылсай, Тераклизой.

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THE PLACE OF PETROGLIFS IN THE HISTORY OF THE TASHKENT OASIS

Annotation: The article examines the study of the petroglyphs of the Tashkent oasis as a historical material culture, the chronology of the petroglyphs, their content, the specificity of the petroglyphs. At the same time, the article highlights the role and significance of petroglyphs in the history of the Tashkent oasis.

Key words: Ancient art forms, material wealth, rock paintings, petroglyphs, ancient inscriptions, archaeological expeditions, rock inscriptions, chronology of petroglyphs, legends, Chatkal, Chirchik, Khodjikent, Gyzylmalisoy, Boshkizylsay, Teraklisoy.

1. Актуальность темы:

У каждого региона своя история. При изучении истории регионов важную роль играет каждый конкретный для каждого периода источник, будь то материальный источник или письменный источник.

Средняя Азия - регион, где находится важная часть древнего искусства. Древние росписи и наскальные надписи, петроглифы - самые распространенные исторические памятники Ташкентского оазиса.

Общее количество наскальных рисунков и надписей, найденных в Ташкентском оазисе, превысило десять тысяч. Эти бесценные

материальные сокровища отличаются не только количеством, но и хронологическим размахом, тематическим разнообразием, оригинальностью, художественным уровнем и величию каждого изображения. Некоторые наскальные рисунки вокруг Ташкента уникальны среди петроглифов, найденных во многих частях Центральной Азии.

2. Методы и уровень обучения:

Статья основана на принципах общепринятых исторических методов - исторический, сравнительно-логический анализ, последовательность, объективность. Как это будет разворачиваться.

Найденные в Ташкентском оазисе древние наскальные надписи и росписи были обнаружены при археологических раскопках в верховьях реки Чирчик в начале 1950-х годов.

Исследователь-археолог Х.Алписбоев, услышав от местных жителей легенды о том, что в скалах остались следы легендарного коня халифа Али - Дулдула, приступил к изучению наскальных рисунков. Животное, изображенное на наскальных рисунках, идентифицирует горного барана как следы скрученных рогов архара. В результате этого исследования ученый записал 23 найденных здесь изображения. Сравнивая эти изображения с другими находками, он утверждает, что эти находки относятся к первому тысячелетию до нашей эры [1].

В связи с необходимостью изучения исторических памятников Ташкентского оазиса в 60-е годы XX века были организованы археологические экспедиции. Экспедиция зафиксировала множество наскальных рисунков в бассейнах рек Писком, Коксув, Чаткал, Чимган, а также в горах Карасув, Кунгара, Ахангарон, Арашансайской долине и других районах Ташкентской области.

Археолог А. Кабиров обнаружил в Чаткальском хребте ряд древних наскальных изображений. Одна из таких находок - петроглифы, найденные в Бошкизылсай. Они расположены на западном склоне Чаткальского хребта, на правом берегу Бошкизылсая, в районе села Невич, в 25–30 км от Паркента.

О.М. Ростовцев также обнаружил местонахождение нескольких петроглифов на юго-восточном склоне Чаткальского хребта, в долине реки Ахангарон [3]. Эти фотографии изучались Дж. Кабировым и М.М. Ходжаназаровым в 1966-1967 гг. [4].

3. Результаты исследования:

Ходжакент - древнее поселение, расположенное в 70 км к северо-востоку от Ташкента. Скала, на которой изображены росписи, расположена на левом берегу реки Чирчик, на западном склоне Чаткальского хребта. Здесь начинается долина реки Чирчик. Возле скалы протекал родник. Этот источник до сих пор считается священным.

Росписи в Ходжакенте имеют высоту 12,5 метра и длину 18 метров. Поверхность скалы обращена на северо-запад к реке

Чирчик. Большинство картин расположено у подножия скалы, на высоте, достигающей человеческого роста. Поверхность горных пород сильно размыта под воздействием различных факторов. Изначально на поверхности скалы отражалось множество изображений и символов. Снимки, расположенные очень близко друг к другу, накладываются друг на друга. Помимо изображений, которые хорошо видны на скале, есть также изображения, которые стали затемненными. Из этого ученые сделали вывод, что эти наскальные рисунки были нарисованы в разное время. Здесь можно найти в основном расплывчатые изображения разных животных. Картины в Ходжакенте контурные, силуэтные, штриховые. Также видны изображения человеческих фигур на скалах.

Петроглифы наскальных рисунков Ходжикента в основном выполнены в едином стиле. Первоначально внешняя часть тела человека и животного была маркирована, а затем полностью вырезана. Большинство картин было нарисовано каменным оружием, а небольшая часть - металлическим. Поверхности большинства изображений гладкие [6].

Картины нарисованы на удобной гладкой поверхности скал, большей частью сосредоточенной вокруг водных источников - ручьев и родников. Петроглифы найдены в четырех относительно близких точках - Загдаксой, Яртошсай, Урайликсай и Тутлисой. Во всех них ключевую роль играют изображения коз, верблюдов, собак, лошадей, хищников и человеческих тел. В некоторых из них есть этнографические надписи арабским алфавитом. Большинство фотографий хорошо сохранились, но некоторые из них не позволяют дать четкую оценку, поскольку они размыты. Картины выполнены в виде силуэтов, контуров и линий на отполированной под воздействием природных явлений поверхности скал. Петроглифы в долине реки Ахангарон не отличаются друг от друга по стилю прорисовки.

В 1974 г. были найдены наскальные изображения в реках Чукурсай и Каракиясай, а также в Куле под названием Пискомский археологический отряд. В течение следующих десятилетий исследований древние наскальные рисунки были обнаружены в ряде мест региона, которые отличались богатством сюжетов, оригинальностью сюжетов и высоким художественным достоинством. Они расположены в живописном ущелье на высоте 2500 метров над уровнем моря. Здесь на гладкой поверхности темного черного песчаника и гранита были обнаружены изображения людей, горных козлов, горных баранов (архаров), быков, верблюдов, лошадей, собак, диких животных, змей и различных персонажей. Групповые сцены на картинках более красочны. По сути, их можно разделить на две группы. На простых композиционных фотографиях изображены люди, ведущие верблюдов и лошадей, всадников, лучников. В сложных композиционных картинах можно

увидеть такие сцены, как процесс охоты, караван, карета, танец. На этих картинах также часто встречаются сцены, связанные с домашним бытом и обрядами. Эти фотографии отличаются почти полным изображением животного мира этих гор. Интересно, что звездные символы, которые в основном встречаются в высокогорьях Азии и Европы, также распространены здесь.

Словом, петроглифы Ташкентского оазиса с их художественной и научной ценностью занимают особое место в системе наскального искусства Центральной Азии.

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ИННОВАЦИОННЫЙ ПОДХОД К РАЗВИТИЮ ПИСЬМЕННОЙ РЕЧИ УЧАЩИХСЯ НА УРОКАХ РОДНОГО ЯЗЫКА

Аннотация: «Инновационный подход к развитию письменной речи учащихся на уроках родного языка» по теме и информации о том, как своевременно выражать, получать и передавать информацию. Кроме того, в академических лицеях даются рекомендации по использованию интерактивных методов письма и технологии развития у учащихся письменных навыков.

Ключевые слова: Инновационные технологии в системе образования, лингвopsихология, словарного запаса в речи.

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AN INNOVATIVE APPROACH TO THE DEVELOPMENT OF STUDENTS

Annotation: "An innovative approach to the development of students' written language in their native language lessons" on the topic and information on how to express, receive and transmit information in a timely manner. In addition, in academic lyceums, recommendations are given on the use of interactive writing methods and technology for the development of students' writing skills.

Key words: Innovative technologies in the education system, linguopsychology, vocabulary in speech.

Текст, созданный на первом этапе академического лица на уроках родного языка, должен быть взаимосвязан с изучаемой темой, на основе широкого использования слов и терминов, относящихся к теме. Обеспечение коммуникативной грамотности учащихся - сложная образовательная деятельность, которая происходит в результате модернизации обучения родному языку. Формирование навыков написания текстов на уроках родного языка - формирование у учащихся цепочки специфических речево-методических умений, динамическое развитие лингвopsихологических задач, интеграция усвоенных речевых БКМ в рамках единой темы, формы, времени и пространство возникает в процессе. Например, тема урока должна быть «Использование словарного запаса в речи». В тексте, созданном в конце урока для формирования простых и сложных предложений с синонимами, антонимами, формами, паронимами и синонимами, а также диалектами, активными и неактивными словами, синонимами они должны эффективно использоваться при формировании предложений. Чем больше лексических единиц используется при создании лексических ресурсов для текста, тем больше способов расширить предложение, начать идею с нового абзаца, выразить ее правильно, плавно, последовательно, интересно, расширить возможности национальный язык. Формируются, укрепляются навыки употребления в частной речи.

Студенты умеют различать лексическое и грамматическое значение слова, знать понятие лексико-семантического поля, различать признаки семантической иерархии в словах, группировать, использовать их, выбирать наиболее подходящий вариант из списка синонимов. усилие - облегчает определение положения смыслового слова в контексте и позволяет использовать его в соответствии с условиями речи

Ниже приведены практические задания по созданию текста на основе общей темы, творческие задания и упражнения по расширению и сужению текста. Они развивают у учащихся способность быстро думать, углубляют их мышление и сужают структуру предложений.

Задание 1. Продолжайте писать текстовые сообщения в игре.

Цель: научить студентов выражать свои мысли быстро, точно и бегло. Класс делится на две или три группы. В тексте есть вводная часть, но основная часть и заключение неизвестны. Художественный текст, созданный каждой группой, вводится в компьютер и отображается на мониторе или большом экране, затем сравнивается и оценивается с точки зрения орфографии, стилистических навыков и художественной окраски. Победителем в игре становится группа, которая первой выполнит задание, найдет наиболее правильный заголовок в тексте, создаст методично беглый, логически совершенный текст (если учитель сочтет это необходимым, он может написать заголовок текста на доске.), но такая деятельность не должна приводить к замедлению процесса творческого

мышления у ученика). Ведущий записывает на доске первое предложение вводной части текста, а участники, разделенные на три группы: а) продолжают текст самостоятельно; б) делать выводы и делать выводы; г) выберите заголовок, соответствующий содержанию текста.

В конце времени создания текста новичок сначала инструктирует члена группы, который закончил работу, прочитать текст. Две другие группы находятся в оппозиции. Судьи будут выбраны из числа учащихся, а победители будут объявлены в школьной газете (информация телецентра).

В развитых странах Западной Европы центры педагогической технологии давно занимаются научной и практической деятельностью. Они разработали быстрые способы эффективного использования компьютерных технологий и других дидактических инструментов в развитии речи в системе образования. Инновационные технологии в системе образования независимой республики, ориентирующие учащихся на самостоятельную творческую деятельность, дают «взрывной эффект» на занятиях, «Урок-дискуссия», «Урок-суд», «Урок-точка зрения», «Урок-диалог», «Урок-информация», «Мозговой штурм», «Дебаты-урок», «Критическое мышление», «7 на 7», «Внимание, проблема!», «Обещай мне!» Собранные, изучены и адаптированы к нашей национальной духовности сотни интерактивных методов, таких как тренинги, «Словарный аукцион», «Словарь-открытие».

В то же время интерактивные занятия, дискуссии, конференции и дебаты стали традицией в учебных заведениях республики. Предпринимаются усилия по внедрению этих передовых технологий непосредственно в школу через систему переподготовки и повышения квалификации учителей, чтобы обогатить работу учителей на основе интерактивных методов обучения.

Известно, что интерактивные методы, нацеленные на такие цели, будут более адаптированы к уровню академических старшеклассников. Его можно усложнить, упростить или изменить в зависимости от ситуации. Семинар-тренинг «Парламентские дебаты», который мы рекомендуем ниже, может быть эффективно использован для развития устных, письменных, научных и коммуникативных навыков студентов.

1. В то время как образовательные и развивающие особенности **«парламентских дебатов»** заключаются в формировании навыков аргументированного мышления и короткого выражения, искусства ораторского искусства, критического мышления, слушания, понимания и письма, жизнеспособность «парламентских дебатов» остается всего лишь взглянуть на проблему с двух сторон, но научиться выбирать наиболее правильный, лаконичный и полезный вариант ее решения.

2. **Цель «парламентских дебатов»** - убедить участников и судей в правильности проекта, способности решить проблему и отстоять свою программу.

3. **Правила «парламентских дебатов».** Наиболее важные правила для широкого мышления, сосредоточения внимания, выбора правильного решения и его защиты:

- а) запишите все идеи и взгляды;
- б) получать идеи без критики, потому что для того, чтобы произвести одну хорошую идею, необходимо изучить несколько средних идей;
- г) Изучите все идеи, выберите лучшую из них (или придумайте свою).

4. **Условия обучения.** В парламентских дебатах используются только известные общественности факты и знания. Общие советы: не используйте в своей речи такие слова, как «я не знаю», «кто-то», «возможно», «кто знает» или «если возможно», поскольку использование абстрактных понятий является признаком незащищенности.. Говорите с полной уверенностью. Речь должна быть четкой, лаконичной и логичной. Всегда будьте вежливы, говорите вежливо, но уверенно. Нервозность, нарушение порядка речи, спешка поранят вас. Используйте в своей речи соответствующий юмор. Не говори быстро, не торопись. Будьте умны и внимательны. Внимательно слушайте всех своих оппонентов и записывайте их в письменной форме.

Эти интерактивные тренинги важны для студентов, чтобы они могли создавать быстрые коммуникативные тексты, общаться с Интернетом, пользоваться электронной почтой, писать SMS, быть готовыми к жизненно важным потребностям сегодняшнего дня, создавать быстрые текстовые объявления, развивать навыки психолингвистического подхода.

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АНАЛИЗ РАБОТЫ КАРТОФЕЛЕКОПАТЕЛЯ С ДИСКОВО - ЭЛАСТИЧНЫМИ ПАЛЬЦАМИ

Аннотация. В статье на основе результатов экспериментальных исследований приведены достоинства применения картофелекопателя оснащенный с дисково эластичными пальцами. Произведено сравнение серийного и экспериментального картофелекопателей. Приведены результаты экспериментов.

Ключевые слова: лемех, элеватор, диск, эластичные пальцы, почва, копатель, клубен, трактор, ботва.

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ANALYSIS OF THE QUALITY OF THE POTATO DIGGER WITH DISK ELASTIC FINGERS OF DIFFERENT SPEEDS

Annotation: In the article, based on the results of experimental studies, the advantages of using a potato digger equipped with disc-elastic fingers are presented. A comparison of serial and experimental potato diggers was made. The results of experiments are presented.

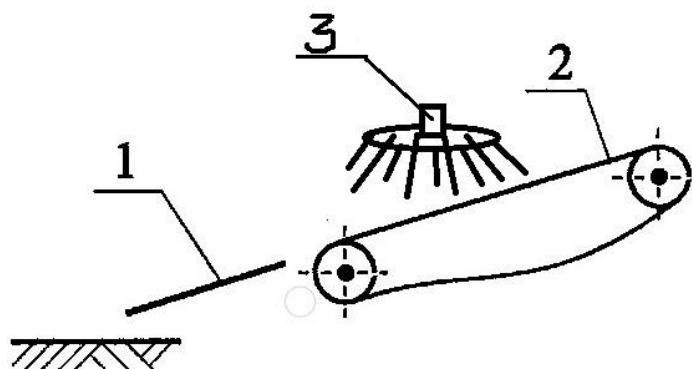
Keywords: ploughshare, elevator, disk, elastic fingers, soil, digger, tubers, tractor, tops.

Анализы показывают, что работа картофелеуборочных машин зависит от количества массы, поступающей на сепарирующие рабочие органы, так как непостоянство свойств и количество поступающей клубненосной массы приводит к неравномерной загрузке элеваторов. При меньшей массе происходит повреждение клубней, при большой массе сепарирующие рабочие органы не успевают отделять и сепарировать клубни от примесей[1,2,3,4,5,6,7,8].

Для улучшения сепарации почвы на элеваторах картофелеуборочных машин необходимо добиваться минимального забора массы и равномерного распределения их по ширине элеватора, это может быть

достигнуто, за счет применения дискового вращающихся рабочего органа с эластичными пальцами установленные над элеватором, которые обеспечивает равномерное распределение масса по ширине элеваторы и улучшает сепарации. [9,10,11].

По результатам проведенных теоретических и экспериментальных исследований был разработан и изготовлен экспериментальный картофелекопатель, оснащенный рабочими органами в виде дискового ворошителя с эластичными пальцами с рекомендуемыми параметрами экспериментальный картофелекопатель состоит из подкапывающих лемехов, элеватора, над которым установлены дисковые ворошители с эластичными пальцами (рис1).



1 - лемех, 2 – элеватор, 3 – диск с эластичными пальцами

Рис.1. Схема картофелекопателя оснащённый диском с эластичными пальцами

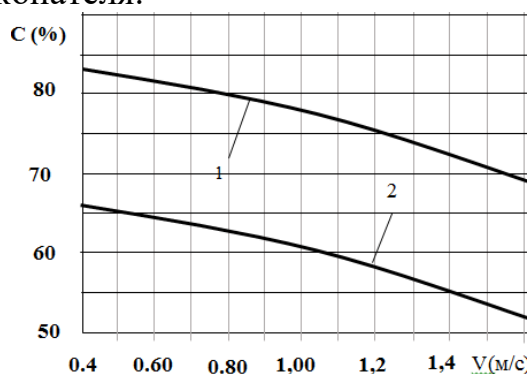
Для получения сравнительных качественных показателей были проведены полевые испытания экспериментального картофелекопателя и серийного картофелекопателя КТН-2В. Сравнительные испытания картофелекопателей проводились на полях фермерского хозяйства Касансайкого района «Бургут» с шириной междурядья 70 см. Результаты испытания представлены в таблице 1.

Таблица 1. Качественные показатели экспериментального и серийного картофелекопателя различной скорости

Показатели	Серийный			Экспериментальный		
1	2	3	4	5	6	7
Скорость движения агрегата, м/с	0,5	0,72	1,26	0,5	0,85	1,42
Глубина хода подкапывающих рабочих органов, м	0,18-0,20					
Нагрузка на 1м пути всего, кг	130,4	133,2	142,1	132,0	131,3	140,9
в том числе:						
Почва	126,0	129,1	138,0	127,5	127,0	137,0
Клубни	2,4	2,1	2,4	2,4	2,2	2,3
Растительные остатки	2,2	2,0	1,7	1,1	2,1	1,6

Сход элеватора всего, кг в том числе:	52,4	58,3	72,4	20,5	20,3	24,6
Почва	47,8	54,2	68,3	16,0	16,0	20,7
Клубни	2,4	2,1	2,4	2,4	2,2	2,3
Растительные остатки	2,2	2,0	1,7	1,1	2,1	1,6
Просеяно почвы с элеваторов, кг	78,0	74,9	69,7	111,5	111,0	126,3
Степень сепарации %	60	57,2	56,9	85,4	84,0	81,0

На рисунке 2 показана зависимость сепарации почвы от скорости движения картофелекопателя.



1-экспериментальной; 2-серийного.

Рис.2. Зависимости сепарации почвы от скорости движения картофелекопателя при влажности почвы $W=12...14$

На испытаниях работа картофелекопателя оценивалась по потерям и повреждаемости клубней, степени сепарации почвы (таблица 2).

Полевые испытания картофелекопателей проводились на трех передачах трактора. Для характеристики условий испытаний измерялись основные физико-технологические свойства картофельной грядки: форма и размеры, а также форма и расположение клубней в грядке. Также, измерялись влажность и твердость почвы. Испытания производились согласно по ГОСТ 20915-75 в 5-кратной повторности.

Результаты испытаний показывают, что на трех передачах трактора поступательная скорость движения экспериментального картофелекопателя составляла соответственно 0,5, 0,85, 1,42 м/с, а серийного картофелекопателя 0,5, 0,72, 1,26 м/с. Разница в скоростях движения сравниваемых картофелекопателей объясняется тем, что подкапывающие рабочие органы имели разное тяговое сопротивление, в связи, с чем буксование ведущих колес трактора было тоже неодинаково. Увеличение тягового сопротивления серийного и опытного секционного подкапывающих рабочих органов объясняется тем, что в процессе работы перед ними часто наблюдалось сгуживание почвы.

Из рис.2 видно, что с увеличением скорости движения до 1,42м/с степень сепарация почвы экспериментальным картофелекопателем

снижается незначительно, у серийного картофелекопателя этот показатель при меньшей скорости (1,26м/с) снижается весьма существенно до 56,9%.

Таблица 2. Качественные показатели экспериментального и серийного картофелекопателя

Показатели	Базовый картофелекопатель	серийный картофелекопатель	Экспериментальный картофелекопатель
Скорость движения м/с	0,95		0,95
Глубина подкопа, м	0,2		0,2
Нагрузка на 1 м пути, всего кг в том числе:	132,2		131,1
Почва	2,2		2,2
клубни	1,1		1,3
растительные остатки			
Сход элеватора всего, кг в том числе:	63,9		22,2
Почва	65,6		18,9
Клубни	2,0		2,1
растительные остатки	0,7		1,2
Просеяно почвы с элеваторов, кг	63,9		109,1
Потери клубней %	4,8		2,6
Повреждаемость клубней %	3,7		1,9
Степень сепарации	60%		86%

В указанном диапазоне скоростей движения степень сепарации почвы рабочими органами экспериментального картофелекопателя при влажности почвы $W_0=12...14\%$ составляла 85%, а серийного картофелекопателя 68,2%. У картофелекопателя оснащенного с дисков эластичными пальцами основная масса почвы сепарируется с дисковым рабочим органом. Это объясняется тем, что применение активных дисков с эластичными пальцами, где расположена зона наибольшей массы, обеспечивает разрушение клубненосного пласта, крошение крупных комков и равномерную распределению массы по ширине сепарирующих рабочих органах, что создает благоприятные условия для просеивания почвы на сепарирующих рабочих органах.

Применение картофелекопателя оснащенный диском с эластичными пальцами улучшает степень сепарации почвы на 12-17%, полноту уборки картофеля на 5,1-6,2%, уменьшает повреждений клубней на 4,5-7,8% повышает производительность на 21% снижает затраты труда на 22,4% и приведенные эксплуатационные затраты на 21,4%.

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ХРАНЕНИЕ И УХОД ЗА КРУПНОЙ ВОСКОВОЙ МОЛЬЮ (G.MELLONELLA)

Аннотация. В области защиты растений от вредителей в настоящее время она осуществляется на основе согласованной системы. Важность биологического метода в защите сельскохозяйственных культур и других культур является значительной. Эффективность этого метода объясняется такими факторами, как обеспечение Биомасса для удовлетворения стандартных требований к воспроизведению в биолaborаториях и биофабриках (трихограмма, браконьер, Голдстоун).

Ключевые слова. Биомасса, трихограмма, алтынкум, бреган, восковые моли, энтомофак, вредители.

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(G.MELLONELLA) SAVE THE GROOM AND CARE BIG WAX

Annotation. In the protection of plants from pests, it is now carried out on the basis of a harmonized system. The importance of the biological method in protecting crops and other crops is significant. The effectiveness of this method is attributed to factors such as the provision of Biomax to meet the standard requirements for reproduction in biolaboratorics and biofabrics (trichogram, poachon, Goldstone).

Keywords. Biomass, trichogramma, altinkum, bregan, wax moths, entomofac, pests.

Введение. В области защиты растений от вредителей в настоящее время осуществляется на основе согласованной системы. Важность биологического метода в защите сельскохозяйственных культур и других культур является значительной. Эффективность этого метода объясняется такими факторами, как обеспечение Биомасса для удовлетворения стандартных требований к воспроизведению в биолaborаториях и биофабриках (трихограмма, браконьер, Голдстоун).

Условия хранения большого количества пчелиного воска, схема (система) сбора биопрепаратов зависят от продуктов, которые разные

авторы ставят перед ними. Во многих случаях большое отложение воска (*G.mellonella*) в лабораторных условиях, различные рабочие орудия, устройства и контейнеры используются для искусственного питания при температуре 28-30 °С и относительной влажности 70-80 % в специальных нагревателях.

Американские ученые Н.Марстон, Б.Кампбейи (1973) использовали пластиковый контактор объемом 1,1 л, который снабжался сеткой для плотного закрытия и вентиляции.

После появления бабочек на контейнер для откладывания яиц был положен сменный лист бумаги. В контекстах температура составляет 30 °С, относительная влажность воздуха составляет 60 % и создается постоянный свет.

Подготовленная для спаривания кутикула состоит из пластины объемом 0,55 л, под которую помещается марля. Они кладут яйцо между 10 % - ным раствором сахара и измельченным сахаром в блюде. Абиотические условия созданы Т. Е. температура 32 °С, относительная влажность воздуха 70% и полная темнота. М.Коскин и группа других (2006) ученых поместила в каждую банку личинку весом 3,7,10 дней и определила количество личинок, которые не смогли достичь стадии десен.

Описание. Первоначально яйца помещали в пластиковые банки размером 5х30 см, чтобы их можно было выбросить и отложить яйца. В течение 24 часов были собраны яйца, которые были помещены в банки, а большая банка с воском была помещена в пищевую печать для кормления личинок и содержалась в состоянии, близком к естественным условиям. Банки с искусственным кормом и яйцами были перенесены в большую камеру, аналогичную условиям, указанным выше.

Фрэнк А. Эйшен, А. И Дильц (1990) использовали банки объемом 130 мл, в которых рот был проколот металлической крышкой. На крышке были открыты отверстия диаметром 10 мм, они были залиты клейкой лентой, 3-4 отверстия были открыты в целях вентиляции. Банки ставили на специальные нагреватели.

Ученые из Отдела защиты растений «Крыжовник» создали устройство для разделения червей по их возрасту, которое является более совершенным, и Харат нагревается до 60-70 °С, в это время черви, которые спасаются от жары, втираются в три банки диаметром три, и здесь более старые черви, которые необходимы для браконьерства. По результатам проведенного эксперимента, на сегодняшний день создано около 140 простых и сложных строительных технологий для размножения крупного пчелиного воска (*Calleria mellonella*) в лабораторных условиях.

Укус личинки использовали различные садки для работы J.F. Чтобы поместить Бронскилл (1961) в копию ручной работы «горшок-фонарь», было обнаружено, что диаметр проволоки круглого факта подходит для личинок 1-3 лет, а точнее не подходит для размещения корма. Из этого

было замечено, что личинки грызли его легко, потому что в организме содержались полипропиленовые олефины, поэтому необходимо учитывать толщину полипропилена. Они создали приспособление «молярного» типа из стекла, чтобы воспроизвести большой восковой муравейник. Кроме того, сотрудниками «Guza adapted protection» была подготовлена специальная линия, которая была открыта в Институте научных исследований по защите USIMS, для защиты крупного воскового месторождения.

Литературный обзор. 1. В инструкциях к этой методике дана необходимая информация об использовании набора устройств, входящих в состав линии, состав которой и организация технического обслуживания, которая характеризуется использованием USIMS в биологической химии.

2. Дана инструкция, технический параметр и описание процесса обработки тулика при использовании хорового устройства, которое является основной конструкцией линии.

Анализируя источники, приведенные в литературе, можно сказать, что по сей день существует множество видов технологий хранения крупного пчелиного воска в лабораторных условиях, из которых он был изобретен с использованием рабочих устройств, состоящих из простых и сложных конструкций.

Чтобы предотвратить избыток влаги во всех них, в комнатах и в каждом шкафу установлено вентиляционное устройство. Основным используемым материалом является стеклянная банка для розлива. Условия, при которых создаются эти иборатки, температура в помещениях 20-33 °C, относительная влажность 50-75%. Количество личинок, используемых в экспериментах, можно разделить на 10-100 подовш, в зависимости от размера претендента и проведения эксперимента.

Анализ и результаты. Во многих лобароторях, чтобы получить бабочек от червей среднего возраста, их помещают прямо в сложенные стеклянные банки, в этом случае маленькие бабучки вылетают из недоедающих червей и откладывание яиц сокращается на 20-30 %.

Крупные червы восковой моли изначально лишаются пищи при заражении бактериями. Ее тело медленно начинает темнеть. Это бактерия образуют красный и розовый (пигменты) в теле насекомого, которое погибают с помощью небольшого стержня.

Одним словом, использование биологических методов борьбы с вредителями имеет большое значение при выращивание хлопка. Для этого большое значеные для использования биологического метода имеет размножение трихограмми, и бракона. Его можно широко использовать в качестве тест объекта при испытание микробиологических препаратов при разведении восковой моли, в медицины, при защите сельскохозяйственных культур от вредителей.

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ПУТИ УЛУЧШЕНИЯ ПРОТИВО-ОКИСЛИТЕЛЬНЫХ СВОЙСТВ МОТОРНЫХ МАСЕЛ ДЛЯ СЕЛЬХОЗТЕХНИКИ ЗА СЧЕТ ДОБАВЛЕНИЯ ПРИСАДОК

Аннотация: В данной статье рассмотрен вопрос улучшения противо окислительных свойств моторных масел для сельхозтехники за счет добавления присадок.

Главной причиной, ведущей к образованию высокотемпературных отложений в двигателях с искровым зажиганием, являются окислительные процессы. Окислительные процессы, протекающие в объеме масла и на металлической поверхности отрицательно влияют на надежность, экономичность и долговечность работы двигателя. Поэтому предлагаем ввести в моторное масло присадки, которые уменьшают окислительные процессы.

Ключевые слова: моторные масла, эксплуатационные свойства, двигатель, окислительный процесс, присадка, базовые масла.

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WAYS TO IMPROVE THE ANTI-OXIDIZING PROPERTIES OF MOTOR OILS FOR AGRICULTURAL MACHINERY DUE TO ADDITIVE ADDITIVES

Annotation: This article discusses the issue of improving the antioxidant properties of motor oils for agricultural machinery by adding additives.

Oxidation is the main cause of high temperature deposits in spark ignition engines. Oxidation processes occurring in the volume of oil and on the metal surface have a negative effect on the reliability, efficiency and durability of the engine. Therefore, we propose to introduce additives into the engine oil that reduce oxidative processes.

Key words: motor oils, performance properties, engine, oxidation process, additive, base oils.

Окисление компонентов масла — исключительно сложный процесс, развитие которого в различных направлениях определяется как

конкретными условиями эксплуатации, так и химическим составом масла. Окисление масла происходит когда масло прокачивается через цилиндрово-поршневые узлы трения.

Накопление в масле различных продуктов окисления вызывает весьма вредные последствия. Они сводятся к следующему:

1. Низкомолекулярные кислоты интенсивно корродируют металлы и особенно цветные (свинец, кадмий и др.).

2. Высокомолекулярные кислоты в присутствии кислорода и воды реагируют с образующимся в этих условиях гидратом закиси железа:



Каталитическое действие металлов прекращается, когда он покрывается защитной пленкой, создаваемой продуктами окисления. В результате окисления изменяется химический состав смазочного материала и его физико-химические свойства: масло темнеет, увеличивается вязкость, возрастает кислотное число и появляются нерастворимые вещества. При окислении масла образуются коррозия металлов. Всё это отражается на способности смазочного материала выполнять предназначенные ему функции, ограничивает срок его службы, ухудшает техническое состояние двигателей.

Соли высших кислот плохо растворяются в маслах, выпадают в осадок и в виде шлама накапливаются на смазываемых поверхностях и в циркуляционной масляной системе. Кроме того, эти соли катализируют первичные реакции окисления.

Продукты окисления углеводородов присутствующие в масле в растворенном состоянии, способствуют уменьшению щелочного числа. При этом в масле накапливаются кислые продукты, что повышает коррозионный износ деталей. Всё это может привести загрязнению деталей двигателей внутреннего сгорания различными лаковыми отложениями.

Окиси кислоты и продукты из конденсации: лактиды, эстолиды очень плохо растворяются в углеводородах. Поэтому они либо образуют углистые отложения типа нагара, либо откладываются на различных частях поршневой группы двигателя в виде тонкого и весьма прочного слоя, напоминающего по внешнему виду лаковое покрытие.

Повышенная температура и кислород воздуха, с которым контактирует масло, вызывают окисления и окислительную полимеризацию его молекул. Продукты окисления углеводородов присутствующие в масле в растворенном состоянии, способствуют уменьшению щелочного числа. Все это приводит к уменьшению мощности двигателя, быстрейшему его износу и увеличивает расход масла. Изменяются физико-химические свойства масла: увеличивается вязкость, повышается кислотное число и т.п.

Наиболее эффективный способ повышения антиокислительных свойств моторных масел – добавление к ним специальных присадок (например, фторуглеродных, дитиофосфатов, металлов, динолов, аминов).

Анализы показывают, что вещества, содержащие одновременно серу и азот обладают весьма эффективными против окислительными свойствами. Проверка нескольких десятков этих соединений в качестве присадок к маслам показала, что они весьма эффективны не только в свежих маслах, но в отработавших и регенерированных. Особенно эффективными оказались сульфантрол и сульфидин:

Нами проводились исследование образцов промышленных масел и образцы с добавкой присадкой ИНХП в качестве обладающей антиокислительные свойства. Достаточно эффективна при относительно невысоких температурах (до 150-175°C) и стабильна до 300°C.

Данная присадка предохраняет масла от окисления действием направленном на обрыве цепи путём уменьшения количества образующихся радикалов. Такой ингибитор легко отдаёт свой водород, радикалам основного окисляющегося вещества, переводя их, таким образом, в неактивное состояние и заменяя их радикалами, не способными в силу своей относительно малой активности регенерировать радикалы и продолжать цепь.

Преимущество этой присадки по сравнению с другими присадками в ней содержатся значительное количество бария (9-14 %), сера, азот и фосфор.

Определив растворение присадок в моторное масло М-10В₂ и присадку ИНХП нами было определено физико-химические показатели моторного масла с присадкой. Для достижения необходимого эффекта требуется применять её в количествах 1,5-2%.

Результаты лабораторных исследований в зависимости от концентрации присадок

Масло	Физико-химические показатели масла					
	Кинематическая вязкость при 1000С, мм ² /с	Щелочное число	Кислотное число	Зольность	Содержание, %	
		КОН мг/г		%	Воды	Мех. прим.
М-10В ₂	10±0,5	3,5	0,29	1,3	-	0,015
М-10В ₂ +1,5 % ИНХП	10,11	4,53	0,19	1,38	Отс.	0,011
М-10В ₂ + 2% ИНХП	10,23	4,74	0,16	1,41	Отс.	0,012

Из результатов анализа нами было выбрано содержание присадок ИНХП 2%, которое показывает оптимальное значение вязкости и щелочное число. Исследование показывают, что с уменьшением кислотности и с увеличением щелочного числа масла резко уменьшается

износ поршневых колец. При этом в масле не накапливаются кислые продукты, которые повышают коррозионный износ деталей.

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ЮҚОРИ ПОТЕНЦИАЛЛИ ИККИЛАМЧИ ИССИҚЛИК ЭНЕРГИЯСИ РЕСУРСЛАРИДАН ФОЙДАЛАНИШ

Аннотация Мақолада Ўзбекистон саноатида ҳам бўладиган “Иккиламчи энергия ресурслари” тахлил қилинган, уларнинг ишлаши ва улардан фойдаланиш йўллари ўрганилган. Иккиламчи иссиқлик энергия ресурсларидан фойдаланиш учун янги теплоутилизатор схемаси тақдим этилган.

Калит сўзлар: теплоутилизатор, дисперс, иккиламчи энергия, қирраланган, ИИЭР, совутиш камераси.

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USE OF HIGH POTENTIAL SECONDARY THERMAL ENERGY RESOURCES

Annotation The article analyzes the "secondary energy resources" in the industry of Uzbekistan, explores their operation and use. A new heat exchanger scheme for the use of secondary thermal energy resources has been introduced.

Keywords: teploutilizator, disperser, secondary energy, edged, IIER, cooling chamber.

Кириш

Ўзбекистон Республикаси бирламчи-бошланғич энергия манбалари ўзига етарли бўлган мамлакат. Хозирги кунда унинг энергия ресурслари, ишлаб чиқариш ички талабларидан 15-20 % ортиқни ташкил этади. Амма, бутун динёдаги энергия истеъмоли тенденцияси каби, жадал ривожланаётган Ўзбекистон саноати учун ҳам энергия танқислиги рўй берди.

Шу сабабли иссиқлик энергияси ресурсларидан тежаб фойдаланиш замонавий ишлаб чиқариш саноатида, ҳаёт давомийлигида долзарб масалага айланиб бормоқда. Бошланғич-бирламчи энергия ресурсларини тежаш мақсадида иккиламчи энергия турларидан фойдаланиш самара беради. Булар: қайта тикланувчи (ноанъанавий) энергия турлари (ҚТЭТ); иккиламчи иссиқлик энергия ресурслари (ИИЭР).

Асосий қисм

ҚТЭТларидан фойдаланиш бўйича, давлат томонидан бир қанча меъёрий ҳужжатлар қабул қилинган. Жумладан, “Энергиядан оқилона фойдаланиш тўғрисида” ги1997-йил 25-апрелда қабул қилинган қонун. Ўзбекистон Республикаси Вазирлар Маҳкамасининг2009-йил 13-февралдаги қарорида “2009-2013-йиллар учун мамлакат энергияси хавфсизлигини таъминлашда ноанъанавий ва қайта тикланадиган энергиядан фойдаланишнинг асослари белгилаб берилган. Бу соҳада маълум илмий ишлар, ишланмалар (1) ва амалий ишлар мавжуд.

ИИЭР- ҳақида эса бундай дейиш қийин. Иккиламчи иссиқлик энергия ресурслари (ИИЭР) – технологик агрегат, қурилма ва технологик қисмлардан чиқадиган – маҳсулот, чиқиндилар, йўлдош ва ораликдаги маҳсулотларнинг атмосферага чиқариб юбориладиган ёниш маҳсулотлари (тутун газлар) нинг – энди ушбу ҳолатда ишлатиб бўлмайдиган, аммо бошқа жойда ва бошқа мақсадда ишлатса бўладиган иссиқлик потенциали.

Қазиб олинадиган ёқилғининг ярмидан кўпики, ишлаб чиқариладиган электр энергиясининг 65 % ни саноат корхоналари истъеомол қилади. Уларнинг ёнилғи иссиқлигидан фойдаланиш эффективлиги паст даражада. Илғор саноат корхоналаридаги ёнилғи иссиқлигидан фойдаланиш коэффициенти (ЁИФК) 40 % дан ошмайди. Масалан, магистрал газ қувурлари компрессор станцияларининг 1 та компрессор қурилмасидан атроф муҳитга, соатига температураси 400 °С лик 190 тонна тутун газлар чиқариб юборилади.

Ўзбекистоннинг кўп энергия талаб қилувчи саноат соҳаларида ҳосил бўладиган иккиламчи энергия ресурслари (ИЭР) ва улардан фойдаланиш ҳолати (млн.т. шартли ёнилғи) – жадвалда келтирилган.

1-жадвал. Саноатнинг кўп энергия талаб қилувчи соҳаларида ИЭР дан фойдаланиш(млн.т. шартли ёнилғи).

ИЭР турлари	Амалда ишлатилган		Ишлатилиш режалаштирилган
	2015	2020	2020
Ёнувчи Иссиқлик жами	Металлургия		147.4 51.8 198.5
	126.9	139.3	
	32.6	41.0	
	159.5	178.3	
Ёнувчи Иссиқлик жами	Кимё саноати		0.57 8.76 9.33
	0.25	0.49	
	2.96	5.70	
	3.01	6.19	
	Газ саноати		

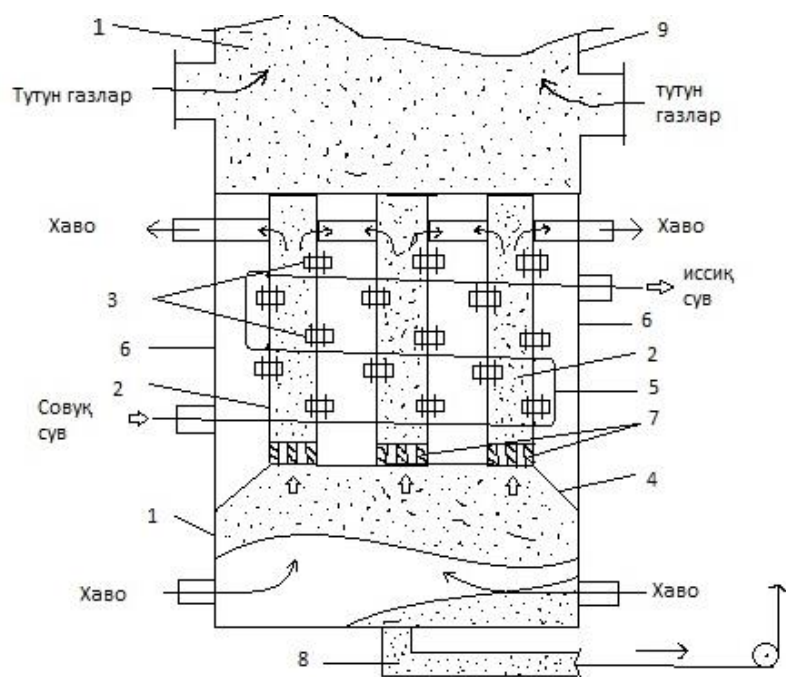
Ёнувчи	1.4	2.15	2.15
Иссиқлик	4.3	6.1	8.95
жами	5.7	8.25	11.10
Ёнувчи	Нефтни қайта ишлаш ва нефт-кимё саноати		42.0
	21.10	32.0	
	15.90	25.8	
Иссиқлик	37.00	57.8	79.30
жами	Қурилиш материаллари саноати		0.635
	0.16	0.375	
Жами ИЭР	249.86	318.91	385.99

Жадвалдаги маълумотларни анализ қилиш Ўзбекистон саноатидаги улкан иккиламчи энергия ресурслари мавжуд эканлиги ва ундан фойдаланиш жуда паст эканлигини кўрсатади.

Шундай қилиб, бундай энергия ресурсларидан фойдаланиш мақсадида энергия тежамкор технологияларни яратиш, эффектив иссиқлик алмашиш аппаратларидан фойдаланиш мақсадга мувофиқ.

ИИЭР дан фойдаланиш йўлларида бири хаво қиздиргичларни қўллаш бўлади.

1-расмда, ушбу хаво қиздиргичнинг, оралиқ иссиқлик ташувчисини совутиш кам харажатли модернизация қилинган схемаси келтирилган.



1-расм. 1- дисперс оралиқ иссиқлик ташувчи, 2- оралиқ иссиқлик ташувчи пастга ҳаракат қиладиган трубалар, 3- қувур сиртига ўрнатилган қирраланган иссиқлик трубалари, 4- тўсиқ, 5-сув йўлаклари, 6- совутиш камераси, 7- панжара, 8- транспортер, 9- иситиш камераси.

Аппарат қуйидагича ишлайди: юқорида жойлашган иситиш камерасида (9) дисперс оралиқ иссиқлик ташувчи (1) юқори температурали тутун газлар ёрдамида иситилади. Ишлаб бўлган тутун газлар камерада атмосферага чиқариб юборилади (расмда кўрсатилмаган). Оралиқ иссиқлик ташувчи юқори камера остида ўрнатилган трубалар (2) орқали пастки совутиш камерасига (6) зинч холда силжийди. Совутиш камераси тўсин (4) ва қувур (2) остида ўрнатилган панжара (7) пастки қисмга бўлинган. Совутилган дисперс материал транспортер (9) ёрдамида яна юқориги камерага қайтарилади. Пастдан бериладиган сиқилган ҳаво дисперс материалга қарама-қарши ҳаракат қилади ва исийди. Қувур ичидан ундаги дисперс материал орасидан ҳаракатланаётган ҳаво, совутиш камерасининг тепасида ўрнатилган трубка йўлак орқали чиқарилади ва истеъмолчига юборилади.

Совутиш камерасининг юқори бўлагида сув иситиш тизими мўлжалланган. Совуқ сув махсус йўлаklar орқали (расмда схематик кўринишда тасвирланган) дисперс материал ажратаётган қувурларни ташқи томонидан ҳаракатланади, унда ўрнатилган қирраланган иссиқлик қувурлари ёрдамида иситилади ва истеъмолга юборилади.

Хулоса

Ушбу схеманинг ўзига хос томони шундаки, зарур бўлганида ҳаво тўсиқ (4) да ўрнатилган томони қиррали (расмда кўрсатилмаган) қувурлар

орасидаги бўшлиқга киритилиши ва иссиқлик турбинаси ёрдамида иситилиши мумкин.

Таклиф қилинаётган иссиқлик ўтказгични қўллаш иссиқлик алмашиш жараёнини жадаллаштиради, қурилманинг Ф.И.К.ни оширади.

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ПАСТ ПОТЕНЦИАЛЛИ ИККИЛАМЧИ ИССИҚЛИК ЭНЕРГИЯ РЕСУРСЛАРИДАН ФОЙДАЛАНИШ

Аннотация: Мақолада паст потенциалли иккиламчи иссиқлик энергия ресурсларидан (ИИЭР) фойдаланиш йўллари ва ҳолати таҳлил қилинган. ИИЭРдан самарали фойдаланиш усуллари таклиф этилган.

Калит сўзлар: ИИЭР-Иккиламчи иччиқлик энергияси ресурслари, иссиқлик ташувчи, оралиқ иссиқлик ташувчи, потенциал, регенератив айланувчи иссиқлик алмашувчи аппарати, иссиқлик оқими, иссивлик трубалари, қайнар қатлам.

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USE OF LOW POTENTIAL SECONDARY THERMAL ENERGY RESOURCES

Abstract: The article analyzes the ways and conditions of use of low-potential secondary thermal energy resources (IIER). Methods of effective use of IIER are proposed.

Keywords: IIER-Secondary beverage energy resources, heat carrier, intermediate heat carrier, potential, regenerative circulating heat exchanger, heat flow, heat pipes, hot layer.

КИРИШ

Қурилма ёки унинг элементидан атроф муҳитга чиқариб юбориладиган иссиқлик унинг температура потенциалига қараб: юқори потенциалли $t > +200^{\circ}\text{C}$ ва паст потенциалли ($t < 200^{\circ}\text{C}$) иккиламчи иссиқлик ресурсларига бўлинади.

Паст потенциалли иккиламчи иссиқлик энергия ресурслари (ИИЭР) га қуёдагиларни киритиш мумкин:

-Иссиқлик газ таъминоти, вентиляция тизимларидаги ҳаво, иссиқ сув ва буғларнинг физик иссиқлиги,;

-Қурилиш материаллари, конструкциялари ва термик ишлов бериш жараёнидаги- тутун газларнинг физик иссиқликлари. Бугунги кунда паст потенциалли ИИЭР фойдаланиш даражаси жуда паст.

АСОСИЙ ҚИСМ

Вентиляция тизимининг ўзига хослиги шундаки, ишлаб чиқариш биносига (жамоат биноларига ҳам) берилаётган иситилган хавонинг иссиқлиги деярли ишлатилмасдан сўриш тизими хавоси билан ташқарига чиқариб юборилади.

Маълумотларга қараганда, саноат биноларининг иситиш ва хаво алмаштириш тизимлари учун сарфланадиган иссиқлик миқдори йилига 36 млн.т шартли ёқилғини ташкил қилади. Яқин келажакда йилига 47 млн.т шартли ёқилғига етиши мумкин. Шунинг учун саноат корхоналарининг хаво алмаштириш тизимларида иссиқликни утилизация қилиш жихозларини қўллаш, ташқарига чиқиб кетаётган хавонинг иссиқлигининг салмоқли миқдоридан фойдаланишни ва натижада энергия тежамкорлигига эришиш имконини беради.

Бугунги кунда, чиқариб юбориладиган хавонинг иккиламчи иссиқлигидан фойдаланишнинг реал техник ва иқтисодий жихатдан мақсадга мувофиқ ечими сифатида қуйидаги йўллари танланган:

- оралиқ иссиқлик ташувчига эга иссиқлик утилизация қилиш қурилмаларидан фойдаланиш (иссиқлик трубалари, дисперс зарралар қатлами ёки қайнар қатламдан оралиқ иссиқлик ташувчи сифатида фойдаланилади);

- одатий хаволи калорифердан иссиқлик алмаштириш жихози сифатида фойдаланиш;

- саноатимизда серия кўринишида ишлаб чиқарилаётган кондиционерларининг иситиш сексияларидан фойдаланиш;

- хаво типигади регенератив айланувчи иссиқлик алмашиш аппаратларидан утилизация қилувчи тизим сифатида фойдаланиш.

Аммо, тадқиқотларнинг кўрсатишича, паст потенциалли иккиламчи иссиқлик энергиясидан фойдаланиш даражаси жуда паст. Бунинг сабаби сифатида, саноатимизда “иссиқлик трубалари”ни ишлаб чиқариш йўлга қўйилмаганлиги, айланувчи регенератив иссиқлик алмашиш аппаратларининг эффективлиги паст эканлиги, уларда иккала оқимнинг бир-бирига қўшилиб кетиш ҳолатлари мавжудлиги кўрсатилмоқда.

Айланувчи регенератив хаво иситгичларининг оралиқ иссиқлик ташувчилари сифатида махсус материаллардан фойдаланиш аппаратининг унумдорлигини ошириш мумкин:

Хусусан: баъзи бир металл ва металл қоришмалари иситилганида иссиқликни ютиб олади ва ўз формасини ўзгартиради. Совутилганида эса ютиб олган иссиқлигини беради ва ўзининг бошланғич формасига қайтади.

Оралиқ иссиқлик ташувчи материал сифатида масса иссиқлик сиғими жуда юқори материал ва материал қоришмасидан фойдаланиш.

ХУЛОСА

Мана шундай, материаллардан оралиқ иссиқлик ташувчи сифатида фойдаланиш аппаратининг кўрсатгичларини яхшилаш имконини беради.

Хатто асосий иссиқлик ташувчиларнинг жуда кичик температура фарқлари ($\Delta t=10\div 15^{\circ}\text{C}$) диапазонларида ҳам мавжуд иссиқлик оқимидан эффектив фойдаланиш имконини яратади.

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ХАРАКТЕРИСТИКИ ПРОМЫШЛЕННОГО РАЗВИТИЯ ПРОМЫШЛЕННОСТИ ХОРЕЗМСКОЙ ОБЛАСТИ

Аннотация: В статье описаны перспективы развития промышленного потенциала Хорезмской области.

Ключевые слова: промышленность, технологии, разработка, производство.

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CHARACTERISTICS OF INDUSTRIAL DEVELOPMENT OF THE KHOREZM REGION

Abstract: The article describes the prospects for the development of the industrial potential of the Khorezm region.

Key words: industry, technology, development, production.

За годы независимости Узбекистан имел широкие возможности для развития экономики страны, в том числе промышленности.

Промышленное производство, которое является неотъемлемой частью политики республики, сегодня является одним из приоритетов экономики, что оказывает непосредственное влияние на баланс внутреннего экономического развития и постепенно становится движущей силой экономических реформ.

Членство Узбекистана в престижных международных организациях, своевременное подписание международных соглашений и договоров, создание организаций и учреждений, занимающихся экспортно-импортными операциями, - это первые шаги в установлении и развитии внешнеэкономических связей.

Узбекистан имеет достаточные возможности для проведения реформ во всех сферах страны - относительно выгодное экономико-географическое положение, богатые природные и человеческие ресурсы, а также духовный и научно-технический потенциал.

Известно, что основу экономики любой развитой страны составляет промышленность.

производство. Следовательно, его состав, территориальная организация, уровень технологического вооружения определяют развитие народного хозяйства. В свою очередь промышленное развитие носит периодический и региональный характер. В частности, совершенствование технологий и соотношение капитальных затрат привело к периодическому развитию промышленности.

Хорезмская область - административно-территориальная единица Республики Узбекистан, расположенная в Средней Азии.

По уровню развития промышленного потенциала Хорезмская область является одним из развивающихся регионов. По предварительным данным

В январе-мае 2020 года промышленными предприятиями Хорезмской области. Объем промышленного производства составил 3581,4 млрд. Сумов, индекс физического объема промышленного производства в январе-мае 2019 года, 102,7%. Наибольшая доля в структуре промышленного производства

его доля в общем объеме промышленного производства составила 94,7%.

Основным фактором роста физического объема валового промышленного производства является:

электричество, газ, пар и кондиционирование - 66,6%

добывающая (перерабатывающая) промышленность - 2,7%, водоснабжение и канализация

системы вывоз отходов увеличился на 16,0%, в горнодобывающей промышленности - на 89,6%.

Промышленное производство Хорезмской области в январе-мае 2020 года

Структура промышленного производства по основным видам экономической деятельности. Объем продукции горнодобывающих и горнодобывающих предприятий составил 0,1 млрд. Сумов или 0,002% от общего объема промышленной продукции. Объем промышленной продукции, произведенной промышленными предприятиями в январе-мае 2020 года, составил 3393,3 млрд. Сумов или 94,7% от общего объема промышленной продукции. В свою очередь, производство автомобилей, прицепов и полуприцепов с наибольшей долей в этой отрасли составляет 45,8%, текстильного производства - 23,2%, производства продуктов питания и напитков - 17,4%.

Продукция, произведенная крупными предприятиями в прошлом году

Анализ за этот же период показывает, что выработка электроэнергии гидроэлектростанциями составила 5,2 млн кВтч, тепловой энергии - 12,5 тыс. Гкал, спецавтомобилей - 487 единиц, водки - 217,9 тыс. Литров.

Прочие виноградные натуральные вина с содержанием алкоголя более 15% подешевели на 200 тыс. Литров, масло растительное рафинированное на 4255,8 тонны, мыло хозяйственное на 1731 тонну.

Автомобили (без спецавтомобилей), мягкая пшеница и

Значительно выросли спелта муки, хлопковое волокно, семена хлопчатника: высокотехнологичное производство увеличилось на 0,02%, 0,01%, средне-низкотехнологичное производство с 5,2% до 4,8%, низкотехнологичное производство с 43,0% до 42,4%.

Также в отрасли в сфере высоких технологий 0,2 млрд сумов (0,6 млрд сумов в январе-мае 2019 года), в средне-высокотехнологичном секторе 1700,7 млрд сумов (1461,2 млрд сумов), в средне-низком. - технологические сети 173,0 млрд. сумов (162,9 млрд. сумов), низкотехнологичные

1519,4 миллиарда в сети. сумов (1348,7 млрд сумов).

Город Ургенч, Топраккалинский, Ургенчский, Гурланский и Шаватский районы - высокоразвитые промышленные районы. В этих городах и районах высоко развито производство автомобилей, прицепов и полуприцепов, производство текстильных изделий, одежды, продуктов питания и строительных материалов.

В результате принятых мер по повышению уровня образования, по сравнению с январем-маем 2019 года, 142,7% в Шовотском районе, 138,7% в Янгиарикском районе, 121,1% в Хивинском районе, 115,1% в Кошкوپирском районе, Значительное увеличение индекса физического объема промышленного производства наблюдалось в 113,6% в районе А, 113,4% в Хазараспском районе и 112,3% в Ургенчском районе (46,5% промышленного производства области), Ургенче (17,3%), Шавате. (5,4%), Хонка (5,0%) и Гурлан (4,7%) районы. Самые низкие показатели в Хивинском районе (2,2%) и городе Хива (1,4%), и Янгибазарский район (0,8%).

Поддержка расширения и производства готовой продукции

поддержка, внедрение современных технологий малым бизнесом

В результате в области произведено товаров народного потребления на 2244,5 млрд сумов.

По сравнению с январем-маем 2019 года темп роста составил 109,9%.

В производстве товаров народного потребления продовольственные товары составили 518,4 млрд. Сумов, алкогольные напитки - 6,9 млрд. Сумов и непродовольственные товары - 1719,2 млрд. Сумов. По сравнению с январем-маем темпы роста составили 87,1%, 51,9% и 120%. соответственно.

Его доля в общем объеме промышленного производства составила 62,7% (65,0% в январе-мае 2019 года).

Продукция легкой промышленности и производство непродовольственных товаров

Производство одежды составило 99,5 млрд сумов, автомобилей - 1442,5 млрд сумов и прочей продукции на 177,2 млрд сумов.

Известно, что большая часть населения Хорезмской области проживает в селах. Для обеспечения занятости сельского населения необходимо, прежде всего, увеличить количество специализированных предприятий с учетом численности населения и человеческих ресурсов. В этом контексте в нынешней рыночной экономике необходимо сосредоточиться на малых и средних предприятиях, которые не являются крупными и узкоспециализированными. В то же время растет потребность в специалистах в области электротехники, нанотехнологий.

Это правда, что не все существующие в стране отрасли производят экспортно-ориентированную продукцию. Экспорт включает машиностроение, электротехнику, автомобилестроение, сельскохозяйственную технику и тракторы, текстильное оборудование, топливо и энергетику, химическую и нефтехимическую промышленность, цветную металлургию и другие. Среди этих отраслей особое место занимают сельскохозяйственная техника и тракторы.

Важная задача - поднять уровень сельскохозяйственного машиностроения и сельского хозяйства до уровня высокотехнологичной отрасли, что резко повысит эффективность производства.

Перспективное развитие Хорезмской области связано, прежде всего, с переработкой имеющихся трудовых ресурсов и сельскохозяйственного сырья, формированием автомобильной промышленности, совершенствованием регионального агропромышленного комплекса. В связи с этим также необходимо использовать его экономико-географическое положение, которое имеет статус транзита.

В заключение можно сказать, что дисбаланс внутреннего спроса и предложения на местные продукты, низкий уровень предложения продуктов питания населению негативно сказывается на потребительском рынке региона, особенно в районах. Изучить спрос на продукцию, организовать внедрение новых технологий и внедрение их в производство, обеспечить конкурентоспособность продукции, используя опыт профессиональных маркетологов, обеспечить устойчивое производство товаров народного потребления в регионе. Цель может быть достигнута через развитие.

Использованные источники:

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АБСТРАКТНЫЕ СУЩЕСТВИТЕЛЬНЫЕ В РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация: Ни один из критериев не является абсолютно надёжным. Это вызывает трудности не только в плане теоретическом, но и практическом (в школе о принадлежности существительных к тому или иному из рассматриваемых разрядов не говорят вообще; опыт обучения студентов-филологов свидетельствует о том, что лексико-грамматическая квалификация существительных является одним из сложных случаев грамматического разбора данной части речи).

Ключевые слова: свойства, качества, действия, состояния надёжный

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ABSTRACT NOUNS IN RUSSIAN AND UZBEK

Abstract: None of the criteria is absolutely reliable. This causes difficulties not only in terms of theoretical, but also practical (at school, they do not speak at all about the belonging of nouns to one or another of the categories under consideration; the experience of teaching philology students indicates that the lexical and grammatical qualification of nouns is one of the most difficult cases of grammatical parsing this part of speech).

Keywords: properties, qualities, actions, states of reliable

С семантической точки зрения лексико-грамматические разряды обычно определяются лишь в самых общих чертах. Ср.: «К разряду *конкретных* относятся существительные, обозначающие считаемые предметы, то есть те вещи, факты, явления действительности, которые могут быть представлены в отдельности и подвергнуты счёту... К разряду *отвлечённых* (абстрактных) относятся существительные, обозначающие свойства, качества, действия, состояния... К разряду *собирательных* относятся существительные, обозначающие

совокупности однородных предметов... К разряду *вещественных* существительных относятся названия веществ, однородных масс».ii Столь сжатое описание смысловой специфики существительных разных разрядов не всегда бывает достаточным для лексико-грамматического анализа слова.

Словообразовательный критерий предполагает учёт тех суффиксов, которые характерны для существительных того или иного разряда. Однако этот критерий не работает в тех случаях, когда существительное не имеет суффикса (*рыба, дом, страх*) или когда суффиксы омонимичны: *свин-ин-а* (веществ.) – *скот-ин-а* (собр.) – *дуб-ин-а* (конкр.) – *тиш-ин-а* (абстр.); *революционное студенч-еств-о* (собр.) – *весёлая пора студенч-еств-а* (абстр.).

С точки зрения грамматики считается, что полной парадигмой форм единственного и множественного числа обладают лишь конкретные существительные. Ср., напр.: «При конкретизации значения некоторые отвлечённые существительные (*боль, высота, глубина, радость, шум*) могут употребляться в формах множественного числа, напр.: *боли и шумы в сердце* (медиц.), *командные высоты* (воен.), *на больших глубинах* (морск.), *изящные искусства* (худож.)».iii Но опора на словоизменение не позволяет провести более детального противопоставления: не только конкретных существительных всем остальным, но и абстрактных, вещественных, собирательных между собой. Кроме того, в современном русском языке всё более активно употребляются формы множественного числа от существительных неконкретной семантики (особенно от абстрактных). Этот факт активно обсуждается в лингвистической литературе.iv

Фактором, затрудняющим определение лексико-грамматической характеристики существительного, является также то, что в настоящее время нет ни одного лексикографического издания, на которое можно было бы сослаться при изучении рассматриваемых разрядов существительных. В толковых словарях русского языка имена существительные не сопровождаются пометами, указывающими на их лексико-грамматическую принадлежность. Лишь собирательные существительные иногда имеют при себе помету *собр.*, но, по наблюдениям И. А. Букринской и О. Е. Кармаковой, она употребляется при таких существительных очень непоследовательно.v

Нельзя не отметить и тот факт, что в речи имена существительные могут изменять свою лексико-грамматическую принадлежность: абстрактные имена в контексте могут конкретизироваться (*сочинение поэмы – сочинения поэта*), конкретные могут выступать в собирательном (*в озере водится рыба*) или вещественном (*дом из дерева*) значении и т.п. Чаще всего такие превращения происходят с многозначными существительными. «Анализируя многозначные слова, –

подчёркивают А. М. Чепасова и И. Г. Казачук, – помните, что они могут быть связаны с разными семантическими категориями, или лексико-грамматическими разрядами». ^{vi}

Проследим, например, за изменением семантики и лексико-грамматической принадлежности слова *табак* в следующих контекстах: 1. *Пряно пахли с клумб белые цветы табака* (М. Рощин. Южная ветка). 2. *Дай, хозяин, покурить бедному человеку... Мой табак против твоего не табак, а отравка* (А. Грин. Алые паруса). 3. *Эта шаль пропахла многими табаками и духами* (Б. Пильняк. Человеческий ветер). 4. – *Ох, язва, язва Николай Иванович. Продаст меня за понюшку табаку* (Ю. Тынянов. Кюхля). В первом из предложений существительное *табак* выступает как конкретное ('садовый цветок'). Во втором *табак* обозначает 'вещество для курения' и определяется как существительное вещественное. В третьем случае следует говорить о так называемом «вещественном конкретизированном» существительном: форма *табаки* в условиях контекста должна пониматься как 'табак разного сорта, который курили в разное время разные люди'. Четвёртый пример включает фразеологический оборот *за понюшку табаку* со значением 'совершенно зря, напрасно'. ^{vii}

Однако отмеченные сложности лексико-грамматической характеристики имён существительных могут быть во многом преодолены, если подойти к данным разрядам с когнитивной точки зрения. Суть когнитивного подхода состоит в том, чтобы показать, как отражаются в языке представления человека о действительности, как человек получает знания о мире, как их преобразует и как использует. Когнитивный подход, по словам Е. С. Кубряковой, объясняет «причины выбора или создания данной “упаковки” для данного содержания» ^{viii} исходя из того, что центральная роль в процессах познания и речевой деятельности принадлежит человеку. «Именно человек как познающий и как говорящий на определённом языке субъект формирует значения... и именно говорящий субъект сознательно осуществляет выбор языковых средств выражения для описания той или иной ситуации», – пишет Н. Н. Болдырев. ^{ix} Подчеркнём, что когнитивный анализ связан прежде всего с семантикой языковых единиц.

С позиций когнитивного подхода деление имён существительных на конкретные, абстрактные, вещественные и собирательные отражает важнейшие с точки зрения человека категории предметного мира. Каждый из рассматриваемых разрядов участвует в языковой категоризации, которая, по определению В. А. Масловой, представляет собой «структурирование мира, акт отнесения слова/объекта к той или иной группе, способ установления иерархических отношений типа “класс – член класса”». ^x Каким образом для нужд человека может быть использован тот или иной объект, представляет ли он ценность сам по себе или только в

комбинации с другими объектами, какие свойства объекта являются наиболее значимыми (опасными, полезными) для человека и т.п. – эти и подобные вопросы важны для распределения предметов по категориям в сознании человека. Стало быть, каждый из лексико-грамматических разрядов, называя те или иные классы предметных сущностей, выполняет в языке определённое предназначение.

Конкретные существительные называют самоценные в человеческом представлении объекты, то есть объекты, значимые для человека даже в одном отдельном экземпляре и во всех отношениях «соразмерные с человеком». Такие объекты легко поддаются непосредственному счёту, поэтому конкретные существительные свободно употребляются в формах обоих чисел и сочетаются с самыми разнообразными количественными определителями. Ср.: *Сколько разных вещей держит на себе Земля! Дома, разные горшочки, люстры, подушки, зеркала – даже невозможно перечислить!* (М. Москвина. Моя собака любит джаз).

Вещественные существительные называют однородное сырьё, материю, из которой изначально состоит или создаётся объект (и его детали) и которая нужна для дальнейшего продления его бытия, а также отходы существования объекта. Поскольку самым важным «объектом» в мире является человек, то значительная часть вещественных существительных называет субстанции, необходимые для обеспечения материального существования человека (продукты питания, лекарства, ткани, строительный материал, топливо и т.д.). Ср.: *Отец семейства... отяжелел сумку молоком, кефиром, творогом, пачкой чая, пачкой масла и тремя бутылками нарзана.* (В. Смехов. В один прекрасный день).

Собирательные существительные называют объекты, значимые только в своей совокупности. Специфика собирательных имён состоит в том, что они называют такие совокупности, которые приобретают новое качество по сравнению как с отдельным предметом, так и с отдельным множеством предметов этого класса. Это значит, что категория собирательности находится на ином, более высоком уровне абстракции по сравнению с названиями конкретных предметов. Ср.: *В актовом зале набилось публики самой разной – родители, учителя, представители района.* (Д. Рубина. «Всё тот же сон!»).

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ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТ-РЕСУРСОВ В ОРГАНИЗАЦИИ ЗАНЯТИЙ ПО ФИЗИЧЕСКОЙ КУЛЬТУРЕ

Аннотация: В статье говорится о формах дистанционной организации обучения физической культуре. Рассмотрены некоторые способы организации удаленной работы.

Ключевые слова: дистанционное обучение, Интернет-технологии, система обучения, доступность и открытость образования.

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THE USE OF INTERNET RESOURCES IN THE ORGANIZATION OF PHYSICAL EDUCATION CLASSES

Abstract: The article talks about the forms of distance learning organization of physical culture. Some ways of organizing remote work are considered.

Keywords: distance learning, Internet technologies, learning system, accessibility and openness of education.

Современная жизнь играет с нами по своим правилам. Возникают ситуации, в которых современному человеку приходится использовать дополнительные ресурсы и в области знаний и в области умений. Так вот одним из таких умений в настоящий момент времени стала организация дистанционного обучения, в общем, и в области преподавания физической культуры в частности. И в обычное время современный урок физической культуры не всегда можно организовать с использованием только

традиционных технологий. Информационные технологии проникают во все сферы человеческой деятельности и сюда в том числе. С развитием и распространением Интернет технологий у дистанционного обучения появились новые возможности. В мире появилось огромное количество курсов дистанционного обучения и целые университеты дистанционного обучения. Физическая культура – предмет специфический и требует особого подхода. Как можно выбрать технологии, которые позволили бы совмещать и активную нагрузку и творческие способности, и умения глубоко думать и рассуждать.

Важным качеством дистанционного обучения является доступность и открытость – возможность учиться удалено от места обучения, не покидая свой дом. Можно учиться, находясь практически в любой точке земного шара, где есть компьютер и Интернет. Это делает процесс обучения более доступным и организационно проще, чем классическое обучение. В вашем городе, где Вы живете, может не быть нужных вам курсов. Чтобы начать дистанционное обучение достаточно найти в Интернете интересующий Вас курс, а современная ситуация делает акцент на его открытость и доступность. На лицо легкость организации процесса обучения, отсутствие формальных ограничений для обучения. Анализ прошедшей работы дает понять, что не стоит полностью переключаться только на реферативную работу. Хотя много ресурсов предлагают теоретическую работу в занимательной форме, примером является ресурс liveworksheets.com, в котором предложены викторины, круглые столы, конкурсы и многое другое. В более научном стиле организована работа в ресурсе Якласс, который платформа позволяет: учить – в разделе «Предметы» есть вся необходимая теория, куда можно обратиться за справкой, в «Редакторе предметов» можно размещать собственные учебные материалы и задания, в том числе метапредметные. Если задание выполнено неправильно, раскройте «Шаги решения». Система выдаст подробное объяснение алгоритма решения, а после предложит сделать новое упражнение – для отработки и закрепления материала; контролировать: есть возможность организации проверочных работ по пройденным темам. Они проверяются автоматически. Можно контролировать освоение тем, используя отчет «Результаты учащихся». Есть возможность для создания автоматизированных отчетов. Ну и конечно невозможны занятия физической культурой без активных занятий, здесь несомненным помощником является Яндекс-видео, сервис YouTube, и конечно опыт организации дистанционного обучения показал, что очень удобным и эффективным является объединение студентов в учебные группы и сообщества социальной сети Вконтакте. Легкость использования приложения, присутствующего на любом «носимом гаджете», сделало возможным доступ к занятию, проводимому с помощью этого средства практически из любой точки нахождения. Любая группа, в том числе и

учебная, располагает возможностями организации бесед, опросов, видео- и аудио- встреч, хранить материалы и полезные ссылки на внешние ресурсы.

Очень удобным для организации обучения оказался Google Класс. Создав свой аккаунт Google вы получаете доступ к этому ресурсу, в который интегрирован Календарь, Google Диск, почта, средство организации видеоконференций и многое другое. Каждый курс, созданный с помощью Google Класс, создает отдельную папку в Google Диске. Он позволяет преподавателю размещать ознакомительные материалы курсов, формировать задания, как с кратким ответом, так и в виде одного или нескольких файлов. Google формы предоставляют возможность для создания контролирующих тестов. Одним из самых ценных преимуществ данного средства является то, что имеется приложение, устанавливаемое на планшет или смартфон, что позволяет исключить использование браузера.

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РОЛЬ ИНСТИТУТА ИНФОРМАЦИОННОГО ПОСРЕДНИЧЕСТВА В УЗБЕКИСТАНЕ

Аннотация: Обсуждаются услуги информационных экспертов товаров. Наиболее остро эта проблема проявляется на рынках товаров, получивших название доверительных. Для таких товаров установление покупателем необходимого их объема и качества невозможно либо связано с запретительно высокими издержками, что, в свою очередь, вынуждает покупателей обращаться к услугам информационных экспертов.

Ключевые слова: эксперт товаров, информационные услуги, информационные, доверительный товар.

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THE ROLE OF THE INSTITUTION OF INFORMATION MEDIATION IN UZBEKISTAN

Abstract: The services of information experts of goods are discussed. This problem is most acutely manifested in the markets of goods that have received the name of trust. For such goods, the buyer cannot establish the required volume and quality, or is associated with prohibitively high costs, which, in turn, forces buyers to turn to the services of information experts.

Key words: goods expert, information information services, trust goods.

Взаимоотношениям покупателей и продавцов на реальных рынках всегда присуща определенная степень асимметрии в аспекте доступной агентам информации, что может приводить к неэффективному функционированию рыночных механизмов; при наличии асимметрии информации в качестве предоставляемого товара высококачественные товары могут вытесняться с рынка менее качественными. Большая дисперсия качества и низкие стимулы фирм к формированию репутации (инвестициям в репутацию), свойственные переходной экономике, лишь усугубляют проблему информационной асимметрии.

Характерной чертой рынков доверительных товаров является то, что рынок товара и рынок информации о товаре фактически совмещены, а

предложения - информационное и самого товара, исходят от одного и того же продавца. Например, автолюбитель получает от автомеханика информацию о характере неполадок в автомобиле, а пациент прибегает к услугам врача для установления диагноза и выбора метода лечения. Ни автолюбитель, ни пациент в большинстве случаев не могут определить причины возникновения и пути решения проблемы самостоятельно. Это очевидным образом создает пространство для оппортунистического поведения со стороны продавцов. Оппортунизм может проявляться в нескольких вариантах: продавец занижает качество (и увеличивает цену) предоставляемого товара либо, выступая как эксперт, завышает количество необходимого агенту-покупателю блага. Наконец, продавец товара может не являться в реальности экспертом (хотя и претендовать на звание такового), а также (что часто является следствием некомпетентности) занижать уровень усилий, вкладываемых в определение необходимого клиенту товара. Таким образом, крайне актуальными представляются следующие вопросы: каким образом на рынке, где качество товара не может быть оценено покупателем напрямую, возможно установление равновесия с приемлемыми уровнями качества; каковы механизмы поддержания добросовестного поведения продавцов-экспертов; каково влияние доверительной природы товара на создание специальных институтов, повышающих эффективность работы таких рынков?

Для узбекской экономики эта проблема особенно актуальна в силу многих факторов, среди которых можно выделить низкий уровень доверия к анонимным контрагентам, низкую оценку стоимости будущей прибыли, низкий уровень экономической культуры агентов, низкую компетентность продавцов в вопросе предоставления экспертных услуг. Реакция рынков доверительных товаров на описанные информационные проблемы может быть различной. Так, в одних случаях высокие издержки измерения приводят к формированию на рынке новых институтов (например, института информационного посредничества), перераспределяющих соответствующие издержки и приводящих к росту эффективности работы рынка. В других же случаях увеличение эффективности достигается не за счет формирования новых институтов, а за счет передачи функций измерения агентам со сравнительными преимуществами в осуществлении этих измерений, либо за счет институционального обучения агентов.

Особую актуальность описанный круг проблем приобретает в условиях переходной экономики, когда стандартные механизмы репутации малоэффективны, а издержки измерения высоки в силу отсутствия длительного опыта в данном виде деятельности.

Для исследования в данной работе выбраны рынки доверительных товаров. Изучается вопрос распределения функций измерения качества между различными участниками отношений на рынках доверительных

товаров, а также влияние этих издержек на результаты их функционирования.

Анализируем рынок в условиях, когда доверительная природа товара и высокие издержки измерения приводят к возникновению на этом рынке институтов информационного посредничества. Полученные выводы иллюстрируются на рынке компьютерных товаров. Данный рынок является относительно новым как для узбекской экономики, так и для экономики любой страны и на настоящий момент развивается достаточно динамично. Это позволило автору работы пронаблюдать эволюцию института информационного посредничества на различных ее этапах и получить подтверждения гипотезам, сделанным на ранних этапах подготовки диссертации. В частности, были изучены факторы, способствующие формированию института посредников, а также причины, в дальнейшем обусловившие снижение эффективности и вытеснение этого института.

Заключение

Стереотипы потребительского поведения содержат основные черты, свойственные покупателям на привычных им рынках товаров, а специфика поведения определяется, скорее, природой самого товара, оценить качество которого самостоятельно среднестатистический покупатель не в силах.

Таким образом, сделанные нами для компьютерного рынка, могут быть перенесены и на целый ряд других рынков

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**МОДЕЛЬ ЭФФЕКТИВНОСТИ ПОТРЕБИТЕЛЬСКОМ РЫНКЕ
ДОВЕРИТЕЛЬНОГО ТОВАРА**

Аннотация: Проведен на основе построенной модели анализ эффективности контрактов между посредником и покупателем на потребительском рынке доверительного товара.. В ее рамках посредник рассматривается как монополист по предоставлению экспертных услуг.

Ключевые слова: экономика, модель, посредник, покупатель, рынок, доверительный товар.

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**CONSUMER MARKET EFFICIENCY MODEL OF FIDUCIARY
GOODS**

Abstract: Based on the constructed model, the analysis of the effectiveness of contracts between an intermediary and a buyer in the consumer market of a trust product is carried out. Within its framework, an intermediary is considered as a monopolist in the provision of expert services.

Key words: economy, model, intermediary, buyer, market, trust product.

Для анализа оптимальных контрактов, которые предлагает посредник монополист, автором была модифицирована базовая модель дискриминации второго рода в условиях асимметричной информации. Кратко она описывается следующим образом. Рассмотрим контракт между посредником и клиентом. Посредник, найдя искомый товар, приобретает его по цене, равной производственным издержкам и включает эту величину в окончательную цену, которую платит потребитель. Общие издержки посредника оставляют

$$c = c_p + c^M,$$

где c^M - издержки измерения посредником качества товара.

Пусть q - качество товара; $p(q)$ - цена единицы товара качества q , устанавливаемая посредником; $c(q)$ - издержки посредника по предоставлению покупателю единицы товара качества q , $c'(q) > 0, c''(q) > 0$. На рынке присутствует два типа потребителей: $k \in \{k^g, k^b\}$, где $k^g > k^b$. Каждый потребитель приобретает единицу товара. Полезность

потребителя типа k , покупающего единицу товара качества q , задается функцией $U(q; k) = kq - p$. Случай 1: симметричная информация. Посредник знает тип каждого своего клиента и может на основании этого осуществлять дискриминацию. В этом случае качество товара, который предлагается покупателю типа k , и назначаемая цена определяются как решение задачи максимизации прибыли:

$$\text{Max}\{p - c(q)\} \quad (q, p) \text{ } k^q \geq p$$

Решение этой задачи описывается условиями $cg(q) = k$, $p = q^k$. Таким образом, уровни качества и цены, которые монополист предлагает потребителям типов k^g и k^b , равны, соответственно:

$$cg(q^g) = k^g,$$

$$p^g = q^g k^g, \quad cg(q^b) = k^b,$$

$$p^b = q^b k^b$$

Учитывая, что $cp(q) = \text{const}$, имеем

$$c^r(q^g) = c^M(q^g) = k^g, \quad c^r(q^b) = c^M(q^b) = k^b$$

На рис. 1 эти результаты представлены графически. b^q q^g q .

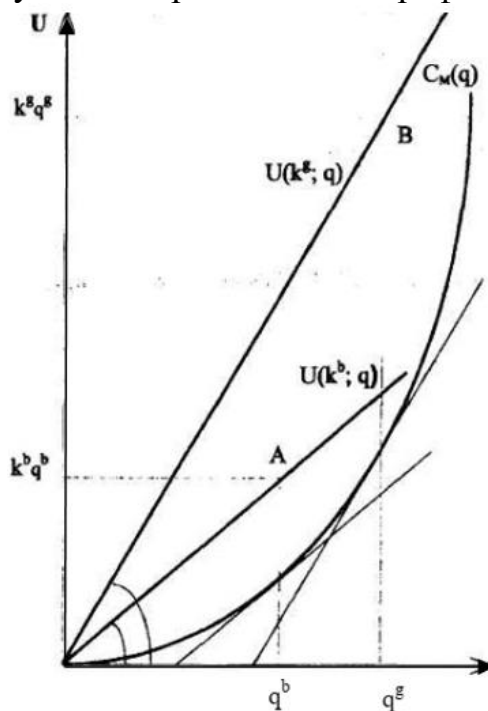


Рис 1. Оптимальный контракт в случае симметричной информации

Конечно, в реальной ситуации данных источников информации недостаточно для того, чтобы посредник мог однозначно определить тип клиента. Поэтому более реалистичным является следующий случай 2. Случай 2: асимметричная информация, если тип агента является его частной информацией, найденный набор контрактов «первого лучшего» не является достижимым для посредника.

Действительно, в этом случае потребителю типа k^g выгодно заявить о своей принадлежности к типу k^b , поскольку, выбрав контракт,

предназначенный для типа k_b , он получит большую полезность, чем от предназначенного ему контракта. Потребительский излишек клиента типа k_g от приобретения товара качества q_b по цене p_b равен

$$b_{qk} g - p_b = q_b(k_g - k_b) > 0 \quad 9$$

Таким образом, посредник сталкивается с проблемой неблагоприятного отбора, что вынуждает его изменить набор предлагаемых контрактов и перейти из состояния «первого лучшего» в состояние «второго лучшего».

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МОРФОЛОГИЧЕСКАЯ И ИММУНОГИСТОХИМИЧЕСКАЯ ХАРАКТЕРИСТИКА СЕЛЕЗЕНКИ ЧЕЛОВЕКА

Резюме: Принципиальным подходом к оценке и пониманию особенностей структуры селезенки, размеров ее функциональных зон и распределения иммунокомпетентных клеток в норме явился пересчет морфометрических показателей с учетом массы органа.

В результате гистологических, иммуногисто-химических и морфометрических исследований образцов селезенки лиц, не имевших в анамнезе заболеваний системы кроветворения и другой патологии, определены минимальные и максимальные величины относительных (%) и абсолютных значений массы (г) белой пульпы и ее компартментов, величины красной пульпы, а также содержания клеточных элементов в этих функциональных зонах.

Установлено, что характеристики параметров белой и красной пульпы зависят от миграционных свойств иммунокомпетентных клеток, степени активности иммунных процессов, происходящих в различных компартментах указанных зон.

В соответствии с полученными данными нам представляется возможным выделить три этапа течения иммунореактивных процессов в функциональных зонах селезенки.

Ключевые слова: морфогенез, селезенка, структурно-функциональная характеристика.

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MORPHOLOGICAL AND IMMUNOHISTOCHEMICAL CHARACTERISTICS OF THE SPLEEN HUMAN

Resume: A fundamental approach to assessing and understanding the features of the structure of the spleen, the size of its functional zones and the distribution of immunocompetent cells in the norm was the recalculation of morphometric indicators taking into account the mass of the organ.

As a result of histological, immunohistochemical and morphometric studies of spleen samples of persons who had no history of diseases of the hematopoietic system and other pathology, the minimum and maximum values of

relative (%) and absolute values of the mass (g) of white pulp and its compartments, the value of red pulp, as well as the content of cellular elements in these functional zones were determined.

It was found that the characteristics of the parameters of white and red pulp depend on the migration properties of immunocompetent cells, the degree of activity of immune processes occurring in various compartments of these zones.

According to the data obtained, it seems possible to distinguish three stages of the course of immunoreactive processes in the functional zones of the spleen.

Key words: morphogenesis, spleen, structural and functional characteristics.

Актуальность. Селезенка развивается из мезенхимы периферической части дорсальной брюшки будущего большого сальника. У плода человека она появляется на 4-й неделе развития в виде скопления мезенхимных клеток, расположенного на стенке желудка. На 5-6-й неделе среди мезенхимных клеток появляются единичные макрофаги, ретикулярные клетки, формируется сеть ретикулярных волокон. Сосуды малочисленны, их просветы едва различимы[3,5].

На 9-10-й неделе развития в ворота органа вырастают крупные сосуды, которые быстро ветвятся с образованием многочисленных тонкостенных сосудов типа синусоидов. Кровь поступает в селезенку, происходит физиологическое кровоизлияние в ткань формирующегося органа, а оттока крови не наблюдается. У 9-10-недельного плода имеются очень мелкие и редко расположенные очаги эритроидного кроветворения и мегакариоциты. Наблюдается массовый распад эритроцитов[4].

В органе еще нет лимфоцитов и лимфоидных фолликулов, превалирует функция депонирования крови. На 11-12-й неделе вокруг сосудов формируются трабекулы, появляются В-лимфоциты. На 13-14-й неделе появляются скопления лимфоцитов вокруг артерий, формируется Т-зависимая зона. Среди сосудов можно различать трабекулярные, пульпарные и центральные[1].

Образуется ретикулярный остов, ретикулярные клетки и волокна располагаются циркулярно вокруг центральной артерии. С этого времени пульпу можно разделить на белую и красную. На 17-й неделе формируется маргинальный синус. С 20-й по 22-ю неделю резко увеличивается количество лимфоцитов и появляются лимфатические узелки (В-зависимые зоны)[2].

Узелки располагаются сбоку от центральной артерии. К 22-й неделе в селезенке плода резко увеличиваются размеры Т-зависимых зон, к 29-30-й неделе возрастают масса органа, размеры лимфатических узелков, которые располагаются более редко. В центре первичных узелков

определяется значительное число бластных форм, формируются герминативные центры[3].

Зоны расположения Т-и В-лимфоцитов приближаются к таковым в дефинитивных структурах. Процессы миелопоэза в селезенке человека достигают максимального развития на 5-м месяце внутриутробного периода, после чего активность их снижается и к моменту рождения прекращается совсем. Процессы лимфоцитопоэза к моменту рождения, наоборот, усиливаются.

Цель исследования. Установить морфометрические особенности структуры селезенки человека в сопоставлении с основными этапами иммунного ответа.

Материалы и методы исследования. Работа выполнена на аутопсийном материале селезенки, взятых у 20 человек (12 мужчин, 8 женщин) в возрасте от 27 до 65 лет (медиана возраста - 39 лет).

Результаты исследования. Иммунный аппарат селезенки человека, называемый белой пульпой, представлен последовательно переходящими друг в друга периартериальными лимфоидными муфтами, лимфоидными узелками и макрофагально-лимфоидными муфтами. Периартериальные лимфоидные муфты, занимающие на гистологических срезах 40-90% всей площади белой пульпы, располагаются вокруг пульпарных артерий, вне зависимости от порядка их деления и диаметра. Ветви пульпарных артерий всегда занимают центральное положение относительно периартериальной лимфоидной муфты. Плотность расположения ее клеточных элементов возле стенок пульпарных артерий в 1,11-1,25 раза больше, чем в периферической зоне периартериальных лимфоидных муфт.

Лимфоидные узелки являются утолщениями периартериальных лимфоидных муфт, постоянно встречаются в зонах отхождения ветвей от пульпарных артерий. Артерия лимфоидного узелка по отношению к нему имеет эксцентричное положение, также как их центры размножения, имеющие на срезах органа различную форму. Плотность расположения клеток лимфоидного ряда в мантии лимфоидных узелков в 1,1-1,3 раза больше, по сравнению с их маргинальной зоной.

Макрофагально-лимфоидные муфты (эллипсоидны), состоящие из 3-4 рядов клеток (макрофагов, лимфоцитов, ретикулоцитов), располагаются вокруг безмышечных артериол (конечных разветвлений пульпарных артерий), вплоть до их деления на концевые капилляры, впадающие в венозные синусы селезенки. Длина макрофагально-лимфоидных муфт варьирует от 45 до 75 мкм, толщина — от 15 до 30 мкм.

К лимфоидному (иммунному) аппарату селезенки относятся также многочисленные лимфоциты и плазматические клетки красной пульпы, отделенной от структур белой пульпы пограничной (промежуточной, маргинальной) зоной. На гистологических срезах селезенки красная пульпа занимает площадь от 71,4% (у детей) до 83,6% (в старческом

возрасте). Лимфоциты в красной пульпе располагаются поодиночке, а также группами (3-5 клеток). В красной пульпе присутствуют в большом количестве макрофаги и форменные элементы крови. Строму красной пульпы образуют ретикулярные клетки и ретикулярные волокна, продолжающиеся в ретикулярный каркас периартериальных лимфоидных муфт, лимфоидных узелков, эллипсоидов, в соединительнотканые трабекулы, а также в ретикулярные структуры, окружающие венозные синусы.

Венозные синусы (селезенки), расположенные в красной пульпе в различных направлениях, окружены редкими ретикулярными волокнами, единичными ретикулярными и гладкомышечными клетками. Возле стенок венозных синусов присутствуют многочисленные макрофаги, лимфоциты, а также эритроциты и лейкоциты. В просвете венозных синусов, наряду с клетками крови, всегда находятся макрофаги. В процессе постнатального онтогенеза венозные синусы расширяются в 2,32,5 раза, от 18,5 мкм в раннем детском возрасте до 42,5 мкм - у пожилых людей.

Все структурные компоненты белой пульпы селезенки имеют однотипичный клеточный состав, представленный малыми, средними лимфоцитами, ретикулярными клетками (70-85% от числа всех клеток). В состав белой пульпы всегда входят бластные формы, большие лимфоциты, плазмциты, клетки с картиной митоза, дегенеративно измененные клетки. Их суммарное число составляет 15-18% у периартериальных лимфоидных муфт и лимфоидных узелков и 20-24% - у эллипсоидов. Непостоянными клеточными элементами белой пульпы селезенки являются тучные клетки и эозинофилы.

В белой пульпе селезенки всегда присутствуют определенные микротопографические межклеточные ассоциации. У периартериальных лимфоидных муфт, вне зависимости от возраста, пола, регионарных особенностей органа, имеются лимфоцитарно-макрофагальные комплексы (5-10 малых лимфоцитов вокруг макрофага), лимфоцитарно-плазмцитарно-макрофагальные комплексы (малые и средние лимфоциты вокруг плазмцита или макрофага), парное и групповое (3-5 клеток) расположение малых и средних лимфоцитов, ряды из 3-4-х ретикулярных клеток.

В лимфоидных узелках селезенки, особенно в их центрах размножения, всегда имеются лимфоцитарно-макрофагальные комплексы и парное расположение малых лимфоцитов. В маргинальной зоне лимфоидных узелков постоянно присутствуют радиально расположенные ряды, состоящие из 5-7 малых и средних лимфоцитов. У эллипсоидов селезенки макрофагально-лимфоцитарные комплексы состоят из 5-8 малых и средних лимфоцитов, окружающих макрофаг, а также парное и групповое расположение малых и средних лимфоцитов.

Белая пульпа селезенки у новорожденных детей отличается морфологической зрелостью. Она занимает 15,6% всей площади селезенки на гистологических срезах, отличается полной структурной сформированностью периартериальных лимфоидных муфт, лимфоидных узелков (30-35% из них имеют центры размножения), эллипсоидов, наличием всех типов межклеточных ассоциаций, характерных для этих структурных компонентов белой пульпы.

Максимальное морфологическое развитие белой пульпы селезенки отмечается у детей в возрасте 1-3 лет, когда ее процентное содержание в 1,5 раза больше, чем у новорожденных детей. В раннем детском возрасте наблюдается максимальные в постнатальном онтогенезе толщина периартериальных лимфоидных муфт, размеры лимфоидных

узелков и их центров размножения, максимальные толщина и длина эллипсоидов. В этом возрасте отмечаются наиболее высокие показатели абсолютного числа клеток лимфоидного ряда, процентного содержания малых лимфоцитов, бластов и клеток с картиной митоза во всех структурных компонентах белой пульпы.

Инволюция белой пульпы селезенки морфологически наиболее выражена в старческом возрасте, в котором лимфоидной ткани в этом органе в 3,2 раза меньше, чем в раннем детском возрасте. В старческом возрасте толщина периартериальных лимфоидных муфт в 2,1 раза меньше, чем у детей, уменьшаются размеры лимфоидных узелков, в большинстве из них исчезают центры размножения, уменьшаются длина и толщина эллипсоидов, увеличивается удельный вес ретикулярной стромы всех структурных компонентов белой пульпы.

Инволютивные изменения клеточного состава белой пульпы селезенки у человека проявляются в уменьшении количества макрофагально-лимфоцитарных и других клеточных комплексов, уменьшении абсолютного числа клеток лимфоидного ряда (в 1,25-4,0 раза, по сравнению с ранним детским возрастом), уменьшается процентное содержание малых лимфоцитов, бластов, клеток с картиной митоза, при одновременном увеличении количества дегенеративно измененных клеток и макрофагов. В период долголетия, по сравнению со старческим возрастом, существенных изменений размеров и клеточного состава белой пульпы селезенки не отмечается.

Половые отличия в строении белой пульпы селезенки начинают проявляться в подростковом возрасте, наиболее выражены в репродуктивном периоде (22-35-летний возраст) и отсутствуют в детском и старческом возрастах. У женщин, по сравнению с мужчинами, больше абсолютное число лимфоидных клеток в центрах размножения лимфоидных узелков (в 1,3-2,1 раза) и в эллипсоидах (в 1,1-1,6 раза), повышенное содержание малых лимфоцитов, клеток с картиной митоза. У

женщин в структурных компонентах белой пульпы меньшее процентное количество средних лимфоцитов и клеток с признаками дегенерации.

У периартериальных лимфоидных муфт и лимфоидных узелков имеются выраженные регионарные морфологические различия. В области ворот селезенки толщина лимфоидных муфт, размеры лимфоидных узелков, а также плотность расположения в них клеток в 1,21,4 раза больше, чем в периферических отделах органа. Однако, отличий в процентном содержании лимфоидных и других клеток в периферических и центральных отделах белой пульпы не выявлено.

Все структурные компоненты белой пульпы селезенки у человека в постнатальном онтогенезе отличаются различным уровнем индивидуальной изменчивости. Различия между максимальным и минимальным индивидуальными показателями размеров периартериальных лимфоидных муфт, лимфоидных узелков, эллипсоидов, абсолютного и процентного содержания клеток лимфоидного ряда у людей пожилого, старческого возрастов и в период долгожительства выражены в большей степени, чем в детском возрасте.

Вывод. Следовательно, популяции ИКК в норме имеют строгие механизмы распределения в функциональных зонах селезенки. Подобные закономерности расширяют представления об иммуноморфологических особенностях этого важного вторичного лимфоидного органа. Для изучения гистоархитектоники селезенки необходимо понимание явлений миграции клеточных элементов, их перераспределения в БП и КП с учетом этапов иммунного ответа.

Данные процессы влияют на вес органа и, соответственно, его компартиментов. Морфометрическое исследование селезенки с использованием величины ее массы является достаточно объективным и рациональным. Представленные параметры могут иметь основополагающее значение для анализа морфологии селезенки в интерпретации ее изменений при диагностике заболеваний с поражением органов иммунной системы.

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РОЛЬ И ЗНАЧЕНИЕ СКАЗКИ В ДУХОВНОМ И НРАВСТВЕННОМ ОБРАЗОВАНИИ УЧАЩИХСЯ

Аннотация: Данная статья о роли и значении сказки в духовном и нравственном образовании, а также о разных приемах и методах проведения которые можно практиковать на уроках по литературе.

Ключевые слова: сказка, роль, сюжет, красочность, потенциал, творчество, личность.

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THE ROLE AND SIGNIFICANCE OF THE FAIRY TALE IN THE SPIRITUAL AND MORAL EDUCATION OF STUDENTS

Annotation: This article is about the role and significance of a fairy tale in spiritual and moral education, as well as about different techniques and methods that can be practiced in literature lessons.

Key words: fairy tale, role, plot, colorfulness, potential, creativity, personality.

Одним из важнейших задач в образовании формирование творческой личности в современной школе, умеющего ориентироваться в различных жизненных ситуациях, действовать инициативно и креативно – является главной задачей для современной начальной школы. Развитое воображение и умение создавать своеобразное, отличающееся от распространённого – рассматривается как основные составляющие творческой личности. Мир сказок прекрасен и увлекателен, он захватывает детей острыми, занимательными сюжетами, необычностью обстановки; привлекают герои — смелые, сильные, находчивые люди. Детям интересно и сама форма повествования, принятая в сказке, напевность, красочность языка, яркость изобразительных средств. В сказках добро побеждает зло, дети искренне радуются и переживают, что побеждает справедливость, а зло наказывается, торжествует добро.

Большой потенциал и положительные нравственных поучений. Особенно нравиться детям действенная направленность на победу, на

торжество правды, на увенчавшийся успехом концовку. Сюжет сказки нежизненный, далек от правды, но вывод всегда правдивый «Сказка — ложь, да в ней намек! Добрым молодцам урок».

Актуальность данной темы продиктована тем, что вопрос о значении восприятия и переживания сказки для психического развития ребенка, становления его как личности, раскрытия творческого потенциала остается одним из актуальных и обсуждаемых в психолого-педагогической литературе. Связано это с открытием новых возможностей работы со сказкой, которая открывается для детей и исследователей не только как культурологический феномен, но и как феномен психологический, как форма духовного опыта человечества.

Народная сказка является действенным способом формирования первоначальных представлений о единстве и многообразии языкового и культурного пространства.

Народная сказка помогает учащимся овладевать первоначальными представлениями о нормах русского и родного литературного языка (орфоэпических, лексических, грамматических) и правилах речевого этикета; умение ориентироваться в целях, задачах, средствах и условиях общения, выбирать языковые средства для успешного решения коммуникативных задач.

Читая и постигая народные и авторские сказки, учащиеся начинают разумно воспринимать и оценивать особенность содержание различных текстов, участвовать в их обсуждении, давать и обосновывать оценку поступкам героев.

Для дальнейшего достижение необходимого образовательного уровня читательской осведомленности, а так же и в общем развитии речи, невозможно без фундаментального изучения народных сказок. В сравнении с авторскими сказками созданными на фольклорной основе.

Разные приемы и методы можно практиковать в работе со сказкой, которые могут применять учителя для развития воображения детей. Среди них: пересочинять сказки, придумывание сказки наоборот, придумывание продолжения сказки, изменение конца сказки. Можно сочинять сказки вместе с детьми.

Предлагая учащимся на пример пересказать по цепочке «знакомую» им сказку «Лисичка-сестричка и волк». Дети начнут спорить: уточнять события, героев. Выход, позволяющий, казалось бы, разрешить противоречия, один - посмотреть в книгу. Отдельные варианты читаются, сопоставляются, выявляются сходства и различия, учащиеся приходят к выводу о вариативности фольклорного искусства, об уникальности каждой записи произведения.

Сказка для ребенка имеет большое воспитательное и познавательное значение. Это любимый жанр многих детей. Также учащихся можно познакомить со сказками о животных, бытовыми и волшебными сказками.

Они имеют огромное воспитательное значение: учат скромности, бескорыстию, вежливости, высмеивают пороки.

Работа над сказкой проводится так же, как и над рассказами, но у сказок есть свои особенности: бывают волшебные, бытовые, о животных и фантастические сказки.

Можно использовать следующие методические рекомендации при чтении сказок.

1. Обычно перед чтением сказки проводится небольшая подготовительная беседа можно спросить, какие сказки бывают, какие читали; организовать выставку рисунков с персонажами сказок. Перед чтением сказок о животных можно напомнить о повадках животных, показать иллюстрацию этих животных.

2. Сказку обычно выразительно читают, но желательно ее рассказывать.

3. Работу над сказкой вести как над реалистическим рассказом, не комментируя, что «так в жизни не бывает», что это вымысел.

4. Сказку можно использовать для составления характеристик и оценок, так как характерных черты героев сказок обычно раскрываются в их поступках.

5. Не сводить нравоучение сказки в область человеческих характеров и взаимоотношений. поучительность сказки настолько значительная, что дети сами делают выводы: «Так и надо старухе-не надо было жадничать» («Сказка о рыбаке и золотой рыбке»). Если дети придут к подобным заключениям, то можно считать, что чтение сказки достигло цели.

6. Самобытность фольклорной сказки в том, что она создавалась для рассказывания, вот почему

прозаические сказки пересказываются как можно ближе к тексту. Рассказывание должно быть выразительным, соблюдая темп и ритм текста. Успешным приемом подготовки к нему является чтение сказки в лицах, подготовка и инсценировка сказок помогает выражать характер, развивает речь и творческие способности у учащихся.

7. Сказка используется и для обучающих работ по составлению планов, так как она отчетливо членится на сцены - части плана, заголовки легко отыскиваются в тексте сказки.

В младшем школьном возрасте развивается восприятие сказки. Вера в чудеса и что каждый из них может быть героем, принцессой или золушкой одолеть зло, помочь, спасти, чтобы обрести смысл жизни, благодаря этому ребенок должен выйти за узкие границы воображения и поверить в то, что он сделает значительный вклад в окружающий мир. Всему этому как раз и способствует сказка. Она проста и в то же время загадочна. Читая сказку, у детей появляется интерес, сказка возбуждает его любознательность, обогатить жизнь, стимулирует его воображение,

развивать интеллект, помочь понять самого себя, свои желания и эмоции, обрести чувство удовлетворенности тем, что он делает.

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АНДИЖОН ВИЛОЯТИ ШАРОИТИДА КЕЧКИ МУДДАТДА ЭКИШ УЧУН КАРТОШКАНИ НАВ ВА НАМУНАЛАРИ ТАНЛАШ

Анотация. Мақолада нав катигорияларига тушунча, юқори ва сифатли ҳосил олишда навнинг аҳамияти ҳамда навларни маҳсулдорлигидан фойдаланиш даражаси баён этилган. Картошка нав – намуналарининг ер устки қисмини айниш касалигининг турлари билан зарарланиши ёритилган. Картошка нав-намуналари ҳосилдорлиги ва уларнинг таварбонлик сифати тўғрисида маълумотлар берилган.

Калит сўзи: навлар, айниш, ўсув даврида, яшовчанлик, ялпи ҳосил.

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SELECTION OF VARIETIES AND SAMPLES OF POTATOES FOR LATE SOWING IN THE CONDITIONS OF THE ANDIJAN REGION

Annotation. In the article the concept of grade, categories of grade, impotence of good quality, the degree of use of potential productivity of grades are stated. Lightened the growth and development of over-ground part of potato grades and also their infection by different deceases of degeneration. The data on potato grades yielding and their commodity qualities at summer planting are given.

Keywords: varieties, nausea, growth period, viability, gross yield.

Кириш. Мустақиллик йилларида аҳолини турмуш шароитини яхшилаш, биринчи навбатда озиқ-овқат маҳсулотларига бўлган эҳтиёжини тўла қондириш масаласига ҳукуматимиз томонидан катта эътибор қаратилмоқда. Аҳолимизни озиқ-овқат билан етарли даражада таъминлашда картошканинг аҳамияти каттадир.

Ўзбекистон мустақилликга эришгунича аҳолини талаби Россия ва Белоруссиядан келтирилган картошка ҳисобига қондирилар эди.

Мустақилликнинг биринчи йилларида етиштирилган картошка ҳосили аҳоли сон бошига 16 кг дан 23 кг.га кўпайди, лекин бунга етиштириладиган майдонларнинг кенгайтириш ҳисобига эришилди.

Ўзбекистон Республикаси Вазирлар Маҳкамаси 1996 йил 30 августда «Картошкачиликда бозор муносабатларини чуқурлаштириш ва республикада картошка етиштиришни кўпайтириш чора-тадбирлари тўғрисида»ги 301 сонли қарорини қабул қилганидан сўнг, 1997 йилнинг ўзида картошканинг ялпи ҳосили 692 минг тоннани ташкил этиб, картошкани етиштириш аҳоли бош сонига 30 кг гача етиб, четдан истеъмолбоп картошка келтиришга чек қўйилди.

2019 йилда бу қиммат баҳо ўсимликдан олинган ялпи маҳсулот 2.9 млн тоннадан ошди, бу ҳар бир истеъмолчига 68-71 кг дан тўғри келади. Бунга, ишлаб чиқаришга картошканинг серҳосил, юқори ҳарорат ва касалликларга чидамли навларини татбиқ этиш ва янги агротехнологияларни қўллаш ҳисобига эришилди.

Нав – картошка етиштириш технологиясининг муҳим элементи.

Барчага маълумки, картошка ҳосилдорлиги маълум даражада экиладиган навлар, уларнинг маҳсулдорлиги, етиштириладиган маҳаллий шароитига мослашганлигига боғлиқ бўлади.

Нав ўсимликларни касалликларга чидамлилиги, ҳосилни чиқиш муддати, товарлик сифати ва кимёвий таркибини белгилайди.

Нав тур ичидаги ботаник систематик бирлик эмас, бу аниқ хўжалик тушунчасидир. Нав инсон томонидан аниқ шароитда етиштириладиган қимматли хўжаликка белгиларига эга бўлган ўсимликлар гурухидир.(3,4)

Ўзбекистон Республикасининг 2002 йил 29 августдаги “Селекция ютуқлари тўғрисида”ги қонунда “нав” тушунчаси қуйидагича таърифланган: “Нав” – ўсимликлар гурухи бўлиб, у наслдан – наслга барқарор ўтувчи, муайян генотип ёки генотиплар комбекциясини бошқалардан ажратиб турувчи белгиларга қараб аниқланади ва айни бир ботаник таснифидаги бошқа ўсимликлар гурухидан бир ёки бир неча белгилари билан фарқланади. Клон, линия, биринчи авлод дурагайи популяция навнинг муҳофаза қилинадиган объектларидир.

Шундек қилиб, турли экинларда нав табиати турлича бўлиши мумкин. Ишлаб чиқишда етиштирилаётган картошка навлари бир ўсимлик авлоди бўлиши билан бирга ўзида бир ёки бир неча турлар белгиларини сақлайди.

Адабиётлар маълумотларига кўра ишлаб чиқаришга юқори маҳсулдор навларни татбиқ этиш қўшимча харажатларсиз картошка ҳосилдорлигини 10-30 фоизга кўпайиши билан бирга, ҳосил сифати яхшиланар экан.

Картошка навини тўғри танлаш – бу нафақат ҳосилни кўпайтириш йўли, балки ер, иқлим шароит меҳнат ҳамда мавжуд техник ресурслардан унумли фойдаланишда асосий восита вазифасини бажаради.

Республикаимиз иқлим шароитида ёз-куз муддатда етиштириладиган картошка навларини танлаш бўйича кўп сондаги дала тажрибалари ўтказилган бўлиб, муаллифлар ёз фаслида картошкани барча навларини уларни эртаги, ўртаги ёки кечпишарлигини ҳисобга олган ҳолда экиш муддатларини тўғри танлаш ҳисобига юқори ҳосил олиш мумкинлиги тўғрисида хабар қилинганлар.(5,6,7,8)

Юқорида баён этилганлардан келиб чиққан ҳолда ёз муддатда экиш учун картошка навини аниқ танлаш уни ҳосилдорлиги ва сифатини оширишда назарий ва амалий жиҳатдан ката аҳамиятга эга бўлган долзарб масалалардан бири деб ҳисоблаш мумкин.

Услуг ва материаллар. Қўйилган мақсадни ҳал этиш учун 2021 йил ёз-куз муддатида дала тажрибалари Андижон вилояти Жалакудук тумани “Сарварбек далалари” фермер хўжалиги шароитида тасдиқланган режа асосида ўтказилди.

Тажрибада картошкани Санте-st, Кондор, Марфона, Романо ва Курода навлари синалди. Дала тажрибалари фенологик, биометрик кузатувлар, ҳосилдорлиги ва уни сифатини ҳисобга олиш билан амалга оширилди. Барча дала тажрибалари тўрт такрорланишда ўтказилди. Олинган маълумотлар амалдаги услубий қўлланмалар асосида таҳлил қилинди.

Синалган картошка нав-намуналарининг ниҳол ҳосил қилиши-ҳато миқдори турлича бўлди. Яни, стандарт нав Сантеда хата миқдори ниҳоллар тўлиқ ҳосил бўлганидан сўнг 4,2 фоизни ташкил этди. Бу кўрсаткич Кондор ва Курода навларида эса стандарт навга нисбатан 1,1-1,2 фоизга кам бўлди. Марфона ва Романо навлари хата миқдори (4,4; 4,1%) стандарт нав хата миқдорига яқин бўлди.

Ўрганилган картошка нав-намуналари, нафақат, ниҳол ҳосил қилишлари бўйича, балки ўсимликларини ўсув даврида яшовчанлиги бўйича ҳам биринчи -иккинчисидан фарқ қилди.

Синалган картошка навларидан Кондор ва Куродаларни ўсув даврида нобут бўлган ниҳоллари миқдори стандарт Санте нав ниҳолларига нисбатан яшовчанлиги 1,1 фоизга юқори бўлишлиги тажрибамизда аниқланди. Марфона ва Романо навлари ниҳолларининг ўсув даврида нобут бўлганлари миқдори стандарт нав кўрсаткичига ўхшаш бўлди(1,9; 2,2%).

Демак, ўрганилган картошка нав намуналаридан Кондор ва Курода, бошқа нав ҳамда стандартга нисбатан ўсув даврида яшовчанлиги жиҳатидан сезиларли даражада юқори турар экан.

Ўрганилган картошка нав-намуналари ичида ҳар тупда ўртача (4,1дона) ва гектарда энг кўп (195242 дона) пояни стандарт Санте нави шакллантирди. Қолган навлар стандарт навга нисбатан ҳар тупда: Кондор-2,3; Марфона-2,0; Романо-1,0 ва Курода нави эса-1,3 донага кам поя ҳосил

қилди. Булар ўз навбатида гектаридаги умумий поялар сонини камайишига олиб келди. Жумладан, Кондор навининг гектарида ҳосил қилган поялари сони стандарт нав поялари сонига нисбатан 109526 ва Марфона навида эса 95240 донага кам бўлганлиги маълум бўлди. Романо ва Курода навларининг гектарда ҳосил қилган поялари сони Кондор ҳамда Марфонага нисбатан кўп(61906 ва 47620 донага) аммо, стандарт Сантега нисбатан эса 47620 ва 61906 донага кам бўлди.

Хулоса

Ўтказилган дал тажрибалари натижаларга асосланиб қуйидаги хулосани чиқариш мумкин:

- ёз фаслида картошканинг Кондор, Романо ва Курода навларини экилса хата миқдорини кескин камайишига ва бақуват ривожланган ўсимликлар ҳосил қилишга эришилади;
- Кондор, Романо ва Курода навлари айниш касаликларининг турлари билан ёз фаслида кам зарарланар экан;
- кечки муддатда юқори ва сифатли ҳосил олиш учун картошкани Курода, Романо ва Кондор навларини экиш мақсадга мувофиқ деб ҳисоблаймиз.

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ОПТИМАЛЬНОЕ ПРИМЕНЕНИЕ БЕТА-АДРЕНОБЛОКАТОРОВ ПРИ ХРОНИЧЕСКОЙ СЕРДЕЧНОЙ НЕДОСТАТОЧНОСТИ

Резюме: В статье рассматриваются благоприятные эффекты назначения ББ при ХСН. Продемонстрировано, что основой клинической эффективности терапии ББ при ХСН является снижение частоты сердечных сокращений. Рассмотрен вопрос о необходимости достижения целевых доз ББ при лечении больных ХСН.

Показано, что назначение ББ пациентам с ХСН и сниженной фракцией выброса левого желудочка способствует увеличению насосной функции сердца, уменьшению количества госпитализаций по поводу декомпенсации сердечной недостаточности, снижению риска общей и внезапной летальности.

Продемонстрированы существенные преимущества β 1-селективных ББ перед неселективными в отношении их влияния на гемодинамику, метаболические процессы, реологические параметры крови и бронхи. Рассмотрена тактика назначения ББ при ХСН.

Ключевые слова: ишемические болезни сердца, бета-адреноблокаторы, селективность, в-адренергическиересепторы, систолическая дисфункция левого желудочка, частота сердечных сокращений, ишемическая болезнь сердца.

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OPTIMAL USE OF BETA-BLOCKERS IN CHRONIC HEART FAILURE

Resume: The article discusses the beneficial effects of the appointment of BB in CHF. It has been demonstrated that the basis of the clinical effectiveness of BB therapy in CHF is a decrease in heart rate. The question of the need to achieve target doses of BB in the treatment of patients with CHF is considered.

It has been shown that the administration of BB to patients with CHF and a reduced left ventricular ejection fraction contributes to an increase in the pumping function of the heart, a decrease in the number of hospitalizations for decompensation of heart failure, and a decrease in the risk of general and sudden mortality.

Significant advantages of b1-selective BB over non-selective BB in terms of their effect on hemodynamics, metabolic processes, rheological parameters of blood and bronchi have been demonstrated. The tactics of the appointment of BB in CHF are considered.

Key words: ischemic heart disease, beta-blockers, selectivity, b-adrenergic receptors, systolic dysfunction of the left ventricle, heart rate.

Актуальность. Поскольку сердечная недостаточность ассоциируется с рядом важных сопутствующих состояний, существенное внимание было уделено ключевым подгруппам пациентов для определения у них преимуществ терапии β -блокаторами, в частности у больных сахарным диабетом и лиц пожилого возраста, в зависимости от пола и расы[4].

Подавляющее большинство среди больных, вошедших в клинические исследования по сердечной недостаточности, составили мужчины европеоидной расы с ИБС. Хотя продемонстрированы существенные преимущества β -блокаторов при ишемической и не-ишемической этиологии ХСН, менее четкие доказательства имеются в отношении преимуществ этих препаратов у женщин[1,3].

Ретроспективный анализ пациенток исследования MERIT-HF (женщины составили 22,5% больных, включенных в исследование) показал, что лечение метопрололом CR/XL приводило к 21% снижению первичной комбинированной конечной точки смертности от всех причин и госпитализаций ($p=0,04$). Кроме того, число госпитализаций вследствие сердечно-сосудистых причин уменьшилось на 29%, а в связи с сердечной недостаточностью – на 42%. P. Shekelle и соавт. провели метаанализ по оценке влияния гендерного фактора на ответ на терапию β -блокаторами в крупных клинических исследованиях.

Объединение данных CIBIS II, US Carvedilol, MERIT-HF и COPERNICUS дало в общей сложности 2134 больные женщины, участвовавшие в этих исследованиях. Снижение относительного риска у женщин, получавших β -блокаторы, составило 0,63 (95% ДИ от 0,44 до 0,91). В этих рандомизированных исследованиях у мужчин, у которых снижение риска составило 0,66 (95% ДИ от 0,59 до 0,75), результаты были практически идентичны. Таким образом, подтверждена эффективность β -блокаторов у женщин с умеренной и тяжелой ХСН[3].

Отсутствие эффективности бупиндолла у пациентов негроидной расы с сердечной недостаточностью индуцировало вопрос о возможном

существовании расовых различий ответа на определенные лекарственные средства. P. Shekelle и соавт. провели анализ эффективности терапии β -блокаторами в зависимости от расовой принадлежности путем объединения данных исследований MERIT-HF, US Carvedilol, COPENICUS и BEST. В целом в четырех исследованиях участвовали 1172 афроамериканца и более чем 8 тыс. пациентов европеоидной расы с ХСН.[5,6]

Снижение риска среди пациентов-афроамериканцев составило 0,97 (95% ДИ от 0,68 до 1,37), тогда как у пациентов европеоидной расы – 0,69 (95% ДИ от 0,55 до 0,85). Однако при исключении из анализа данных исследования BEST снижение риска смертности у пациентов-афроамериканцев было 0,67 (95% ДИ от 0,38 до 1,16), аналогичные данные отмечены у пациентов европеоидной расы[2].

Цель исследования. Рассмотреть современные данные по применению бета-адреноблокаторов (БА) при хронической сердечной недостаточности (ХСН).

Материалы и методы исследования. Пациенты распределены на 2 группы случайным образом, каждому пациенту проведен 10-дневный курс БА. Возраст пациентов в 1-й группе – 54–77 лет ($64,8 \pm 9,9$ года), во второй – 42–86 лет ($64,3 \pm 14,2$ года).

Результаты исследования. Частота ИБС среди пациентов кардиологического отделений терапевтического стационара по данным ретроспективного анализа истории болезни за 5 лет составила 36%.

У пациентов ИБС частота назначения БА составляет 76% в стационаре в сочетании с низкой приверженностью больных к приёму БА на послегоспитальном этапе: 46% пациентов после выписки из стационара перестали принимать БА. В структуре назначаемых БА преобладают бисопролол (39%), метопролола тартрат (22,5%), бетаксолол (16%), метопролола сукцинат (13%), небиволол (9,5%). Дозы назначаемых БА не достигали целевых значений и составили $4,2 \pm 1,2$; $89,6 \pm 29,1$; $9,2 \pm 1,9$; $42,7 \pm 20,9$; $3,7 \pm 1,3$ мг/сут. соответственно.

У обследованных больных ИБС в сочетании носительство генотипа 1846ВА гена CYP2D6 выявлено в 32,7% случаев, носительство генотипа

184600 гена CYP2D6 - в 67,3%. Не выявлено взаимосвязей между наличием генотипа 1846СА гена CYP 2D6 у больных ИБС тяжестью течения ИБС.

Носительство генотипа 1846СА гена CYP 2D6 не влияет на целевые дозы небиволола и частоту возникновения побочных эффектов у пациентов ИБС.

Не выявлено взаимосвязи между параметрами лёгочного газообмена до назначения небиволола и через 3 месяца его приёма у пациентов с разной степенью гиперреактивности дыхательных путей.

Вывод. Правильный выбор ББ у больных ХСН и достижение в процессе лечения снижения частоты сердечных сокращений может существенно повысить эффективность лечения.

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ОБЩИЕ ПРИНЦИПЫ ЛЕЧЕНИЯ ОСТРЫХ ОТРАВЛЕНИЙ ЛЕКАРСТВЕННЫМИ СРЕДСТВАМИ

Аннотация: В этой статье будут общие принципы лечения острых отравлений лекарственными средствами.

Ключевые слова: фармакокинетика, апоморфина, плазмаферез, отравлений.

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GENERAL PRINCIPLES OF TREATMENT OF ACUTE POISONING WITH DRUGS

Abstract: This article will be general principles for the treatment of acute drug poisoning.

Keywords: pharmacokinetics, apomorphine, plasmapheresis, poisoning.

Острые отравления химическими веществами, в том числе лекарственными средствами, встречаются довольно часто. Отравления могут быть случайными, преднамеренными (суицидальные) и связанными с особенностями профессии. Наиболее часто встречаются острые отравления этиловым спиртом, снотворными средствами, психотропными препаратами, опиоидными и неопиоидными анальгетиками, фосфорорганическими инсектицидами и другими соединениями. Для лечения отравлений химическими веществами созданы специальные токсикологические центры и отделения. Основная задача при лечении острых отравлений заключается в удалении из организма вещества, вызвавшего интоксикацию. При тяжелом состоянии пациентов этому должны предшествовать общетерапевтические и реанимационные мероприятия, направленные на обеспечение функционирования жизненно важных систем — дыхания и кровообращения. Принципы детоксикации заключаются в следующем. Прежде всего необходимо задержать всасывание вещества на путях введения. Если вещество частично или полностью всосалось, следует ускорить его выведение из организма, а

также воспользоваться антидотами для его обезвреживания и устранения неблагоприятных эффектов.

Наиболее часто острые отравления вызваны приемом веществ внутрь. Поэтому одним из важных методов детоксикации является очищение желудка. Для этого вызывают рвоту или промывают желудок. Рвоту вызывают механическим путем (раздражением задней стенки глотки), приемом концентрированных растворов натрия хлорида или натрия сульфата, введением рвотного средства апоморфина. Более эффективно и безопасно промывание желудка с помощью зонда. Сначала удаляют содержимое желудка, а затем желудок промывают теплой водой, изотоническим раствором натрия хлорида, раствором калия перманганата, в которые при необходимости добавляют активированный уголь и другие антидоты. Промывают желудок несколько раз (через 3—4 ч) до полного очищения его от вещества. Для задержки всасывания веществ из кишечника дают адсорбирующие средства (активированный уголь) и слабительные (солевые слабительные, вазелиновое масло). Кроме того, проводят промывание кишечника. Если вещество, вызвавшее интоксикацию, нанесено на кожу или слизистые оболочки, необходимо тщательно промыть их (лучше всего проточной водой). При попадании токсичных веществ через легкие следует прекратить их ингаляцию (удалить пострадавшего из отравленной атмосферы или надеть на него противогаз). При подкожном введении токсичного вещества всасывание его из места введения можно замедлить инъекциями раствора адреналина вокруг места введения вещества, а также охлаждением этой области (на кожную поверхность помещают пузырь со льдом). Если возможно, накладывают жгут, затрудняющий отток крови и создающий венозный застой в области введения вещества. Все эти мероприятия уменьшают системное токсическое действие вещества.

Если вещество всосалось и оказывает резорбтивное действие, основные усилия должны быть направлены на скорейшее выведение его из организма. С этой целью используют форсированный диурез, перитонеальный диализ, гемодиализ, гемосорбцию, замещение крови и др. Метод форсированного диуреза заключается в сочетании водной нагрузки с применением активных мочегонных средств (фуросемид, маннит). В отдельных случаях ощелачивание или подкисление мочи (в зависимости от свойств вещества) способствует более быстрому выведению вещества (за счет уменьшения его реабсорбции в почечных канальцах). Методом форсированного диуреза удается выводить только свободные вещества, не связанные с белками и липидами крови. При использовании этого метода следует поддерживать электролитный баланс, который может быть нарушен вследствие выведения из организма значительного количества ионов. При острой сердечно-сосудистой недостаточности, выраженном нарушении функции почек и опасности развития отека мозга или легких

форсированный диурез противопоказан. Помимо форсированного диуреза, используют гемодиализ или перитонеальный диализ. При гемодиализе (искусственная почка) кровь проходит через диализатор с полупроницаемой мембраной и в значительной степени освобождается от не связанных с белками токсичных веществ (например, барбитуратов). Гемодиализ противопоказан при резком снижении артериального давления. Перитонеальный диализ заключается в промывании полости брюшины раствором электролитов. В зависимости от характера отравления используют определенные диализирующие жидкости, способствующие наиболее быстрому выведению веществ в полость брюшины. Одновременно с диализирующим раствором для профилактики инфекции вводят антибиотики. Несмотря на высокую эффективность этих методов, они не универсальны, так как не все химические соединения хорошо диализируются (т.е. не проходят через полупроницаемую мембрану диализатора при гемодиализе или через брюшину при перитонеальном диализе). Одним из методов детоксикации является гемосорбция. В данном случае токсичные вещества, находящиеся в крови, адсорбируются на специальных сорбентах (например, на гранулированном активированном угле с покрытием белками крови). Этот метод позволяет успешно проводить детоксикацию организма при отравлениях антипсихотическими средствами, анксиолитиками, фосфорорганическими соединениями и др. Важно, что метод эффективен и в тех случаях, когда препараты плохо диализируются (в том числе вещества, связанные с белками плазмы) и гемодиализ не дает положительного результата. При лечении острых отравлений используется также замещение крови. В таких случаях кровопускание сочетается с переливанием донорской крови. Наиболее показано использование этого метода при отравлении веществами, действующими непосредственно на кровь, например вызывающими метгемоглобинообразование (так действуют нитриты, нитробензолы и др.). Кроме того, метод весьма эффективен при отравлении высокомолекулярными соединениями, прочно связывающимися с белками плазмы. Операция замещения крови противопоказана при резких нарушениях кровообращения, тромбозах. За последние годы при лечении отравлений некоторыми веществами получил распространение плазмаферез, при котором производится удаление плазмы без потери форменных элементов крови с последующим замещением ее донорской плазмой или раствором электролитов с альбумином. Иногда с целью детоксикации через грудной лимфатический проток удаляют лимфу (лимфорея). Возможны лимфодиализ, лимфосорбция. Большого значения эти методы при лечении острых отравлений лекарственными веществами не имеют. Если отравление произошло веществами, выделяющимися легкими, то форсированное дыхание является одним из важных способов лечения

такой интоксикации (например, средствами для ингаляционного наркоза). Гипервентиляцию можно вызвать стимулятором дыхания карбогеном, а также искусственным дыханием. Усиление биотрансформации токсичных веществ в организме при лечении острых отравлений существенной роли не играет.

Если установлено, каким веществом вызвано отравление, то прибегают к детоксикации организма с помощью антидотов. Антидотами называют средства, применяемые для специфического лечения отравлений химическими веществами. К ним относятся вещества, которые инактивируют яды посредством химического или физического взаимодействия либо за счет фармакологического антагонизма (на уровне физиологических систем, рецепторов и т.д.). Так, при отравлении тяжелыми металлами применяют соединения, которые образуют с ними нетоксичные комплексы (например, унитиол, D-пеницилламин). Известны антидоты, которые вступают в реакцию с веществом и высвобождают субстрат (например, оксимы — реактиваторы холинэстеразы; аналогичным образом действуют антидоты, применяемые при отравлении метгемоглобинообразующими веществами). Широко используют при острых отравлениях фармакологические антагонисты (атропин при отравлении антихолинэстеразными средствами, налоксон при отравлении морфином и т.д.). Обычно фармакологические антагонисты конкурентно взаимодействуют с теми же рецепторами, что и вещества, вызвавшие отравление. Перспективно создание специфических антител в отношении веществ, которые особенно часто являются причиной острых отравлений. Чем раньше начато лечение острого отравления антидотами, тем оно эффективнее. При развившихся поражениях тканей, органов и систем организма и в терминальных стадиях отравления результативность терапии антидотами невелика.

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КРЕАТИВНЫЕ И ИННОВАЦИОННЫЕ МЕТОДЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ

Аннотация. Творчество – сложная область, которую изучают и обсуждают с разных точек зрения. Это одна из причин, почему не существует общепринятого определения, и мы всегда должны знать, с какой точки зрения мы определяем творчество. Творческий подход к преподаванию языка – это подход, который представляет творчество как один из многих наших врожденных навыков, талант, которым обладает каждый человек и каждый изучающий язык. Этот подход основан на идее, что все мы можем пользоваться творческим потенциалом при определенных условиях; что у всех нас есть много разных форм и уровней творчества, и что задача учителя – стимулировать творческий потенциал учащихся. Вот почему в этой статье представлены теории на эту тему.

Ключевые слова: творчество, индивидуальная технология обучения, инновационные методы, абсолютный уровень, местно-абсолютная степень, условная степень, субъективная степень, педагогических (образовательных) технологии.

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CREATIVE AND INNOVATIVE METHODS OF LEARNING RUSSIAN LANGUAGE

Annotation. Creativity is a complex area that is explored and discussed from many different perspectives. This is one of the reasons why there is no universally accepted definition, and we must always know from what point of view we define creativity. A creative approach to language teaching is an approach that presents creativity as one of our many innate skills, a talent that every person and every language learner possesses. This approach is based on the idea that we can all be creative under certain conditions; that we all have many different forms and levels of creativity, and that it is the teacher's job to stimulate the creativity of students. This is why this article presents theories on this topic.

Key words: creativity, individual teaching technology, innovative methods, absolute level, local absolute degree, conditional degree, subjective degree, pedagogical (educational) technologies.

У учителей иностранных языков есть три преимущества, которые могут помочь стимулировать творческие способности учащихся.

Во-первых, язык творческий по самой своей природе. Мы можем выразить или передать одну идею разными способами. Более того, каждая выраженная или переданная идея может вызвать множество различных реакций. Каждое отдельное предложение, фраза или слово, которое мы говорим или пишем, создается в уникальный момент общения и может быть воссоздано, переформулировано, перефразировано или изменено в соответствии с целями говорящего или писателя.

Во-вторых, языковые занятия не ограничиваются каким-либо специализированным предметом или знаниями. Таким образом, учителя иностранных языков могут строить свои уроки по темам, связанным со спортом, менеджментом, правом или философией, и при этом уделять основное внимание языку. Вот почему проще создать среду практического сообщества, где студенты и преподаватели делятся своими индивидуальными видами опыта и знаний.

В-третьих, языковые курсы могут легко вовлечь студентов в творческие ситуации. Под творческими ситуациями мы понимаем ситуации, близкие к реальности, в которых учащиеся не используют хорошо известные и отработанные шаги, которые можно применить почти автоматически для достижения одного правильного решения проблемы. В творческих ситуациях учащиеся должны дать один или несколько ответов на серию взаимосвязанных проблем. Они не знают, какие шаги можно использовать для решения проблемы, они могут не быть уверены, есть ли у проблемы одно решение, широкий спектр возможных решений или вообще есть ли какое-либо решение. Студенты просто не сталкиваются с четко очерченными ситуациями, которые могут привести только к решениям типа «успех-неудача» или «правильно-неверно», скорее они сталкиваются с неясными ситуациями с нечеткими и предварительными решениями. Иногда даже установка ситуации или инструкций может потребовать определенного уровня интерпретации. Поскольку использование языка представляет собой форму общения, которую можно использовать практически в любой ситуации, аутентичность или близкие к реальности ситуации могут быть созданы легче, чем, например, на уроках химии или истории.

Инновационные методы, способствующие развитию творческих функций будущих педагогов, в зависимости от уровня новизны проявляются в нескольких формах: абсолютный уровень; местно-абсолютная степень; условная степень; субъективная степень. Массовое

применение инновационных педагогических новшеств трактуется как критерий их оценки. В основном это связано с техническим обеспечением учебного процесса и спецификой работы учителя [13].

Творческое применение педагогических новшеств в массовых педагогических экспериментах проявляется на ранних этапах работы отдельных учителей. Эти нововведения будут протестированы, объективно оценены и представлены для публичного использования [11].

Творческие функции будущих учителей целесообразно развивать инновационными методами, позволяющими им добиваться широких, положительных результатов.

Разнообразны и диагностические методы, направленные на изучение инновационной деятельности учителя. Использование диагностических методов демонстрирует сильные стороны работы учителя [12].

Сегодня, как и всем педагогам, учителям русского языка и литературы Узбекистана необходимо использовать передовые педагогические технологии, такие как организация уроков на основе современных педагогических требований, формирование инновационного подхода к уроку, обучение студентов самостоятельному мышлению во время урока. Организация уроков, в основном с эффективным использованием технологий проблемного обучения, показывает высокие результаты.

Сегодня под проблемным обучением понимаются проблемные ситуации, создаваемые учителем на уроках, и активная самостоятельная деятельность слушателей, направленная на их решение. В результате студенты получают профессиональные знания, навыки, компетенции и навыки мышления.

В настоящее время во многих странах, в том числе в системе непрерывного образования в нашей стране, используются разные технологии. Все эти технологии имеют определенную общность, и их классификация по особенностям показана многими учеными, такими как В.С. Кукушкин, Г. Слевко, Г. Бердиев, и схематично их можно выразить следующим образом.

В то же время положительные результаты получаются на практике при широком использовании следующих педагогических (образовательных) технологий.

1. Технология индивидуального обучения.
2. Технология коллективного обучения.
3. Символьное-контекстная технология обучения
4. Технологии делового или ролевого обучения.
5. Технология проблемно-ориентированного обучения.
6. Информационные образовательные технологии.
7. Технология обучения программному обеспечению.
8. Интегративные технологии обучения.

9. Модульная технология обучения.
10. Авторские образовательные технологии.
11. Технологии развивающего обучения.
12. Технология обучения по базовым схемам.
13. Технология дистанционного обучения.
14. Технология этнопедагогического образования.
15. Технология активного обучения.
16. Технология совместного обучения.
17. Дифференцированные образовательные технологии.
18. Нетрадиционные образовательные технологии.
19. Традиционные образовательные технологии.
20. Технология обучения (бесплатное обучение) без оценок и посещений.
21. Технология добычи основных материалов.
22. Передовые технологии обучения.
23. Технология политехнического образования.
24. Технология интенсивного обучения.
25. Технология человеко-ориентированного образования.
26. Технология правильной организации и управления учебным процессом.
27. Технология бесплатного обучения.
28. Технология обучения без оценки и посещения.
29. Технология дистанционного обучения.
30. Внешние образовательные технологии.
31. Ключ-сценическая техника.
32. Кредиты ECTS.

По мнению М.В. Clarin, педагогические технологии - это подход к процессу обучения, построение процесса обучения на основе заранее определенных целей.

По мнению И.Я. Лернера, педагогическая технология представляет собой четкую цель, которую можно достоверно понять через результаты обучения, отраженные в действиях аудитории.

Педагогическая технология – это способность диктора (педагога) влиять на учащихся в определенных условиях с помощью учебных пособий, и в результате этой деятельности у них возникает заданная черта личности - процесс, гарантирующий быстрое формирование.

Узбекский педагог-ученый Б.Л. Фаберман описывает педагогическую технологию следующим образом: «Педагогическая технология - это новый подход к образовательному процессу, который является выражением социально-инженерного сознания в педагогике. Это социальное явление, связанное со стандартизацией педагогического процесса на основе технических возможностей и технического мышления человека и созданием его оптимальной конструкции [10].

Построение учебного процесса требует правильного выбора методов обучения, т. е. Соответствия методов целям и содержанию урока, способностям учителя и учеников. следует делать полностью.

Шаг 1: Учитель должен просмотреть программу, учебник, пособие и общее описание учеников в классе.

Шаг 2: определите основные цели урока: преподавание, цели обучения, образовательные цели, а также цели и задачи развития.

Шаг 3: разместите основные шаги урока правильно, ясно и последовательно.

Шаг 4: определите основное внимание каждого этапа урока.

Шаг 5: Выберите методы обучения, инструменты и технологии для каждой части урока.

Шаг 6: Ведущий преподавателя для каждой части урока; выбор класса, небольшой группы и индивидуальной формы.

Шаг 7: Выберите различные упражнения и задания для свободных и хорошо подготовленных учеников.

Шаг 8: Выберите оптимальное количество домашних заданий для соответствующего класса учеников в соответствии с нормами времени.

О том, как работать в малых группах в интерактивном учебном процессе.

Чтобы организовать работу в малых группах в рамках проблемного учебного процесса, учитель должен понимать следующее:

1. В чем разница между индивидуальными действиями ученика и его / ее действиями в команде?

2. Каких результатов можно ожидать от совместной работы малых групп?

3. Что нужно сделать, чтобы группа стала командой единомышленников?

4. Как оценить работу небольшой группы и ее учеников?

Вот несколько советов по работе с группами:

1. Группы сотрудничества должны быть небольшими. Чем меньше группа, тем ответственнее каждый ученик.

2. Знания каждого члена группы следует проверять индивидуально.

3. Полезно проводить периодические выборочные (прерывистые) устные интервью, во время которых студенты рассказывают о групповой работе перед членами группы или всем классом.

4. Следите за работой всех групп и записывайте все случаи участия члена команды в общей работе.

5. В каждой группе должен быть «руководитель», который может попросить каждого члена группы объяснить, почему группа по-разному ответила на вопрос.

Ниже мы решили привести примеры планов уроков с новыми педагогическими технологиями и передовыми учебными пособиями:

1. Проблемное изложение учебного материала - в виде монологов на лекциях и в виде диалогов на семинарах. Во время презентации спикер самостоятельно создает и решает проблемы, а аудитория лишь воображаемо присоединяется к процессу поиска решений. Например, в начале разговора о жизни растений: «Почему корни и тела растут в противоположных направлениях?» но готового ответа докладчик не дает, он рассказывает о том, как наука пришла к этой истине, об экспериментах, проведенных для проверки гипотез о причинах этого явления.

2. Частичная исследовательская активность проявляется в экспериментах, семинарах по решению задач в лабораторных условиях, эвристических беседах. Спикер создает систему проблемных вопросов, ответы на которые основаны на полученной базе знаний, но они недоступны в предыдущих знаниях, то есть вопросы создают интеллектуальные трудности для студентов и побуждают к целенаправленному творческому поиску. По возможности, докладчик должен подготовить вопросы, которые приводят к «разным ответам» на основе ответов студентов, и сделать окончательный вывод. Метод частичного исследования обеспечивает продуктивную деятельность Уровня 3 и Уровня 4 (использование, творчество), а Уровни 3 и Уровня 3 обеспечивают знания-навыки, преобразование знаний (изменение формы). С другой стороны, традиционное объяснительное и репродуктивное обучение основано на познании и знании.

3. В самостоятельной исследовательской деятельности студенты самостоятельно выражают и решают проблему (в курсовой или дипломной, исследовательской) и завершают под руководством докладчика, что является 4-м уровнем продуктивной деятельности (творчества) и 4-м уровнем наиболее эффективной, обеспечивает получение прочных знаний (переформирование знаний).

О технологии стратифицированного обучения

Дифференцированное обучение как форма организации учебного процесса основывается на принципах общедидактики и предусматривает специализацию учебного процесса в однородных группах специально организованных студентов.

Дифференциация обучения означает создание разных условий для обучения в разных однородных группах на основе комплекса методических, психологических, педагогических и организационно-управленческих мер.

Высший уровень образования - индивидуальное обучение. В системе высшего и среднего специального профессионального образования однородные группы формируются на основе индивидуально-психологических характеристик обучающихся, прежде всего по уровню умственного развития.

Индивидуальная технология обучения

Обеспечение реализации учащимся своего личного потенциала является требованием ускоренного научно-технического прогресса в современном образовательном процессе. Этого можно достичь с помощью индивидуального и индивидуального обучения.

Индивидуальное обучение - это форма организации учебного процесса, при которой преподаватель занимается с учениками индивидуально, ученик получает непрерывное самостоятельное обучение с использованием учебных пособий (книги, компьютеры и т. Д.).

Преимущества индивидуального обучения: умение адаптировать педагогический процесс к способностям обучаемого. При этом в результате постоянного контроля уровня знаний ученика и необходимых корректировок выстраивается оптимальный педагогический процесс.

Индивидуальный подход - это педагогический принцип, согласно которому в педагогическом процессе взаимодействие учителя со студентами строится с учетом их индивидуальных особенностей и создает психолого-педагогическую среду для развития всей группы и каждого ученика в отдельности.

Индивидуализированное обучение основывается на индивидуальном подходе к организации такого учебного процесса, выборе способов, методов, темпа обучения и обеспечивается посредством различных учебно-методических психолого-педагогических и организационных мер управления.

Индивидуальная технология обучения - индивидуальный подход к организации учебного процесса и индивидуальная форма обучения является приоритетом. Все личностно-ориентированные технологии обучения используют более или менее индивидуальный подход, но в индивидуализированном обучении индивидуализация является основным средством достижения целей обучения. В основе индивидуального обучения лежат индивидуальные педагогические особенности ученика. По полученным результатам выбирается метод обучения. Учебный процесс осуществляется в соответствии с принятыми технологиями, правилами и принципами.

Обязательно обеспечивать постоянную обратную связь и оценку достижения целей обучения.

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ОСНОВНЫЕ ПОНЯТИЯ КОМБИНАТОРНОЙ ЛИНГВИСТИКИ

Аннотация: В статье рассматривается описание основных понятий комбинаторной лингвистики. Основу комбинаторного направления составляют комбинаторика (под- и перестановка языковых единиц) и синтагматика (последовательность языковых единиц). Синтагматика – явление языковых единиц, проявляющее себя в языке и речи. Синтагматика включает в себя валентность (потенциальную сочетаемость единиц языка) и сочетаемость (реализацию валентности в речи).

Ключевые слова: комбинаторика; синтагматика; валентность; сочетаемость; дистрибуция; контекст; коллокация; коллигация.

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BASIC CONCEPTS OF COMBINATORIAL LINGUISTICS

Annotation: The article describes the basic concepts of combinatorial linguistics. The basis of the combination direction is combinatorics (substitution and rearrangement of language units) and syntagmatics (sequence of language units). Syntagmatics is a phenomenon of linguistic units that manifests itself in language and speech. Syntagmatics includes valency (the potential compatibility of language units) and compatibility (the implementation of valency in speech). Also, the concepts of “distribution” (a set of compatible word connections) and “context” (a set of words, grammatical forms and constructions in the environment of which a given word is used) are also used in combinatorial linguistics.

Keywords: combinability; syntagmatics; valance; collocability; distribution; context; collocation; colligation.

Словарный состав языка иначе называется лексикой, а изучающий его раздел языкознания — лексикологией. Значения и смыслы (это не одно и то же?) в языке называются планом содержания языка, или семантикой, а изучающий их раздел языкознания — семасиологией. В главной части эти два раздела языкознания — лексикология и семасиология — тесно соприкасаются, так как из тех единиц языка, которые имеют значение, слово — основная единица. Но у каждого из разделов есть и особая часть. С одной стороны, значением обладают не только слова, но и части слова,

сочетания слов, высказывания, и, поскольку, семасиология изучает также и их значение, то она шире лексикологии. С другой стороны, в лексикологии словарный состав изучается не только с точки зрения значения, но и с других точек зрения — происхождения (этимологии), роли в общении. Комбинаторная лингвистика - направление языкознания, изучающее синтагматические отношения языковых единиц и их комбинаторный потенциал. В основе комбинаторной лингвистики, с одной стороны, лежит понятие синтагматики, которое понимается как аспект языка, содержащий языковые правила сочетаемости одноуровневых единиц, с другой стороны, - понятие комбинаторики, или составление и изучение комбинаций единиц языка. В рамках комбинаторной лингвистики проводятся исследования по проблемам сочетаемости единиц языка, самой природы сочетаемости, взаимосвязи семантики и сочетаемости, функционирования сочетаемости в языке и речи, комбинаторных свойств языковых единиц и т.д. Предпосылками зарождения комбинаторной лингвистики явились научные труды выдающихся лингвистов: А. Х. Востокова, Ф.Ф. Фортунатова, Н. В. Крушевского, Л. В. Щербы, Ф. де Соссюра, Ш. Балли, Л. Блумфилда, З. Харриса, Дж. Р. Фёрса, Л. Теньера, Н. Хомского, Г. Хельбига и многих других.

Синтаксическая (грамматическая) сочетаемость слова — его способность вступать в сочетания с другими словами, в зависимости от его грамматического значения, принадлежности к определенному классу или разряду. Являясь единицей некой грамматической категории, слово имеет довольно строгий набор синтаксических связей с другими словами [8, с. 81]. Примерами синтаксической сочетаемости может служить сочетаемость прилагательного с существительным в роде, числе и падеже (легкий груз — лёгкая задача — лёгкий ветерок — лёгкие шаги) или глагольное управление (думать о будущем, работать над планом, заботиться о близких). Семантическая сочетаемость слова — это его способность вступать в сочетания с целыми классами слов, объединенных общностью смысла. Например, глаголы мечтать, думать, любить, хохотать, печалиться и другие характеризуют состояния человека, следовательно, их сочетаемость обусловлена словами, обозначающими человека: мужчина, парень, студент, спортсмен, девушка, бабушка, ребенок и т. п. Такие сочетания слов, как лошадь думала или топор печалился в реальной жизни невозможны.

Лексическая сочетаемость — это способность слова образовывать сочетания не со всеми словами определенного семантического класса, а только с некоторыми. В качестве примера можно привести класс слов со значением 'множество, совокупность': отара, стадо, свора, стая, и т. д. Лексическая сочетаемость этих слов строго ограничена, что подтверждается следующими словосочетаниями: отара овец, стадо коров, свора собак, стая птиц, косяк рыб (но не *свора лошадей или *косяк

коров и т. п.). В зависимости от типа лексического значения слова (прямого или переносного) различают свободную сочетаемость и несвободную, т. е. ограниченную лишь несколькими словами. Свободная сочетаемость обусловлена предметно-логической природой слов и обусловлена семантической совместимостью лексем. Например, глагол петь сочетается со словами, обозначающими музыкальные произведения: песню, романс, частушку и т. п. Данные лексические связи соответствуют логическим связям и отношениям понятий, выраженных сочетающимися словами. Таким образом, лексическая сочетаемость слов с прямым значением обусловлена предметно-логическими отношениями в реальной действительности денотатов соответствующих слов. Сочетания семантически не совместимых слов приводит к алогизмам (белый воздух, громкая тишина и т. д.). Несвободная сочетаемость связывает слова внутриязыковыми, семантическими отношениями, и свойственна словам с фразеологически связанным значением. В данном случае слова сочетаются далеко не со всеми семантически совместимыми словами. Например, глагол рассеивать сочетается только с ограниченным количеством существительных, а именно сомнения, иллюзии, подозрения, но он не сочетается с существительными мнения, впечатления и др. Также фразеологически связанными бывают отдельные значения слова, например, лексема сладкий в значении «очень приятный» вступает в связи с такими лексемами, как сон, поцелуй, голос, но не сочетается со словами, семантика которых противоречит ее собственной. Сочетаемость, на которую не накладываются противоречащие логике ограничения, называется свободной, например, желтая / голубая стена, большой / маленький город, низкий / высокий дом и т. п. Что же касается самой лексической сочетаемости, то в рамках этого понятия В.В. Морковкин [8] выделяет семантическую сочетаемость лексемно-перечислительную, актантную- неактантную, собственную -несобственную. Лексемно-перечислительной называется такая сочетаемость, которая задается только перечислением слов, способных заполнять соответствующую синтактико-семантическую позицию [8], например, оказывать помощь, содействие, услуги и т. п. Актантная сочетаемость определяется структурой и элементами ситуации, обозначаемой данным словом.. Актантами ситуации являются её участники – субъект, объект, инструмент, средство и т. п. Например, ситуация вязания, обозначаемая глаголом вязать, включает в себя три актанта: субъект (кто вяжет), объект (что вяжется) и инструмент (чем вяжется). Следовательно, сочетаемость, отражающая эти актанты (бабушка, девушка и т. п. вяжет; вязать юбку, носки и т. п.; вязать спицами, крючком) и будет актантной. Все другие сочетания со словом «вязать», которые не отражают саму ситуацию вязания, являются неактантными (ср. начать, продолжать и т. п. вязать; вязать на

даче; вязать по четвергам и т. п.). Собственная сочетаемость слова – это совокупность словосочетаний с данным словом, в которых актуализируются семы, отражающие специфику именно его денотата. Собственная сочетаемость указывает на отдельность слова, например, пить воду, напиток, вино, виски и т. д. Несобственная сочетаемость – это совокупность словосочетаний с данным словом, в которых актуализируются семы, отражающие любые другие, кроме самых специфических, сторон и свойств денотата, например, пить одеколон, боярышник, лекарство, очиститель и т. п. Несобственная сочетаемость указывает не на отдельность слова, а на его принадлежность к определенной семантической группе. С сочетаемостью языковых единиц соотносится и такое понятие как дистрибуция. Понятие дистрибуции более объёмно, нежели понятие валентности, т. к. последнее является только частью дистрибуции. Необходимо также подчеркнуть значительную роль контекста лексической единицы в особенности для комбинаторной семасиологии (раздела комбинаторной лингвистики), которая занимается изучением и описанием соотношения семантики слова и его сочетаемости. Контекст слова – это языковое окружение, в котором употребляется та или иная единица языка, но в отличие от дистрибуции он единичен, т. е. это одно окружение языковой единицы, или совокупность слов, грамматических форм и конструкций, в окружении которых использовано данное слово. В зависимости от содержания этого окружения контекст подразделяется на синтаксический (в виде определённых синтаксических конструкций) и лексический (в виде слов, устойчивых словосочетаний). Таким образом, в понятие «синтагматика» входят следующие термины: на уровне языка – это валентность, содержащая в себе потенциальную возможность соединения слов, на уровне речи – сочетаемость, или реализованная валентность. Данные понятия образуют систему, формируют понятийно-терминологический аппарат и представляют собой неотъемлемую часть комбинаторной лингвистики.

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СОЦИАЛЬНО-ЭКОНОМИЧЕСКОЕ ЗНАЧЕНИЕ РЕМЕСЛЕННИКОВ

Аннотация: В данной статье представлены мнения о социально-экономическом значении ремесленников в регионах и направлениях его развития, а также либерализации, модернизации и дальнейшего расширения экономики на текущем этапе реформ в республике.

Ключевые слова: рукоделия, торговые центры, сырьевые ресурсы, национальное богатство.

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SOCIO-ECONOMIC IMPORTANCE OF ARTISTS

Annotation: This article presents opinions on the socio-economic importance of artisans in the regions and the directions of its development, as well as liberalization, modernization and further expansion of the economy at the current stage of reforms in the republic.

Key words: handicrafts, shopping centers, raw materials, national wealth.

Введение

На современном этапе реформ в стране главная задача заключается в дальнейшем углублении либерализации экономики, в дальнейшем расширяют возможности для организаций заработать доход на основе его модернизации. Поскольку рыночные отношения основаны на экономических интересах, и это достигается за счет получения прибыли, за счет получения прибыли.

В течение многих лет независимости, в результате возможностей, созданных для восстановления и развития наших национальных ценностей, для развития ремесленников открыта широкий путь. Была создана республиканская ассоциация мастеров, и его филиалы были созданы на местном уровне. Там, где однажды мастера и ремесленники столкнулись с различными препятствиями в продаже и демонстрируют свои творения, сегодня в каждом районе и городах есть ремесленные центры, специальные киоски на рынках и торговых центрах.

Мастерство поддерживается деятельностью династий, переданных из поколения в поколение. Их преподается младшему поколению на основе традиции «Ученик- учителей».

В соответствии с Постановлением Президента Республики Узбекистан «О дополнительных мерах по дальнейшему развитию ремесел и поддержке ремесленников», регионы страны будут специализироваться на основных направлениях народных промыслов и прикрепят дипломатические представительства Узбекистана за рубежом для продвижения и сбыта продукции ремесла на зарубежных рынках также является одной из актуальных проблем отрасли.

В стране и других за рубежом крупных городах будут созданы дипломатические миссии, будут созданы «торговые дома» и магазины национальных ремесленных изделий.

Также:

- будет введен «Национальный каталог мастеров народных прикладных искусств»;
- «Регистр мастеров, работающих в области туризма»;
- Будет сформирован совет по отбору кандидатов для включения в мастера народно-прикладного искусства

Основная часть.

После принятия Указом ПУ-5242 «О мерах по дальнейшему развитию ремесленников, всесторонняя поддержка ремесленников», высокие результаты были достигнуты в нашей стране. В частности, следует отметить, что члены ассоциации мастеров были предоставлены 42 видам преимуществ, число членов увеличилось в 2,5 раза, и сегодня их число достигло 32 тыс., А 53,5 тысячи учеников были обучены.

Кроме того, была утверждена «Комплексная программа проектов по развитию ремесленников в Республике Узбекистан в 2018-2019 годы». В соответствии с Программой 12 402 проектов по ремесленности стоимостью 405,1 млрд. Сумов были выделены мягкие кредиты коммерческими банками и 46,4 тыс. Новые вакансии. В 2018-2019 годах в общей сложности 18 млн. Были проведены экспорт ремесленников в размере долларов США.

В нашем регионе, у которых есть древние корни ремесел, возрождение и развитие этой отрасли имеют ряд уникальных особенностей и характеристик, а именно:

- стремиться реализовать свой потенциал;
- участвовать в творчестве, интересную работу самостоятельно и свободно;
- Провидинг достойных условий жизни для своих родственников;
- желание реализовывать идеи, которые приносят социальные, экономические и культурные льготы.

Приведенные выше желания должны основываться на маркетинговых исследованиях для ремесленника для реализации. Тогда ремесленный бизнес будет развиваться, и его роль и важность в экономике увеличится. В результате ремесленники достигают:

- предпринимательство рукоположительств создает необходимую конкурентную среду для рынка;
- быстро адаптируется к изменению спроса на рынке;
- играет важную роль в решении проблемы занятости;
- способствует быстрому заполнению пробелов в потребительском секторе;
- эффективное использование сырья и отходов.

В дополнение к вышесказанному, ремеслами играют важную роль в развитии региональной экономики и общества. Лучшая часть ремесла в том, что она основана на многовековых национальных традициях и эффективно работает по низкой цене.

Вклад предпринимательства по ремесленному по экономическому развитию заключается в следующем:

- ремесленный бизнес будет в значительной степени адаптирован для удовлетворения местных потребностей;
- предлагает пользовательские продукты вместо стандартных продуктов;
- производит новые продукты в соответствии с национальными традициями и ценностями.

Развитие ремесленников тесно связано с экономическими и социальными условиями. Социальные условия в первую очередь определяются желанием потребителей покупать товары, которые соответствуют их вкусу, но это желание варьируется под влиянием моральных и религиозных норм, которые зависят от социально-культурной среды. Эти нормы оказывают прямое влияние на образ жизни потребителей и через него спрос на товары. Социальные условия влияют на отношение ремесленника к работе, что, в свою очередь, влияет на сумму доходов ремесленника, потому что ремесленник создает ценность и ценность таким же образом, способствует росту национального богатства.

Не только экономические, но и социальные аспекты ремесла заслуживают особого внимания. Мастерство воплощает социальное положение людей, экономических условий и национальных традиций, которые встроены в общество, обеспечивая их сохранение и передачу от поколения к поколению.

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РАСПРЕДЕЛЕНИЕ НАПРЯЖЕНИЙ ВОКРУГ ВЫРАБОТАННОГО ПРОСТРАНСТВА

Аннотация: В данной статье рассматриваются способы управления горным давлением, распределения напряжений вокруг выработанного пространства, формирующиеся в земной коре напряжения (напряжённое состояние), прогнозировать поведение вмещающих пород;

Ключевые слова: напряжённое состояние, горным давления, подземного сооружения.

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VOLTAGE DISTRIBUTION AROUND THE PRODUCED SPACE

Abstract: This article examines the methods of rock pressure control, stress distribution around the goaf, stress forming in the earth's crust (stress state), predicting the behavior of the enclosing rocks;

Key words: stress state, rock pressure, underground structures.

При образовании в массиве горных пород выработок (полостей) вокруг них происходит перераспределение первоначальных напряжений, которые были в массиве до образования выработок. Напряжения в различных местах выработки будут неодинаковыми и они зависят от ее формы и тензора первоначальных напряжений. Отношение фактических напряжений к первоначальным определяет коэффициент их концентрации. Поэтому, зная коэффициенты концентрации вокруг любых выработок и первоначальные напряжения массива горных пород, можно определять фактические напряжения искомой точки массива или элемента конструкции подземного сооружения.

Поскольку рудные тела представлены от горизонтальных до крутых и при их разработке образуется выработанное пространство как с выходом на земную поверхность, так и без выхода, вокруг него из-за перераспределения первоначальных напряжений создается их концентрация. По коэффициентам концентрации, первоначальным напряжением и прочностным свойствам горных пород можно прогнозировать устойчивость элементов систем разработки.

Вначале рассмотрим распределение напряжений под выработанным пространством, образованным разработкой наклонно падающих рудных тел и имеющих выход на земную поверхность.

При выемке наклонных рудных тел происходит, как правило, зависание висячего бока. Устойчивость массива горных пород зависит в основном от его прочностных свойств и напряженного состояния. Поэтому знание закономерностей распределения напряжений около выработанного пространства позволит прогнозировать поведение вмещающих пород (особенно висячего бока), производить более обоснованно выбор систем разработки и рациональней с точки зрения горного давления располагать капитальные и подготовительные выработки.

Изучение распределения напряжений вокруг выработанного пространства производили численным методом конечных разностей на машине БЭСМ-6.

Программа составлена на алгоритмическом языке АЛГОЛ-60. Переменными величинами являются: угол падения рудного тела α , коэффициент бокового распора пород λ , мощность рудного тела m и длина консоли по падению L , отнесенные к глубине выработанного пространства H .

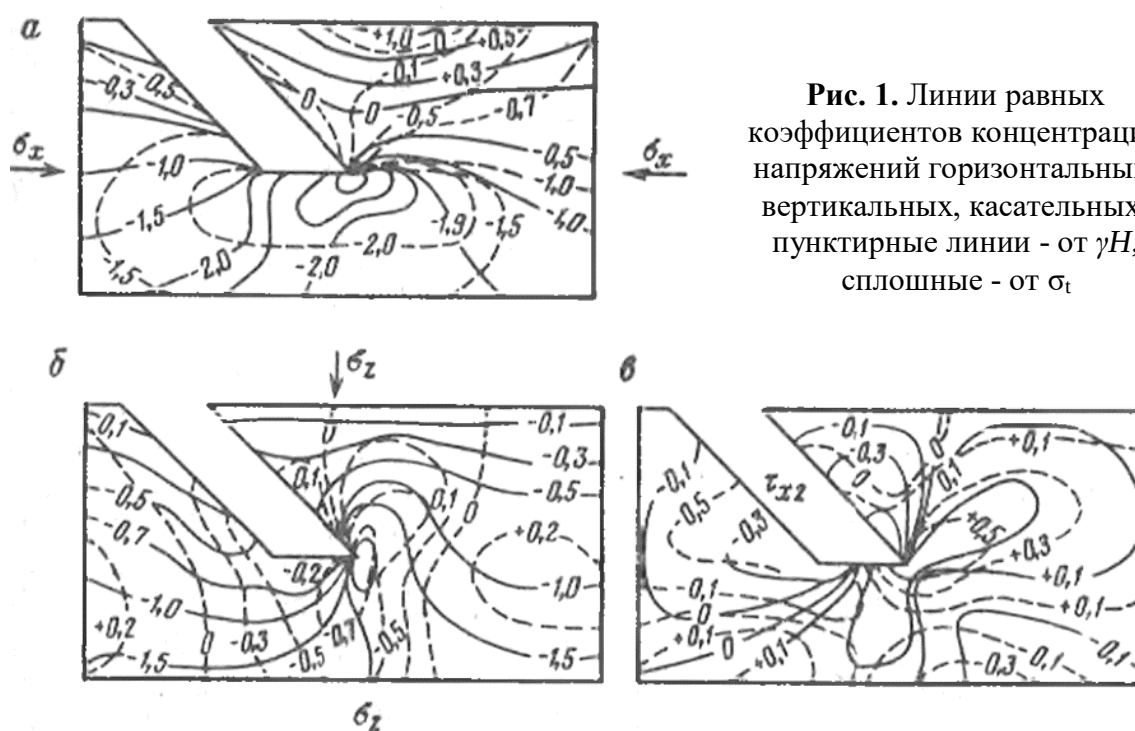


Рис. 1. Линии равных коэффициентов концентрации напряжений горизонтальных, вертикальных, касательных: пунктирные линии - от γH , сплошные - от σ_t

Задача решалась для $\sigma_t = \gamma H = 1$. Суммарные напряжения в каждой точке массива (МПа) можно найти суперпозицией

$$\begin{aligned}\sigma_x &= K_{\gamma x} \gamma H + K_{tx} \sigma_t; \\ \sigma_z &= \gamma H + K_{tz} \sigma_t; \\ \tau_{xz} &= K_{\gamma xz} \gamma H + K_{txz} \sigma_t;\end{aligned}\quad (1)$$

где $K_{\gamma x}$, $K_{\gamma z}$, $K_{\gamma xz}$ - коэффициенты концентрации от сил веса соответственно для нормальных σ_x и σ_z и касательных τ_{xz} напряжений; K_{tx} ; K_{tz} ; K_{txz} - то же, от тектонических сил.

В выражении (1) при растяжении берется знак плюс, при сжатии - знак минус. Значения σ_t и γH следует брать по абсолютной величине. В случае растягивающих тектонических сил соответствующие им коэффициенты концентрации меняют знаки на противоположные.

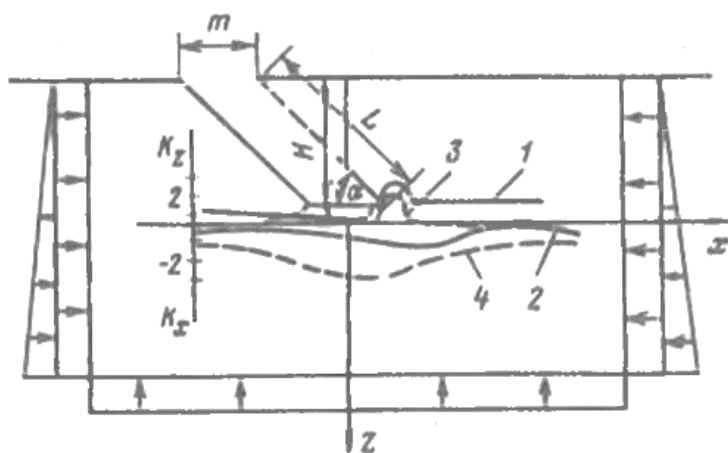


Рис. 2. График коэффициентов концентрации напряжений на глубине 0,1 под выработанным пространством
1 - σ_z ; 2 - σ_x ; 3 - σ_z ; 4 - σ_x ;

Изложенные выше положения справедливы для усеченной и для неусеченной консолей. Линии равных коэффициентов концентрации напряжений вокруг наклонного выработанного пространства с необрушенной консолью висячего бока, показанные на рис. 1, при значениях переменных величин $\alpha = 45$; $\lambda = 1$; $m/H = 2/3$; $L \sin \alpha / H = 1$, выражают характер напряженного состояния вмещающих пород вокруг выработанного пространства.

Приведенные результаты показывают, что тектонические силы играют в общей картине напряженного состояния значительную роль. Сжимающие тектонические силы вызывают растягивающие горизонтальные напряжения по поверхности и в глубине консоли висячего бока, суммируясь с растягивающими напряжениями от собственного веса (рис. 1, а). Общая картина напряжений под выработанным пространством довольно сложная. Под висячим боком наблюдается значительная концентрация горизонтальных и вертикальных (рис. 1, б) и касательных (рис. 1, в) напряжений. Последние создают зону "опорного давления", которая легко определяется по изолиниям. Под лежачим боком концентрация как вертикальных, так и горизонтальных напряжений от веса ниже, так как налегающая толща пород меньше, чем в висячем боку,

уменьшения горизонтальных напряжений от тектонических сил там не наблюдается. В породах лежачего бока растяжения нет, но происходит снижение первоначальных напряжений, особенно тектонических. Расчет, проведенный для усеченной консоли, показал, что в этом случае характер распределения напряжений остается почти неизменным, меняются только их величины. Наблюдается уменьшение растяжения поверхности висячего бока, например, для отношения $L \sin \alpha / H = 0,3$ и $\lambda = 0,44$; максимальное значение

$K_{yx} = 0,36$; $K_{tx} = 0,26$. Уменьшается вертикальное сжатие от веса в зоне опорного давления. Под выработанным пространством и в породах лежачего бока изменения практически нет. Особенно мало меняются при изменении геометрии консоли напряжения от тектонических сил. Из рис. 2 видно, что тектоническая составляющая создает концентрацию горизонтальных напряжений (3-4) σ_t непосредственно под выработанным пространством, а вблизи границы отработки формируется зона опорного давления, в которой силы веса создают концентрацию $\sigma_{zy} = 2,2 \gamma H$, а тектонические $\sigma_{z,t} = 1,5 \sigma_t$, а на расстоянии $0,2H$ напряжения практически не отличаются от первоначальных.

Таким образом, полученное распределение напряжений вокруг выработанного пространства позволяет качественно и количественно оценить поведение пород, окружающих выемку, более правильно произвести выбор системы разработки и направление подвигания очистных работ вкост простирания рудного тела. Ввиду большой концентрации тектонических напряжений под выработанным пространством их учет необходим при расчетах крепи выработок и параметров систем разработки. Определение размеров зоны опорного давления позволяет сделать правильный подход к вопросу расположения полевых откаточных штреков. Кроме напряжений по результатам расчета, при наличии упругих характеристик массива пород можно определить относительные и абсолютные его деформации. Изложенный выше метод определения напряженного состояния массива крепких горных пород остается справедливым и для случая, когда горизонтальные тектонические силы с глубиной изменяются по линейному или близкому к нему закону, т.е. $\text{град } \sigma_t = \delta \sigma_t / \delta y = \text{const} = 0$. Тогда в нетронутом массиве горизонтальные напряжения (МПа) будут:

$\sigma_x = \sigma_x^0 + (z+H) \text{ град } \sigma_t + \sigma \lambda_\delta (z+H)$, $z+H$ или $\sigma_x = \sigma_x^0 + \lambda_\delta (z+H)$, где $\lambda = \lambda_\delta + \lambda_t$;

$\lambda_\delta = \mu / (1-\mu)$ коэффициент бокового давления от веса; $\lambda_t = \text{град } \sigma_t / \gamma$ - коэффициент изменения тектонических сил с глубиной; σ_x^0 - величина тектонических напряжений около земной поверхности.

По мере понижения разработки наклонных и крутых рудных тел вмещающие породы обрушаются вплоть до земной поверхности. Под провалом в рудном теле отрабатываемого следующего этажа создается

большая концентрация напряжений. Коэффициенты концентрации горизонтальных напряжений под провалом от давления обрушенных пород находятся по формулам:

$$K_{\gamma 0} = K_{\gamma}; K_{\lambda 0} = K_{\tau}^0 - K_{\tau}$$

где K_{τ}^0 - первоначальная концентрация в месте определения напряжений в массиве пород до образования выемки.

Нормальные напряжения в рудном теле под провалом (МПа) будут равны:

$$\sigma_z = -\gamma_0 H_0;$$

$$\sigma_x = K_{\gamma} \gamma H + K_{\lambda} \lambda \gamma H + K_{\tau} \sigma_{\tau} - K_{\gamma} \gamma_0 H_0 - (K_{\gamma} - K_{\tau}^0) \gamma_0 H_0;$$

С увеличением глубины разработки будет уменьшаться отношение ширины выемки к ее высоте, и возрастет концентрация горизонтальных напряжений в основании провала. По мере удаления от основания провала концентрация напряжений будет уменьшаться. При этом величина концентрации от тектонических напряжений σ_{τ} больше, чем от горизонтальных составляющих от веса пород $\lambda \gamma H$ и она увеличивается в 8-9 раз. Таким образом, в нижележащем этаже напряжения выше, чем были в вышележащих, и они намного превышают первоначальные напряжения нетронутого выработками массива горных пород.

В этом (нижнем) этаже в зависимости от применяемой системы разработки будут образовываться те или иные полости (выработки), которые будут создавать вокруг себя соответствующую дополнительную концентрацию этих напряжений.

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ОСОБЕННОСТИ КОММУНИКАТИВНОЙ НАПРАВЛЕННОСТИ И ИСПОЛЬЗОВАНИЕ УПРАЖНЕНИЙ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ В ВУЗАХ

Аннотация: Методические разработки по русскому языку для самостоятельной работы имеют чёткое коммуникативное направление. Так, каждая тема учебного пособия представлена не одним текстом по профилю специальности, а комплексом текстов, центральным из которых будет профессионально ориентированный текст (а если точнее, то на каждом из под этапов обучения текста, ориентированный на организацию темы и ситуации общения).

Ключевые слова: наблюдение, коммуникация, стимул, ролевые игры, углубление, монологическая речь, комплекс.

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FEATURES OF COMMUNICATIVE DIRECTIONS AND THE USE OF EXERCISES IN THE CLASSES IN RUSSIAN LANGUAGE IN UNIVERSITIES

Annotation: Methodological developments in the Russian language for independent work have a clear communicative direction. So, each topic of the textbook is presented not by one text according to the profile of the specialty, but by a complex of texts, the central of which will be a professionally oriented text (or, more precisely, at each of the stages of teaching the text, focused on organizing the topic and situation of communication).

Key words: observation, communication, stimulus, role-playing games, deepening, monologue speech, complex.

Особую ценность имеет текст разговорного характера в форме диалога или устного монолога. Текст подобного характера имеет способность создать мотивационный фон с прицелом на конкретное речевое высказывание на уровне обсуждаемой темы. Что касается содержания самого текста, то он преимущественно профессиональный, адаптированный из различных источников, такие как «Наука и жизнь», «Природа и человек, «Мир науки» и т.д. Часто в качестве текстового материала используется текст публицистического жанра, раскрывающее

социально-экономическое состояние страны (преимущественно для самостоятельного чтения). Тема в результате такого подхода может быть раскрыта с разных сторон, прямо или косвенно выявляющих ее содержание, представленных речевым материалом не одной, а сразу нескольких сфер общения.

Сферы, темы и ситуации общения, в границах которых формируется предметная компетенция студентов-нефилологов, не прямо, но косвенно (через учебные тексты) влияют на отбор материала, составляющего основу их языковой компетенции. В настоящее время отбор лингвистического материала на словообразовательном, морфологическом и синтаксическом уровнях осуществляется в основном в направлении от системы языка с некоторой ориентацией на представленность его в текстах по профильным дисциплинам. В условиях коммуникативно - ориентированного обучения учебный текстовой материал, распределенный по сферам, темам и ситуациям общения, в соответствии с коммуникативными потребностями обучаемых как раз и должен служить тем источником, из которого извлекается языковой материал, подлежащий активизации в речи. Применительно к уровню простого предложения отбор материала целесообразно вести в основном не путем включения новых структурных схем, а более полного представления набора конкретных речевых реализаций тех синтаксических конструкций, которые уже хорошо известны студентам-нефилологам. Дело в том, что структурные схемы предложений представлены главным образом речевыми реализациями, передающими диктальный план высказываний. К ним относятся:

- а) грамматическая (модальная и временная);
- б) фазисная;
- в) целевая;
- г) отрицательная реализации.

В тоже время почти не представлен материал, передающий все многообразие субъективных модально-экспрессивных оттенков значений. Забота о грамматической правильности речи студентов приводит к забвению того, что речь — это прежде всего речевые поступки, что передать настроение говорящего, его эмоциональное состояние и эмоциональное отношение, оценку содержания высказывания порой не менее важно, чем его информативную сторону. Иными словами, наряду с грамматической правильностью речи не менее важно формировать другую составляющую культуры речи — ее выразительность, речевое мастерство. С последним непосредственно связано и такое качество, как гибкость в выражении мысли, которая достигается преимущественно за счет использования синонимических средств языка. Особый интерес представляет использование изосемических / неизосемических высказываний. Эта богатая по своим возможностям область синтаксической синонимии еще не нашла должного отражения в

учебниках, а в тех из них, где она представлена, учебные задания сводятся к сугубо грамматическим трансформациям и не затрагивают коммуникативный план учебной деятельности студентов. К основным речевым реализациям структурных схем простого предложения, используемым уже на начальном этапе добавляются:

- а) эмоционально-оценочная;
- б) количественно-усилительная;
- в) передающая значения определенности / неопределенности и обобщенности;
- г) авторизирующие высказывания;
- д) высказывания с семантикой каузации.

Что касается системы сложного предложения, то презентация основных его разновидностей ограничивается выявлением и дифференциацией смысловых отношений, устанавливаемых между предикативными частями. Далее в процессе обучения необходимо представлять семантический план сложных предложений и на уровне основных соотношений типового содержания предикативных частей. Именно этот уровень семантической структуры разграничивает сложные предложения с однородными смысловыми отношениями частей, функционирующие в разных стилях речи.

Материал, формирующий языковую и предметную компетенцию студентов вузов экономического профиля, непосредственно реализуется в учебных речевых актах, т. е. связан с прагматической компетенцией.

В целях уточнения и выявления эффективности предлагаемой модели по формированию профессионально-коммуникативной компетенции студентов вузов экономического профиля на занятиях по русскому языку были применены разные критерии: среднее количество использованных речевых клише в структуре монологической речи; среднее количество ошибок в устной речи. Предупреждение языковых и речевых ошибок, система тренировочных упражнений и заданий были ориентированы на то, чтобы студенты выработали чувства языка, иначе говоря, «языковое чутье», соблюдали формулы речевого этикета, речевого поведения, толерантного отношения к русскому языку, русской культуре, получали коммуникативное наслаждение от степени говорения на данном языке.

Изучение лексических и грамматических тем начинается с изучения корректировочного курса по книге «Учебное пособие по практическому курсу русского языка для студентов таджикских групп». Данное учебное пособие предназначено для студентов-таджиков, изучающих русский язык на первых курсах. Как указано в предисловии, целью коррективного курса является устранение пробелов средней школы, активизация знаний студентов по русскому языку, подготовка их к более углубленному овладению языком, развитие у студентов навыков самостоятельного

чтения художественных, общественно-публицистических текстов и практическое закрепление грамматического материала.

Практическая направленность коррективного курса обеспечивается ситуативно–тематической подачей учебного материала, использованием текста в качестве основного обучения и чёткой организации речевой деятельности. Пособие состоит из десяти тем. Каждая тема предусматривает ведущую роль синтаксического принципа в обучении речи при параллельном изучении морфологии, словообразования и стилистики. Тексты даются в сокращении и адаптации, отражают функциональные основные стили литературного языка: разговорный, публицистический, научный, художественный. Каждая тема состоит из дидактических компонентов: текст, задание к тексту, сведения по грамматике, по словообразованию, по стилистике. От языковых упражнений студенты последовательно переходят к речевым видам говорения.

Коммуникативная направленность упражнений на занятиях по русскому языку в вузах экономического профиля порождает процесс успешной адаптации студентов к формированию речевых навыков и умений. В результате, студенты постепенно приучаются выражать свои мысли свободно и непринужденно, используя все те языковые средства, которые находятся в их багаже и арсенале. Это, в свою очередь, способствует к тому, что студенты приобретают не только коммуникативную уверенность, но и вырабатывают чувства коммуникативной ответственности за правильность речевого высказывания. Они день ото дня вырабатывают правильное речевое поведение, получают огромный коммуникативный стимул, приобретают чувство уверенности, которая все больше и больше накапливается от занятий к занятию. Например, при изучении второго занятия-комплекса «Родительский дом-начало начал. Семья. Знакомство. Биография» закрепление грамматической темы «Простое предложение с подлежащим, выраженным существительным, употребляющимся только в единственном числе и только во множественном числе», оформляется в виде ролевой игры.

Студенты, как показали наши наблюдения, сразу же включались в процесс речевого высказывания, используя свой словарный и фразеологический запас, грамматические умения и навыки. Проекты, имеющие краткосрочную характеристику, в процессе формирования речевых умений и навыков прошли через мониторинговую сетку с возможностью прохождения текущего контроля в структуре и составе лексико-грамматического теста.

В плане формирования речевой деятельности каждый речевой поступок студентов воспринимался как активная форма коммуникативной деятельности с использованием всех элементов, отвечающих за

порождение речи. Безусловно, в эту фазу активной коммуникативной деятельности студентов большую роль играл текстовый материал.

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ЭФФЕКТИВНОЕ УПРАВЛЕНИЕ СТАВКАМИ РЫНКА МЕЖБАНКОВСКОГО КРЕДИТОВАНИЯ В УЗБЕКИСТАНЕ

Аннотация: В условиях структурного дефицита ликвидности, который наблюдается в Узбекистане банковском секторе. В работе обсуждаются вопросы управления ликвидностью ЦБ являются одними из наиболее важных и значимых. В этих условиях эффективное управление ставками рынка межбанковского кредитования (МБК), являющееся основной целью операций.

Ключевые слова: банк, дефицит ликвидности, управления ликвидностью, эффективное управление, межбанковского кредитования.

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EFFECTIVE MANAGEMENT OF RATES OF THE INTERBANK LENDING MARKET IN UZBEKISTAN

Annotation: In the context of a structural liquidity deficit, which is observed in the banking sector in Uzbekistan. The paper discusses the issues of liquidity management of the Central Bank are among the most important and significant. In these conditions, effective management of the rates of the interbank lending market (interbank lending), which is the main goal of operations.

Keywords: bank, liquidity shortage, liquidity management, efficient management, interbank lending.

От центрального банка требуется точной оценки спроса банковского сектора на инструменты рефинансирования и устойчивости рынка МБК. Структура рынка МБК в настоящем исследовании определена как совокупность двусторонних кредитных лимитов, установленных участниками рынка МБК друг на друга. Таким образом, структура рынка определяет верхний предел объема перераспределения ликвидности на рынке МБК. Оценки совокупного спроса банковского сектора на ликвидность и уровня устойчивости рынка МБК должны опираться на анализ структуры рынка МБК и закономерностей поведения участников этого рынка.

Ожидания динамики ставки рынка МБК, которая является операционной целью денежно-кредитной политики (ДКП), задают форму кривой доходности и стоимости заимствования на важных для экономических агентов горизонтах, с точки зрения принятия решений о потреблении и сбережении. Таким образом, особая роль ставок рынка МБК свидетельствует о высокой актуальности проблем анализа его структуры.

Вместе с ростом актуальности вопросов управления ликвидностью банковского сектора растет и внимание к инструментам оценки уровня напряженности на рынке МБК. Идентификация состояния рынка МБК является одним из приоритетных направлений развития аналитического инструментария управления ликвидностью, поскольку эффективность распределения ликвидности зависит от воспринимаемого участниками уровня системного риска.

Вместе с тем, способность ЦБ точно управлять стоимостью кредитования в значительной мере определяется степенью, в которой подходы к использованию стандартных инструментов управления ликвидностью адаптированы к фактическим закономерностям функционирования рынка МБК.

Совокупность исследований структуры межбанковского рынка, нацеленных на совершенствование подходов к проведению денежно-кредитной политики, возможно разделить на два массива. Первый блок вопросов, касающийся функционирования рынков МБК с «неполной структурой», то есть рынков с ограниченной способностью перераспределения ликвидности, разработан лишь поверхностно. При этом большинство современных моделей абстрагируются от деталей процесса параметризации операций центрального банка на финансовом рынке и опираются на предположение о способности денежных властей точно контролировать уровень краткосрочных ставок ². Подобное предположение может быть реалистичным для стран с высоким уровнем развития финансовой системы.

Однако, масштаб отклонений краткосрочных ставок от целевых уровней, которые могут наблюдаться на Узбекском рынке МБК, свидетельствуют о том, что может быть полезным моделирование воздействия операционных решений на уровень ставок рынка МБК на уровне отдельных участников.

Предлагаем в определении влияния структуры рынка Узбекистана МБК на эффективность операций центрального банка по управлению ликвидностью банковского сектора и формулировании подходов к использованию информации о структуре рынка МБК при проведении центральным банком операций на открытом рынке.

Для реализации цели исследования ставятся и решаются следующие основные задачи: определить базовые предпосылки центрального банка о структуре рынка МБК, на которых основан современный подход к

параметризации операций ЦБ по управлению ликвидностью банковского сектора; выявить соответствие указанных предпосылок действительности и оценить потенциал их воздействия на эффективность операций центрального банка; разработать инструментарий идентификации уровня напряженности на рынке МБК и оценить точность существующих подходов к оценке уровня стресса на рынке МБК; идентифицировать механизм связи структуры рынка МБК и действующего подхода к параметризации операций на открытом рынке с неполной эффективностью процентной политики; разработать подход к оценке спроса на инструменты предоставления ликвидности центрального банка с учетом информации о структуре рынка МБК

Предлагаем решения задачи идентификации влияния структуры Узбекистанского рынка МБК на эффективность управления ЦБ ликвидностью банковской системы. Впервые продемонстрирована возможность наличия систематических ошибок параметризации операций на открытом рынке при условии несоответствия действительности предположений центрального банка о структуре рынка МБК. Необходимость совершенствования инструментов анализа ликвидности банковской системы и сформулированы соответствующие предложения.

Заключение

Формально идентифицированы различные виды отклонения структуры денежного рынка от теоретической «идеальной»: «ценовая сегментация», при которой возможно отвергнуть предположение о единой стоимости заимствования для различных групп банков, и «объемная сегментация», при которой возможно отвергнуть предположение о способности межбанковского рынка перераспределять шоки ликвидности между произвольными кредитными организациями.

На основе детального набора данных о результатах аукционов РЕПО с ЦБ показано, что статистика отклонений спроса на инструмент рефинансирования от его оценок регулятором (лимита на аукционе) хорошо согласуется с гипотезой о наличии «объемной сегментации» на межбанковском рынке Узбекистана.

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МЕЖБАНКОВСКОГО КРЕДИТОВАНИЯ И УПРАВЛЕНИЕ ЛИКВИДНОСТЬЮ

Аннотация: В работе обсуждается вопрос о идентификации структуры рынка межбанковского кредитования и управление ликвидностью формально идентифицируется связь между корректностью предположений центрального банка о структуре рынка МБ и способностью ЦБ достигать операционных целей.

Ключевые слова: модель, рынок МБК, управление ликвидностью, межбанковского кредитования.

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INTERBANK LENDING AND LIQUIDITY MANAGEMENT

Abstract: The paper discusses the issue of identifying the structure of the interbank lending market and liquidity management, formally identifying the relationship between the correctness of the central bank's assumptions about the structure of the MB market and the ability of the Central Bank to achieve operational goals.

Key words: model, interbank lending market, liquidity management, interbank lending.

Рассматривается базовая модель рынка МБК, который состоит из k одинаковых сегментов-«островов», вслед за В. Гаспаром [1], содержащих по n кредитных организаций, внутри каждого из которых происходит эффективное перераспределение ликвидность. При этом члены сегментов взаимодействуют исключительно внутри сегмента. Такое предположение о структуре лимитов не претендует на реалистичность, а приводится в качестве крайнего случая сегментирования - противоположности эффективного межбанковского рынка.

В отличие от модели В. Гаспара кредитные организации испытывают случайные притоки и оттоки средств с корсчета не только внутри банковского сектора, но и направленные вовне (т.н. «автономные факторы»). В рамках модели Банк России оценивает спрос в соответствии с текущей практикой. Тогда погрешность оценки спроса регулятором

будет равна разнице между фактическим спросом на аукционе по предоставлению ликвидности и простой суммой избытков и недостатков ликвидности. Наглядно результаты симулирования ошибки оценки спроса в зависимости от среднего значения распределения шоков ликвидности в системе приведены на рис. 4.

Видно, что вопреки распространенному представлению о том, что в условиях углубляющегося структурного дефицита ликвидности центральному банку становится сложнее управлять уровнем процентных ставок и определять спрос банковской системы на инструменты рефинансирования («чем хуже, тем хуже»), наша упрощенная, но формальная модель взаимодействия центрального банка и банковского сектора демонстрирует, что в случае отклонения структуры фактического денежного рынка от идеального состояния ошибки оценки спроса будут максимальными в случаях, когда средний шок ликвидности близок к нулю.

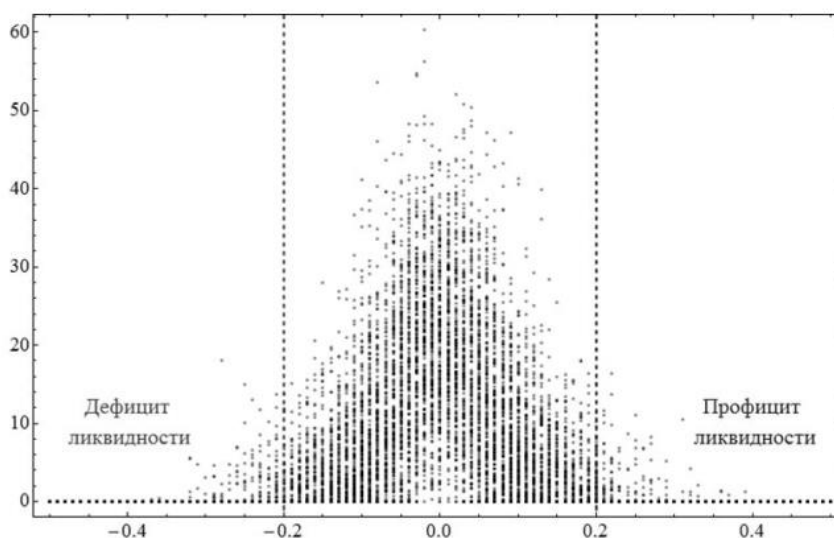


Рис. 4. Ошибка оценки спроса (вертикальная ось) и средний шок ликвидности (горизонтальная ось)

Именно в таких условиях неопределенность относительно общего спроса максимальна, в то время как в условиях глубокого профицита или дефицита наличие структуры «замаскировано» одинаковыми потребностями в ликвидности во всех частях банковского сектора.

Фактическое распределение ошибок оценки спроса хорошо согласуется с гипотезами, полученными на основе теоретических рассуждений. С учетом полученных косвенных доказательств наличия нетривиальной структуры рынка МБК, предпринимается попытка использования алгоритмов поиска сообществ. Обосновывается выбор алгоритма – максимизация модулярности⁸, в качестве меры силы связи выбран объем кредитования между парой банков за месяц. Чтобы идентифицировать устойчивые во времени группы банков предлагается дополнительный шаг алгоритма, на котором происходит отсеивание связей

между кредитными организациями как неустойчивых, если они принадлежали к одному сообществу менее чем в половине от всех рассматриваемых месяцев.

Идентифицированная структура межбанковского рынка демонстрирует наличие устойчивых групп кредитных организаций, которые перераспределяют шоки ликвидности между собой, однако данные группы не являются полностью изолированными друг от друга, как это было предположено в иллюстративной модели в начале главы.

Результаты, приведенные на рис. 5, позволяют идентифицировать два устойчивых сегмента: первый эшелон, состоящий преимущественно из активных и крупных участников рынка МБК (средний размер капитала банков 21 млрд. руб.), и второй эшелон, включающий менее крупные кредитные организации (средний размер капитала равен 3,4 млрд. руб.). Данный вывод согласуется с результатами зарубежных исследований (например, структуры межбанковского рынка кредитования в Италии). Дополнительно, статистика процентных ставок по кредитованию внутри сегмента и за его пределами указывает на то, что заимствование у постоянных контрагентов внутри сегмента обходится банкам дешевле по сравнению с заимствованием за пределами круга постоянных контрагентов.

В заключительной части третьей главы предложены две модели, которые позволяют разработать подходы к параметризации операций ЦБ к прогнозированию процентных ставок с учетом идентифицированных характеристик (нетривиальной структуры и неоднородности участников) рынка МБК.

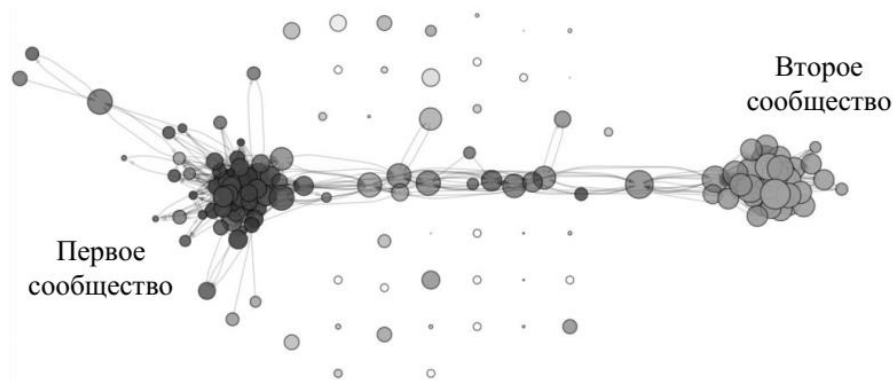


Рис. 5. Структура идентифицированных сообществ

Заключение

Предложена модель, в которой центральный банк оценивает спрос на ликвидность в соответствии с действующим подходом ЦБ, в условиях ограниченной способности рынка по перераспределению ликвидности.

Теоретическое распределение ошибок оценки спроса на ликвидность центральным банком в различных условиях хорошо согласуется с

наблюдаемой статистикой отклонений спроса от лимита на аукционах РЕПО с ЦБ.

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ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКАХ ГЕОГРАФИИ

Аннотация: В условиях глобализации образование играет важную роль во всестороннем развитии личности, в формировании качеств совершенства и квалифицированного специалиста. Здесь ключевым фактором считается использование инновационных технологий. В статье рассматривается механизм использования этих инновационных технологий на уроках географии.

Ключевые слова: образование, инновации, новации, наука, учитель, ученик, технология, метод, методология, подход, подход учителя, результат, знания, применение, процесс, обучение.

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USE OF INNOVATIVE TECHNOLOGIES IN GEOGRAPHY LESSONS

Resume: In the context of globalization, education plays an important role in the all-round development of an individual, in the formation of the qualities of excellence and a qualified specialist. Here, the key factor is the use of innovative technologies. The article discusses the mechanism of using these innovative technologies in geography lessons.

Key words: education, innovation, innovation, science, teacher, student, technology, method, methodology, approach, teacher's approach, result, knowledge, application, process, teaching.

Введение. В условиях глобализации образование играет важную роль во всестороннем развитии личности, в формировании качеств совершенства и квалифицированного специалиста. Сегодняшний динамичный период требует оснащения учащихся, в том числе студентов, краткосрочной и достоверной информацией, создания необходимых условий для полного овладения основами различных наук. В современных условиях образовательный процесс должен быть ориентирован на развитие, социализацию личности и развитие навыков независимого, критического, творческого мышления [1].

Использование инновационных технологий-это требование времени. В свою очередь, инновации-внедренные для обеспечения качественного роста эффективности процессов и продуктов на основе рыночного спроса. Интеллектуальная деятельность человека-это конечный результат его воображения, творческого процесса, открытий, изобретений и рационализаций.

Примером инноваций является поставка продуктов (товаров и услуг) на рынок за счет новых потребительских свойств или качественного повышения эффективности производственных систем. Основным объектом внимания в статье является образование, а его конечный продукт - учащиеся (школьники, студенты).

Мы должны смотреть на инновации не как на какие-либо инновации, а как на фактор, значительно повышающий эффективность существующей системы. Вопреки распространенным заблуждениям, инновации отличаются от изобретений. Инновации отличаются от научных открытий и изобретений. Наука-это преобразование определенных ресурсов в знания и идеи. Инновация - это превращение знаний и идей в фонды. Изобретение - это создание новой концепции. Инновация - это акцент на практическом значении изобретения и его превращении в успешный рыночный продукт.

Основная часть. Сегодня актуальным становится инновационное образование и использование его технологий. Инновационное образование (визуальное «innovation» - инновация, изобретение) - образование, которое позволяет учащемуся создавать новые идеи, нормы, правила, передовые идеи, нормы, качества естественного принятия правил, навыки, сформированные другими.

Технологии, используемые в процессе инновационного образования, называются инновационными образовательными технологиями или образовательными инновациями. Образовательные инновации- это формы, методы и технологии, которые могут быть использованы для решения существующей проблемы в области образования или учебного процесса на

основе нового подхода и гарантировать более эффективный результат, чем раньше. Инновации выглядят иначе. Ниже представлены основные проявления новаторства:

- новые идеи;
- конкретные цели, направленные на изменение системы или направления деятельности;
- нетрадиционные подходы;
- Необычные инициативы;
- современные методы работы.

Цель состоит в том, чтобы получить максимальную отдачу от денег и усилий, потраченных на инновации в системе образования или учебной деятельности. Разница между новациями и любыми инновациями заключается в том, что они должны иметь изменяющийся механизм, позволяющий управлять и контролировать их. Как и во всех сферах образования, говорят об «новациях», «инновациях» и деятельности, отражающей их сущность.

Следует отметить, что если деятельность носит характер краткосрочной интегрированной системы и служит только для изменения некоторых элементов системы, это называется инновацией. Когда деятельность осуществляется на основе определенного концептуального подхода, результатом которого является развитие определенной системы или ее радикальное изменение, это называется инновацией (внедрением инноваций).

По словам И.П. Подласы, образовательные инновации приводят к следующим изменениям:

- Полная смена педагогической системы;
- изменения в учебном процессе;
- Изменения в педагогической теории;
- изменения в деятельности учителей;
- Возобновление студенческой активности;
- изменения в педагогической технологии;
- обновление содержания образования;
- изменения в форме, методах и средствах обучения;
- изменение управления системой образования;
- изменения целей и результатов обучения [1, 2].

Действительно, образование выходит на новый уровень, кругозор учащихся расширяется, информация становится более доступной, а использование инновационных технологий в обучении в таком процессе роста может помочь повысить эффективность урока. Интерес к использованию инновационных технологий в учебном процессе растет день ото дня.

Сегодня объем информации значительно расширился. Если учитель не работает над собой, знаний, полученных им ранее, будет недостаточно.

Указ Президента Республики Узбекистан от 29 апреля 2019 года № 5712 «Об утверждении Концепции развития народного образования в Республике Узбекистан до 2030 года» на основе организации международных исследований в области оценки качества, определены задачи создания национальной системы оценки качества образования, направленной на оценку уровня грамотности школьников по чтению, математике и естественным наукам.

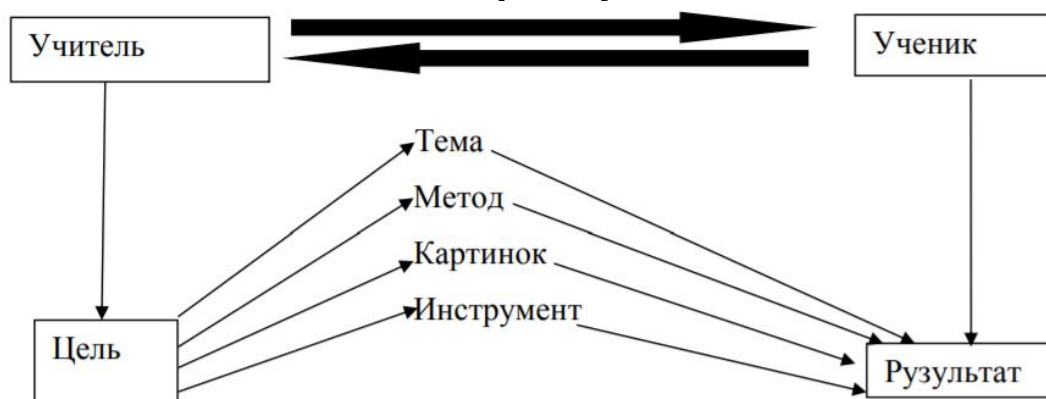
Концепция также делает упор на развитие у учеников критического и творческого мышления, самостоятельного поиска и анализа концепций и навыков, постоянное участие общеобразовательные программы предусматривают внедрение новых государственных образовательных стандартов, регулярное участие в международных программах PISA, TIMSS, PIRLS и других для оценки уровня знаний учащихся.

Сегодня интерес к использованию современных методов, инновационных технологий, педагогических и информационных технологий в учебном процессе географического образования растет с каждым днем. Одна из причин этого заключается в том, что в то время как до сих пор в традиционном образовании учащихся учили получать только готовые знания, инновационные технологии научили их искать собственные знания, изучать и анализировать самостоятельно и даже рисовать свои знания, собственные выводы.

В этом процессе учитель создает условия для развития, становления, приобретения и воспитания ученика, и одновременно выполняет функцию управленческой ориентации. Место и роль инновационных технологий огромны. Основная цель использования инновационных технологий на уроках географии:

- Заставить ученика не быть равнодушным во время урока, самостоятельно мыслить, искать;
- Усиление у школьника интереса к знаниям независимо от каждой картинки, творческий подход к звуку;
- Организовать совместную деятельность учителей и учеников.

Чтобы представить эти слова, мы представляем следующую картинку



На этой схеме мы показали, что реализация цели, достижение хорошего результата зависит от совместной деятельности как учителя, так и ученика, а также выбранной цели, метода, картинка, инструмента, технологии. Для достижения результата используется компьютер, видеопроектор, фильм, видеоролики по тематике. Мы вслух объяснили темы 5-го класса учебника географии. Выставляем картинки, подходящие под каждую тематику. Когда ученик видит картинку, многое вспоминается, это заставляет ученика задуматься, он видит и слышит, то, что он видит и слышит, надолго сохраняется в памяти.

Ставим картинку на каждый из терминов в учебнике, ученик видит картинку, записывает ответ в тетрадь, ставим картинку и звук еще раз для проверки, звук слышен, картинка выходит, ученик видит что это правильно, неправильно и заключает. Нынешняя эпоха требует использования инновационных технологий и их применения в классе как нашей общей цели.

21 век-век информационных технологий. Информационные технологии проникли во все сферы жизни и прочно закрепились. Какой бы ни была отрасль сейчас, ее невозможно представить без информационных технологий. Информационные технологии - это процесс сбора, обработки, с использованием набора медийных методов передачи информации о состоянии объекта, обработки событий от одного представления к другому, принося совершенно новое качество.

Это, конечно, широкое определение, потому что в процессе эволюции люди использовали определенные средства коммуникации на разных этапах, чтобы общаться друг с другом. Сегодня, когда все мы пользуемся компьютерами, интернетом, мобильными устройствами, это важный фактор в достижении наших целей.

Мы также показываем преимущества использования информационных технологий на уроках географии. После того, как ученики прочитают тему, они должны разработать научные концепции, и если эти научные концепции будут объяснены с помощью изображений, звука, мультимедиа, видео, различных игр, ученики будут больше интересоваться наукой. Если мы грамотно организуем урок с использованием информационных технологий, объем памяти и мышления учащихся расширится.

В этом процессе между учениками, т. е. группами, создается конкурентная среда, через которую ученики обмениваются идеями. Мы используем электронный тест, чтобы закрепить знания учеников и проверить их знания. При этом учащиеся сдают компьютерный тест после каждой темы, освещенной в учебнике географии для 5-го класса. Правильные удары поощряются, неправильные удары подчеркиваются, чтобы действовать на них. Результаты теста отображаются на мониторе после завершения теста. Термины и правила в учебнике объясняются с

помощью изображений и вслух. Тесты по картинкам также используются для закрепления полученных знаний [3].

Выводы и предложения. Мы подготовили термины в учебнике 5-го класса как аудиовизуальные, так и картинки. Поступая таким образом, мы сможем больше узнать о учениках благодаря их интересу к науке и картинкам во время урока. В процессе наблюдения за изображенным на картинке термином учащиеся расширяют рамки творческого мышления, ища значение термина. Он надолго сохраняется в памяти после прослушивания звука. Потому что он и читает, и слышит комментарий, что создает основу для запоминания. Слайд предоставляется студентам в конце урока, и все студенты пытаются ответить с интересом.

Нынешняя эпоха побуждает учителей и учеников анализировать больше данных для исследований, для которых использование информационных технологий очень эффективно. Оснащенные современными теоретическими знаниями, технические средства учат учеников последовательно усваивать информацию, применять полученные теоретические знания на практике.

Разнообразный охват информации, необходимый для изучения данных на уроках географии, создает информационную систему, анализирующую различные процессы и события, отображающую их в картинках и выслушивающих их вслух. При организации дидактических игр, видео, мультимедиа, интеллектуальных знаний ученики могут самостоятельно осваивать свои знания на основе данной программы, а также слышать и видеть. Это поможет закрепить полученные знания.

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РОЛЬ ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ В ПОДГОТОВКЕ ПРЕПОДАВАТЕЛЕЙ ФИЗИЧЕСКОГО ОБРАЗОВАНИЯ И МАСТЕРОВ СПОРТА

В статье освещены вопросы подготовки будущих учителей физической культуры в системе непрерывного образования, указаны пути совершенствования механизмов данного процесса, связанного с усвоением, новых знаний, их применением и систематизацией методов в подготовке высококвалифицированных кадров.

Ключевые слова: непрерывное образование, учителя физической культуры, инновационная деятельность, этапы, механизм, учебно-поисковый процесс, систематизация, контроль, новая информация, высококвалифицированный кадр.

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THE ROLE OF INNOVATION IN THE TRAINING OF PHYSICAL EDUCATION TEACHERS AND MASTERS OF SPORTS

The article covers the issues of training future physical education teachers in the system of lifelong education, points out ways to perfect the mechanisms of this process related to mastering, new knowledge, their application and systematization of methods in the training of highly qualified personnel.

Key words: continuing education, teachers of physical culture, innovation, mechanism, educational and search process, systematization, control, new information, highly skilled staff.

Сегодня особенно актуально внедрение инноваций во все отрасли системы непрерывного образования в нашей стране. Хотя понятия инновация, инновационное образование, инновационная деятельность и ее теория сформировались, и на этой основе давно не возникала наука «Инновация», источников для объяснения ее сущности достаточно, но они все же имеют теоретические основы инновационной деятельности не

разглашается. Вместе с тем, разработка педагогических технологий подготовки будущих учителей физической культуры, работающих в системе непрерывного образования, к инновационной деятельности требует изучения как актуальной педагогической проблемы. В области научных исследований учебные планы не соответствуют требованиям обновления учителей и подготовки их к инновационной деятельности. Ведь инновационная деятельность - это отдельный этап педагогической деятельности, имеющий свою теоретическую и практическую основу как деятельность, состоящая из нескольких этапов.

Ввиду важности психологической подготовки учителей при подготовке к инновационной деятельности, направленной на демонстрацию их личностного потенциала, эти мероприятия должны проводиться в педагогических вузах на уровне бакалавриата и магистратуры.

Любой механизм создает процесс, вызывающий изменение объекта. Это означает, что процесс является долгосрочным, многомерным, в котором одна структура дополняет другую. Механизм, который управляет альтернативами, влияющими на изменение объекта, может изменить весь процесс, не изменяя себя, вводя инновации в конкретную систему. В этом плане уникальны механизмы подготовки будущих учителей физической культуры к инновационной деятельности.

Студенты и аспиранты, входящие в систему непрерывного образования, стремятся работать не покладая рук, что является ключевым условием инновационной деятельности. Потенциал этой деятельности выражается во внедрении инновационных идей, проектов, технологий и личностном развитии в систему образования. Возможности для этой деятельности: принятие педагогических новшеств бакалаврами и магистрами; уровень новаторства в команде; готовность применять инновации; развитие коммуникативных навыков; обобщает уровень творческих способностей учителя.

Критерии подготовки бакалавров и магистров к инновациям определяются мотивацией преподавателя, навыками, знаниями и умениями в проведении педагогических экспериментов, умением преодолевать препятствия на пути к инновациям.

В настоящее время при анализе учебников педагогических вузов студентам преподаются только основные принципы формирования педагогических навыков, основные элементы организации педагогической деятельности, этапы планирования деятельности. Примерами являются учебники и пособия по направлениям «Педагогика», «Педагогическое мастерство», «Методика обучения физическому воспитанию». Однако в этих учебниках и пособиях основное внимание уделяется формированию знаний и умений об инновационной деятельности учителя, этапах ее становления, роли и месте педагогического коллектива в формировании

этой деятельности, научной основе внедрения инноваций в педагогическая деятельность. »ему не дали. Если бы эти требования были выполнены, был бы заложен прочный фундамент для практической работы будущих профессионалов. Проблемы мотивации в психологии деятельности также являются одними из ключевых при подготовке к инновационной деятельности.

«Суть инновации заключается в формировании новой технологии на практике, результатом которой является трансформация изобретения-проекта, проекта-технологии, которая возникла как инновация». В области инноваций научное понимание не рождается из логики академической науки, а из практических рассуждений, которые развиваются в результате модификаций процесса развития.

«При подготовке учителей к инновационной деятельности важно учитывать психологическую среду в коллективе и степень осведомленности членов команды о последних событиях на мировом рынке образования».

Результаты инновационной деятельности учителя физического воспитания в общем среднем образовании, а также учителей, работающих в высших учебных заведениях, определяются: умением определять цель выполняемой работы; уметь анализировать нестандартные ситуации и делать быстрые выводы; овладение методами решения задач, связанных с исследовательским процессом; поиск оптимальных средств и методов решения задач, систематизация наблюдений и результатов экспериментов; уметь планировать самостоятельную работу; уметь отслеживать и анализировать результаты своей работы; наличие навыков использования новых информационных технологий; умение находить новые идеи, умение алгоритмизировать педагогические задачи.

Для оценки готовности будущего учителя физкультуры к будущей инновационной деятельности он обладает навыками и умениями критически анализировать собственную деятельность, использовать новшества в своей работе, применять педагогические технологии, планировать экспериментальную работу. и иметь навыки для разработки и реализации программы, для анализа опыта других преподавателей-исследователей и применения его на практике, для обмена идеями и опытом, для оказания методической помощи, для создания авторских концепций, для предотвращения конфликтов, педагогических следует отметить что они могут принимать правильные решения в ситуациях.

Важно обеспечить научно-методическое сопровождение инновационной деятельности учителей физкультуры. Инновационный потенциал профессорско-преподавательского состава находит отражение во внедрении и развитии инновационных идей, проектов, технологий в системе образования.

Подготовка учителей к инновационной деятельности - многоступенчатый, длительный процесс.

Этап 1: Этап психологической подготовки к инновационной деятельности. Для этого педагог должен знать следующие дидактические принципы:

Принцип соразмерности - это баланс между необходимостью приобретения педагогических навыков и необходимостью изменить свою деятельность.

Принцип творчества - совместное творчество объекта и субъекта в педагогическом процессе.

Выйти из ситуации - значит выйти из новой, ранее неизвестной ситуации.

2 этап: Психологический - этап формирования педагогических знаний и педагогических навыков. Сюда входит: овладение технологией творческой деятельности; уметь переносить ранее полученные знания, навыки и умения в новые ситуации; различать большие и второстепенные проблемы; уметь видеть новые функции объекта; найти оптимальные решения; формируются навыки и компетенции для классификации себя и своей деятельности.

В целях повышения научно-методической подготовки бакалавров и магистров к педагогической деятельности целесообразно организовать такие курсы, как проблемные, целевые, авторские, информационные технологии, изучение педагогических технологий, дистанционное обучение.

Научное заключение методического семинара будет выдано осенью администрацией школы и методическим объединением совместно с отделением специализации для студентов 4 курса и магистров 2 ступени, прошедших практику. Контролирует практическое применение нововведений студентами и аспирантами, прошедшими педагогическую практику, выполнение программы стажировки по физическому воспитанию. По результатам педагогических опросов, экспериментов, научных исследований, отношение студентов и аспирантов, обучающихся в педагогических вузах, учителей физкультуры в общеобразовательных школах к инновационной деятельности, организации этой деятельности. При этом правильно понимает все социально-педагогические требования, готов по-новому решать все задачи педагогической деятельности, имеет глубокие знания изучаемого предмета, постоянно работает над собой и планирует инновационную деятельность учителей. оказались значительной частью преподавательского состава. Однако было обнаружено, что некоторым учителям не хватало активности для социально-политических и общественных дел, они были менее мотивированы к инновациям и не спешили улучшать учебный процесс. Было обнаружено, что во многих случаях недостаточный опыт и мотивация являются серьезным

препятствием для внедрения новых идей. Равнодушен к нововведениям, использует готовый материал, не хочет сталкиваться с трудностями, имеет поверхностные знания по предметам и учебной работе, не всегда хочет повышать свои личные навыки и самообразование, теоретические знания и учителя, которым приходится работать по профессиональному мастерству также работают в педагогических сообществах.

Шестьдесят семь процентов опрошенных заявили, что влияние внутренних и внешних факторов на процесс обновления учителей было значительным. К внутренним факторам относятся мотивация учителя, чувство ответственности, трудолюбие, умение контролировать результаты своей работы, опора на свои ценности, уверенность в своей работе 56% учителей, в то время как внешние факторы., Потенциал педагогического коллектива, научно-методические и методические ресурсы, наличие и качество учебных пособий, внешняя мотивация (желание человека быть признанным другими людьми за его достижения в работе, личные качества, способности и ценности, желание быть признанным группой, мотивация (заработная плата, награды, благодарность и др.), наличие условий для изучения передового опыта, умение пользоваться современными информационными технологиями и др. Факторы слаб-фактора - 73 процента, выявленные преподавателем.

Чтобы быть эффективным в будущем, педагог сознательно реорганизует свою деятельность и использует возможности учебного процесса. В частности, это студенческий период, период юности, который является важным этапом в этом процессе. Следующая идея этой концепции связана с развитием педагогической субъективности: ученик проходит через позиции «ученик», «ученик», «учитель».

Важной особенностью подготовки к инновационной деятельности в педагогическом процессе является системный подход к ней. Исходя из этого, усовершенствованный механизм подготовки учителей к инновационной деятельности можно охарактеризовать следующим образом:

Создание определенных условий, направленных на актуализацию деятельности студентов и магистров по подготовке будущих учителей физического воспитания к инновационной деятельности, организация специальных обучающих семинаров среди учителей физкультуры с целью раскрытия сущности новаторства в педагогическом процессе, воспитании. Необходимо добиться досконального овладения научными основами внедрения нововведений в процесс, формирования навыков творческого подхода к организации учебной деятельности, совершенствования навыков творческой работы и обеспечения эффективности учебной деятельности.

Пришло время создать ресурс, который станет важным руководством для будущих учителей физического воспитания, которые стремятся продолжить свое образование.

Таким образом, при подготовке будущих учителей физкультуры к инновационной деятельности следует учитывать:

- дать будущим учителям физической культуры знания о передовых педагогических технологиях, нововведениях, теории инновационного образования, его сущности, дизайне педагогической деятельности;

- развивать у студентов практические навыки и компетенции по эффективному использованию технических средств и услуг информационных технологий;

- Организация успешного общения со студенческим коллективом, формирование творческого подхода к педагогической деятельности;

- уметь оценивать психолого-педагогические ситуации и развивать навыки организации поведения в соответствии с ними;

- демонстрировать содержание, объем и средства повышения эффективности педагогической деятельности и предоставить информацию о соревновательных качествах учителя физкультуры;

- разработать проект занятий по физическому воспитанию, контролировать деятельность студентов, оценить теоретические знания, практические навыки и умения, определить эффективность учебного процесса и т. д.

Для положительного решения этих проблем необходимо актуализировать содержание методики обучения физическому воспитанию, внести соответствующие изменения в учебные программы профессионального образования в вузах, готовящих учителей. В этом случае результат инновационной деятельности отражается на воспитании физически здорового, разностороннего человека.

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ПОСТРОЕНИЕ ПЕРИОДИЧЕСКИХ РЕШЕНИЙ С ПОМОЩЬЮ МЕТОДА ПРОСТЫХ ИТЕРАЦИЙ

Аннотация: Одной из основных задач в теории квазилинейных интегро-дифференциальных уравнений является задача о существовании периодических решений. В статье приведен метод итерации для интегро-дифференциальных уравнений представляющий вариационный вариант малого параметра Ляпунова-Пуанкаре, рассмотренный Ю.А.Рябовым.

Ключевые слова: интегро-дифференциальные уравнения, 2 периодическое решение, малые параметры, ряды Фурье, критические случаи первого порядка, метод итерации и мажорирующие уравнения.

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CONSTRUCTING PERIODIC SOLUTIONS USING THE SIMPLE ITERATION METHOD

Annotation: One of the main problems in the theory of quasilinear integro-differential equations is the problem of the existence of periodic solutions. The article presents an iteration method for integro-differential equations representing a variational version of the small Lyapunov-Poincaré parameter considered by Yu.A. Ryabov.

Key words: integro-differential equations, 2 periodic solution, small parameters, Fourier series, critical cases of the first order, method of integration and majorizing equations.

В данной статье посвящена распространению на системы интегро – дифференциальных уравнений типа Вольтерра с бесконечно далеким последствием методы малого параметра Ляпунова-Пуанкаре и метод мажорирующих уравнений Ляпунова, рассмотренным Ю.К.Рябовым при построении и анализ периодических решений квазилинейных систем, обыкновенных дифференциальных уравнений.

Рассмотрим систему

$$\dot{x} = Ax + \varepsilon \left[\int_{-\infty}^t R(t-s)x(s)ds + F(x, t) \right] \quad (1)$$

$$\left(\dot{x} = \frac{dx}{dt} \right) \text{ где } x - n - \text{ мерный вектор;}$$

A – постоянная $(n \times n)$ – матрица, обладающая резонансными собственными значениями (равными нулю или целой кратности $\sqrt{-1}$);

$F(x, t)$ – вектор функция, аналитическая по x , 2π – периодическая и всюду дифференцируемая по t ; ε – положительный параметр; $R(t-s)$ – ядро релаксации. Линейная однородная система, соответствующая (1), т.е.

$$\frac{dx}{dt} = Ax \quad (2)$$

обладает при принятых допущениях о собственных значениях матрицы

A – семейством 2π – периодических решений, т.е.

$$x(t, c) = V(t)c, \quad (3)$$

где $V(t)$ – $(n \times m)$ – матрица; c – произвольный постоянный вектор.

При $\varepsilon = 0$ получим так называемое порождающееся семейство 2π – периодических решений $x_0(t, c) = V(t)c$. (4)

Здесь c – произвольный вектор. Полагаем в (1) $x = x_0(t, c) + y$ (5)

и получим для y систему

$$\frac{dy}{dt} = Ay + \varepsilon \left[\int_{-\infty}^t R(t-s)y(s)ds + f(y, c, t) \right], \quad (6)$$

$$\text{Где } f(y, c, t) = \int_{-\infty}^t R(t-s)x_0(s, c)ds + F(x_0(t, c) + y, t). \quad (7)$$

Будем искать функцию $y(t, \varepsilon)$ и постоянную $c(\varepsilon)$ методом итераций, считая, что последовательные приближения $y_1, y_2, \dots$ и $c_0, c_1, c_2, \dots$ удовлетворяют системам

$$\frac{dy_1}{dt} = Ay_1 + \varepsilon \left[\int_{-\infty}^t R(t-s)y_1(s)ds + f(0, c_0, t) \right]; \quad (8)$$

$$\frac{dy_k}{dt} = Ay_k + \varepsilon \left[\int_{-\infty}^t R(t-s)y_k(s)ds + f(y_{k-1}, c_{k-1}, t) \right], \quad k \geq 2 \quad (9)$$

При этом будем искать все $y_k = y_k(t, \varepsilon)$ как 2π – периодической функции, ортогональные по всем 2π – периодическим решениям однородной системы (2). Рассматриваем сначала систему (8) для первого приближения

$y_1 = y_1(t, \varepsilon)$ и стараемся удовлетворить, если возможно, условию

существования 2π – периодического решения этой системы, т.е. условию, аналогичному (15) формула:

$$\Phi_0(c_0) = \int_0^{2\pi} H(t) f(0, c_0, t) dt = 0, \quad (10)$$

где $H(t)$ – матрица, сопряженная по отношению к матрице $\bar{H}(t) = \tilde{V}(t)$;

$\tilde{V}(t)$ – матрица периодических решений системы, сопряженной к (2).

Это уравнение относительно постоянного вектора c_0 (уравнение для порождающих амплитуд). Если оно имеет вещественное решение $c_0 = c_0^*$ (в случае, когда решение (4) выбирается вещественным), то саму функцию $y_1(t, \varepsilon)$ находим как частное 2π – периодическое решение системы (8), ортогональное семейству (3). После этого рассматриваем систему для второго приближения $y_2 = y_2(t, \varepsilon)$. Условие существования периодического решения этой системы

$$\Phi_1(c_1, \varepsilon) \equiv \int_0^{2\pi} H(t) f(y_1(t, \varepsilon)c_1, t) dt = 0 \quad (11)$$

является уравнением для определения постоянного вектора c_1 , зависящего от параметра ε . Если оно имеет вещественное решение $c_1 = c_1^*(\varepsilon)$, обращающееся в c_0^* при $\varepsilon = 0$, то $y_2(t, \varepsilon)$ определяем опять как частное

2π – периодическое решение системы (8) при $k = 2$), ортогональное к семейству (3) и т.д.

Определение. Для системы (1) имеет место критический случай k -го порядка, если система (9) для k -го приближения является первой, для которой условие существования периодического решения, представляющее уравнение относительно постоянного вектора c_{k-1} , или не имеет вещественного решения или имеет решение c_{k-1}^* , являющееся простым при условии учета соответствующих членов низшего порядка относительно ε в выражении для

$$\Phi_{k-1}(c_{k-1}, \varepsilon) \equiv \int_0^{2\pi} H(t) f(y_{k-1}(t, \varepsilon)c_{k-1}, t) dt$$

Естественно, что проверка этих условий осуществляется последовательно: сначала при $k = 1$, затем при $k = 2$ и т.д. Тогда непосредственно и выбираются члены низшего порядка, которые следует учитывать при установлении, является ли решение уравнения для вектора c_{k-1} простым.

При $k = 1$ имеем для c_0 уравнение (10), совпадающее с уравнением порождающих амплитуд (13). Если оно имеет вещественное простое решение, то мы приходим к условию основного варианта, разработанного

выше. Пусть уравнение (10) имеет решение $c = c_0^*$ не являющееся простым, т.е. пусть

$$\det B_0 = \det \left(\frac{\partial \Phi_0(c_0)}{\partial c_0} \right)_{c=c_0^*} = 0. (12)$$

Тогда обратная матрица B_0^{-1} , не существует. Это означает, что для системы (9) $k \geq 2$ мы не можем гарантировать выбор постоянных векторов $c_{k-1}(\varepsilon)$, обращающихся в c_0^* при $\varepsilon = 0$ и обеспечивающих существование 2π – периодических решений $y_k(t, \varepsilon)$, $k \geq 2$ обращающихся в нуль вместе с ε . Действительно, рассмотрим систему (6), представив функцию $f(y, c, t, \varepsilon)$ в виде

$$f(y, c, t) = f_0(t, c) + p(t, c)y + Q(y, c, t), (13)$$

где

$$f_0(t, c) = \int_{-\infty}^t R(t-s)x^0(t, s)ds + F(x^0(t, c), t);$$

$$p(t, c) = \frac{\partial F(x^0(t, c), t)}{\partial x}; (14)$$

$$Q(y, c, t) = F(x^0(t, c) + y, t, c) - f_0(t, c) - p(t, c)y.$$

Определив решение $c = c_0^*$ уравнения

$$\Phi_0(c_0) \equiv \int_0^{2\pi} H(t) f(0, c_0, t, 0) dt \equiv \int_0^{2\pi} H(t) f_0(t, c_0) dt = 0. (15)$$

найдем из системы (8) первое приближение $y_1(t, \varepsilon)$ и перейдем к системе для второго приближения, т.е. к системе

$$\frac{dy_2}{dt} = Ay_2 + \varepsilon \left[\int_{-\infty}^t R(t-s)y_2(s)ds + f_0(t, c) + p(t, c)y_1 + Q(y_1, c_1, t) \right]. (16)$$

Уравнение (11), представляющее условие существования периодического решения этой системы, запишется в виде

$$\Phi_1(c_1, \varepsilon) \equiv \int_0^{2\pi} H(t) [f_0(t, c_1) + p(t, c_1)y_1 + Q(y_1, c_1, t)] dt = 0. (17)$$

При $\varepsilon = 0$ (тогда и $y_1 = 0$) это уравнение выражающееся уравнение (15) $\Phi_0(c_1) = 0$ и имеет решение $c = c_0^*$. Однако ввиду условия (12) имеем

$$\det \left(\frac{\partial \Phi(c_0, \varepsilon)}{\partial c_1} \right)_{\varepsilon=0, c_1=c_0^*} = 0.$$

и мы не можем гарантировать при произвольных функциях p, y_1, Q порядка

ε и выше существование решения $c_1 = c_1(\varepsilon)$ полного уравнения, обращающегося в c_0^* при $\varepsilon = 0$.

Возникает вопрос об условиях, гарантирующих существование всех векторов $c_k(\varepsilon)$, $k \geq 1$ обращающихся в c_0^* при $\varepsilon = 0$ и обеспечивающих существование 2π – периодических приближений $y_k(t, \varepsilon)$, $k \geq 2$.

Естественной является ситуация, когда в правой части уравнения (17), если отбросить функцию $f_0(t, c_1)$, низший порядок членов относительно

ε равен единице. Такие члены можно получить, если вектор $\int_0^{2\pi} p(t, c_1) y_1(t, \varepsilon) dt$ не равен тождественно нулю (так как $\|y_1(t, \varepsilon)\| \sim \varepsilon$).

Тогда в левой части уравнения (17) при отбрасывании $f_0(t, c_1)$ младшие члены относительно ε имеют первый порядок, так как функция $Q(y_1(t, \varepsilon), c_1, t)$ имеет 2-ой порядок относительно y_1 .

Обозначим

$$\int_0^{2\pi} H(t) p(t, c_1) y_1 dt = \varepsilon N_1(c_1) + o(\varepsilon); \quad (18)$$

$$\int_0^{2\pi} H(t) Q(y_1(t, \varepsilon), c_1, t) dt = \varepsilon^2 N_2(c_1) + o(\varepsilon^2), \quad (19)$$

где $N_1(c_1)$ и $N_2(c_1)$ не зависят от ε . Уравнение (17) переписывается тогда в виде

$$\Phi_1(c_1, \varepsilon) = F_0(c_1) + \varepsilon N_1(c_1) + \varepsilon^2 N_2(c_1) + N_3(\varepsilon) = 0, \quad (20)$$

где $N_3(\varepsilon)$ имеет порядок не ниже ε^2 .

Определение. Простым решением $c = c_0^*(\varepsilon)$ уравнения (17) с учетом членов низшего (или первого) порядка относительно ε называется такое, которое отличается по норме от решения c_0^* уравнения $\Phi_0(c_0) = 0$ на величину порядка ε^λ , $0 < \lambda < 1$ и для которого функциональный определитель

$$\det \left(\frac{\partial \Phi_1(c_1^*(\varepsilon), \varepsilon)}{\partial c_1} \right), \quad (21)$$

будучи отличным от нуля, имеет тот же порядок ε^λ .

Справедлива следующая теорема, показывающая смысл такого понятия простого решения.

Теорема. Пусть функции $F_0(c)$, $N_1(c)$ дважды дифференцируемы по c и пусть вместе с уравнением

$$\bar{\Phi}_1(c_1, \varepsilon) \equiv F_0(c) + \varepsilon N_1(c) = 0 \quad (22)$$

рассматривается другое уравнение

$$\Phi(c, \varepsilon) \equiv \bar{\Phi}_1(c, \varepsilon) + \varepsilon^2 \Phi_2(c, \varepsilon) = 0, \quad (22_1)$$

левая часть которого отличается от $\overline{\Phi}_1(c_1, \varepsilon)$ членами порядка ε^2 и выше, причем $\Phi_2(c, \varepsilon)$ дифференцируемая функция c . По ε все функции непрерывны.

Тогда каждому простому решению $c_1^*(\varepsilon)$ уравнения (22) соответствует единственное решение $c = c(\varepsilon)$ уравнения (22₁), обращающееся в $c_1^*(\varepsilon)$ при $\Phi_2 = 0$ и отличающееся от решения $c_1^*(\varepsilon)$ уравнения (22) членами порядка выше ε^λ . Главные части решения $c_1^*(\varepsilon)$ и $c(\varepsilon)$ порядка ε^λ совпадают.

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ОЦЕНКА ПЕРИНАТАЛЬНОГО СТАТУСА У БЕРЕМЕННЫХ ЖЕНЩИН, ПОЛУЧАВШИХ АНТИРЕЗУСНУЮ ПРОФИЛАКТИКУ

Резюме: Резус-изоиммунизация - наличие в крови матери IgG-антител (анти-Rh (D) антител) как проявление вторичного иммунного ответа у sensibilized пациенток вследствие несовместимости крови матери и плода по антигенам системы Резус. Синонимы - резусконфликт, резус-сенсibilизация, резус-аллоиммунизация.

В данной статье представлены вопросы оценки перинатального состояния у беременных, получавших антирезусную профилактику, и лечения патологий их видов.

Ключевые слова: перинатальный статус, антирезусная профилактика, беременная женщина.

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ASSESSMENT OF PERINATAL STATUS IN PREGNANT WOMEN RECEIVING ANTIRETUS PROPHYLAXIS

Resume: Rh-isoimmunization - the presence of IgG antibodies (anti-Rh (D) antibodies) in the mother's blood as a manifestation of a secondary immune response in sensitized patients due to incompatibility of maternal and fetal blood by Rh system antigens. Synonyms - Rh conflict, Rh sensitization, Rh alloimmunization.

This article presents the issues of assessing the perinatal condition in pregnant women who received antiretus prophylaxis, and the treatment of pathologies of their types.

Key words: perinatal status, antiretus prevention, pregnant woman.

Введение. Гемолитическая болезнь новорожденного (ГБН) (следствие ГБП) в мире диагностируется приблизительно у 1,6%-2,5% новорожденных, при этом частота развития резус-изоиммунизации за

последние годы еще не имеет существенной тенденции к снижению [2]. Перинатальная смертность при ГБН составляет 0,037‰.

Заболеваемость билирубиновой энцефалопатией в различных странах мира находится в диапазоне от 0,4 до 2,7 на 100 000 новорожденных [4].

Резус-изоиммунизация, в основном, развивается при несовместимости крови матери и плода по антигену RhD. Также ГБП может развиваться при несовместимости крови матери и плода по антигенам С, с, Е, е. Женщина с резус-отрицательной принадлежностью крови сенсibilизируется или во время беременности при попадании в кровотоки Rh(D) антигена плода, унаследованного им от биологического отца, или вне беременности при трансфузии компонентов резус(D)-положительной донорской крови.

Во время беременности эритроциты плода проникают через плацентарный барьер в кровотоки матери в течение 1-го триместра у 5-7%, во 2-м триместре у 15-16% и в 3-м триместре – у 29-30% женщин [1]. Первым этапом иммунного ответа матери является выработка IgM антител, обладающих высокой молекулярной массой и не проходящих через плацентарный барьер в кровотоки плода.

Следующими этапами развития изоиммунизации является образование IgG антител, обладающих низкой молекулярной массой и свободно проникающих в кровотоки плода от матери через плацентарный барьер, в том числе подклассов иммуноглобулина G1 и G3, которые активно взаимодействуют с Fc-рецепторами (FcR) лимфоцитов и макрофагов, играющих важную роль в гемолизе эритроцитов плода. При 1-й беременности ГБП встречается редко, так как попадание эритроцитов плода в кровотоки матери происходит в основном на поздних сроках беременности или во время родов, и первичный иммунный ответ не успевает сформироваться. ГБП при 1-й беременности может быть следствием уже имевшей место изоиммунизации, например, при введении резус-отрицательной женщине компонентов резус-положительной крови в анамнезе[6].

При последующих беременностях попадание эритроцитов плода в кровотоки матери вызывает быстрый иммунный ответ, IgG антитела проникают к плоду, развиваются гемолиз, анемия, активизация очагов экстрамедуллярного кроветворения и гепатоспленомегалия. Вследствие «перегрузки» клеток печени железом и продуктами распада глобина нарушается ее белковая синтетическая функция, что приводит к гипопроотеинемии, гипоальбуминемии, а в последующем – к усилению проницаемости стенок сосудов[3].

На фоне прогрессирующей анемии развивается гипоксемия, обуславливающая у плода гипердинамический тип кровообращения, с постепенным формированием сердечной недостаточности и портальной

гипертензии, способствующей дальнейшему увеличению размеров печени и возникновению анасарки[5].

Так развивается тяжелая анемия с водянкой плода. При отсутствии проведения внутриутробного лечения может произойти антенатальная гибель плода. Легкая анемия обусловлена более поздним началом гемолиза эритроцитов плода незадолго до родов или сразу после рождения ребенка [6].

Цель исследования. Оптимизация наблюдения беременных женщин с резус-отрицательной кровью, основанная на определении резус-фактора плода с ранних сроков беременности с помощью отечественных тест-систем «ДНК-резус ребенка».

Материалы и методы исследования. Проведено комплексное медико-социальное исследование репродуктивного здоровья, медицинской активности юных первородящих (13-17 лет 11 месяцев 29 дней) и первородящих позднего репродуктивного возраста г. Андижана и Андижанской области, состояния здоровья их первенцев, оценка организации медицинской помощи этим категориям женщин. Относительно позднего репродуктивного возраста, с которого беременная должна относиться к группе высокого риска, нет однозначного мнения: 30, 35, 40 лет, т.к. для исследования была сформирована группа первородящих 30 лет и старше.

Результаты исследования. Причинами развития гемолитической болезни плода и новорожденного является резус-сенсibilизация у женщин, развивающаяся у 2,9% после переливания в анамнезе несовместимой по резус-принадлежности крови и у 97,1% в результате отсутствия профилактики антирезусным иммуноглобулином. Факторами риска, предрасполагающими к активации выработки антител и утяжеляющими течение резус-сенсibilизации, у 45,9% беременных женщин являются обострение герпес – и цитомегаловирусной инфекции, в 28,7% развитие плацентарной недостаточности.

Определение субклассов и Δ ОЗ, с целью оценки степени риска гемолиза эритроцитов, позволяет прогнозировать вероятность развития и степень-тяжести гемолитической болезни плода. Высокая степень риска, гемолиза эритроцитов^Δ определялась у 62% беременных, средняя» степень у 19,г5% женщин и низкая у 1'8,4%.

Усиление максимальной скорости кровотока среднемозговой артерии при доплерометрии является предиктором степени выраженности анемии плода и прогностическим фактором в отношении тяжести гемолитической болезни плода, позволяя- определить, дальнейшую* тактику ведения беременности и сроки родоразрешения.

У женщин с высокими, титрами резус-антител и отягощенным акушерским анамнезом, проведение лечебного плазмафереза и иммуноглобулинотерапии в качестве предгравидарной подготовки

позволяет предотвратить развитие тяжелой гемолитической болезни плода и улучшить перинатальные исходы у 80% пациенток.

Резус-сенсibilизация у 18,4% беременных женщин сопровождается изменениями в системе гемостаза, выражающимися в развитии гиперкоагуляции, протекающей на фоне активации внутрисосудистого свертывания крови. Лечебный плазмаферез с последующей иммуноглобулинотерапией способствует уменьшению процессов внутрисосудистого свертывания, стабилизации коагуляционного и 124 фибринолитического потенциала крови за счет снижения уровня фибриногена на 23,5%, содержания высокомолекулярных растворимых фибрин-мономерных комплексов (РКМФ) и ИТП на 30%.

У беременных с резус-сенсibilизацией при проведении лечебного плазмафереза не происходит достоверных изменений основных параметров биохимического статуса (общий белок, глюкоза, билирубин прямой и общий, креатинин, мочеви́на) и показателей гемограммы, что свидетельствует о безопасности данного метода лечения.

Лечебный плазмаферез является патогенетически обоснованным методом лечения резус-сенсibilизации, приводя к достоверному снижению титра резус-антител ($p < 0,01$), а последующая иммуноглобулинотерапия позволяет снизить вероятность развития ребаунд-эффекта, предотвращая, тем самым, развитие гемолитической болезни плода и позволяет пролонгировать беременность в среднем на $4,5 \pm 0,1$ недель, снижает частоту преждевременных родов с 69 до 44%.

Разработанный алгоритм ведения женщин с резус-сенсibilизацией с включением в комплексную терапию лечебного плазмафереза с последующей иммуноглобулинотерапией позволяет пролонгировать беременность до оптимального срока родоразрешения у 59% беременных, снизить частоту рождения детей с тяжелой формой гемолитической болезни в 2,4 раза, в 2 раза уменьшить частоту заменного переливания отмытых эритроцитов и в 1,5 раза количество сеансов фототерапии у новорожденных.

Вывод. Оптимизация наблюдения беременных женщин с резус-отрицательной кровью позволит четко определить врачебную тактику ведения беременности в каждом конкретном случае, что решает психологические и экономические проблемы ведения данной категории женщин.

Новые отечественные диагностические наборы для идентификации гена резус-фактора плода в крови матери могут быть использованы в акушерской практике.

Внедрение разработанного алгоритма ведения резус-отрицательных беременных в деятельность акушеров-гинекологов позволит оптимизировать акушерско-гинекологическую помощь данным женщинам и улучшить исходы беременности для матери и плода.

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ОЦЕНКА ЭФФЕКТИВНОСТИ СИСТЕМ МОТИВАЦИИ ПЕРСОНАЛА ТЕНДЕРНОГО ОТДЕЛА

Аннотация: В статье рассмотрены основные подходы к оценке эффективности систем материального и нематериального стимулирования сотрудников в сфере государственных закупок. Была произведена экономическая оценка трех мотивационных программ, которые встречаются чаще всего на рынках.

Ключевые слова: тендеры, аукцион, эффективность, мотивация.

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EVALUATION OF THE EFFICIENCY OF MOTIVATION SYSTEMS OF THE PERSONNEL OF THE TENDER DEPARTMENT

Abstract: The article considers the main approaches to assessing the effectiveness of systems of material and non-material incentives for employees in the field of public procurement. An economic evaluation was made of three motivational programs that are most often found in the markets.

Keywords: tenders, auction, efficiency, motivation.

В современных рамках выбор стимулирования специалистов, очень важный вопрос, с которым сталкивается любая организация вне зависимости от масштабов компании. И на основании собранных теоретических и практических знаний. Можно сказать, что мотивационные программы для сотрудников необходимо либо совершенствовать, либо менять.

Что же такое мотивационные программы и как они напрямую связаны с экономической выгодой предприятия. Мотивационная программа - это система или комплекс программ позволяющая создавать у персонала стимул к качественной трудовой деятельности. В связи с этим мотивационную программу необходимо оценивать и прописывать на начальном этапе организации бизнеса, и ставить ее на одну из главных позиций. Потому что изначально мотивацию придумали для отдела сбыта,

чтобы мотивировать менеджеров на увеличение продаж, это и есть первые шаги к стимулированию сотрудников, то есть сотруднику начали показывать говорить продавай, приноси доход мне, и я буду тебе давать процент. В какой-то момент таким специалистам даже убрали окладную часть и оставляли повышенные проценты. Но время идет, меняется законодательство, желание и приоритеты. В связи с этим обоснована потребность руководителей-инициаторов изменений в оценке эффективности мотивационных программ.

В теории и практике управления персоналом нет стандартной методологии оценки эффективности системы мотивации. Оценка, как правило, вообще не производится. Это одна из самых больших управленческих ошибок. Оценка эффективности мотивационных программ позволяет распланировать бюджет организации на управление человеческими ресурсами.

Рассмотрим варианты решения данной задачи, опираясь на аналитические и практические знания по поэтапной разработке и внедрению систем мотивации персонала предприятий для специалистов в сфере государственных закупок.

1. Определяем цели и задачи организации.

Специалисты в области управления персоналом выделяют три основные группы целей мотивации персонала:

- 1) привлечение и удержание работников;
- 2) повышение эффективности труда;
- 3) повышение исполнительской дисциплины.

Привлечение и удержание сотрудников включает в себя программы повышения интереса к работе, увеличения интереса к зарплате.

Сфера государственных закупок требует от сотрудников внимания, сосредоточенности и исполнительности.

Для достижения целей могут ставиться конкретные задачи, такие как повышение лояльности поставщиков, повышение качества покупаемого сырья, повышение интереса поставщиков к компании и т.д.

Основываясь на применении принципа комплексности, стоит выделить три вида стандартных систем мотиваций применяемых в большинстве организаций.

2. Анализ эффективности тендерного отдела.

Прямые показатели экономической эффективности

Показатели для эффективности тендерного отдела зависят от специфики, масштабов, объемов продаж, объемов средств располагающих компаний.

Критерии оценки Эффективности тендерного отдела:

Количество найденных торгов, подходящих для участия.

Количество подготовленных заявок

Количество допущенных заявок до участия от общего числа

Количество выигранных торгов и заключенных контрактов

Количество отказов - неучастия

Затраты на внедрение системы мотивации рассчитать проще, поскольку учет таковых ведется постоянно. Их можно разделить на следующие виды:

- затраты на оплату труда работников, занятых в реализации системы мотивации;
- затраты на обеспечение материальных и нематериальных факторов системы мотивации;
- затраты на разработку и создание инфраструктуры системы мотивации.

3.Выявление трех основных мотивационных программ при оплате труда.

В настоящее время используют три программы оплаты труда

1. Оклад
2. Оклад + процент с договора.
3. Оклад + процент с маржинальной прибыли.

Разберем каждый вариант оплаты тендерного специалиста с точки зрения мотивации сотрудника.

Рассмотрим вариант оплаты труда с фиксированным окладом, сотрудник, данный вид работы приравнивается к менеджерам по продажам. А значит, фиксированный оклад никак не мотивирует сотрудника. Таким специалистам неэффективно оплачивать фиксированную плату не целесообразно, так как какая его мотивация приносить доход, если он получит свою оплату.

Оклад и процент с договора, с точки зрения мотивации это интересно, но если зять узкую специализацию B2G, непонятно какова будет прибыль в результате для компании, так как государственные торги, это всегда риски. Даже после подписи, так как компания, которая выиграла аукцион, обязана поставить товар в обговоренные сроки. При нарушении сроков, происходит наложение штрафов в виде пени. То есть с точки зрения компании пока она полностью не закрыла сделку, не выгодно оплачивает сотруднику. По одной причине нельзя предугадать исход.

И так оклад с маржинальной прибылью.

Маржинальная прибыль, или маржинальный доход — разница между выручкой от реализации и переменными затратами:

Маржинальная прибыль = Выручка от продаж - Переменные затраты

Если говорить про выгоду со стороны организации эта система оплаты труда, наиболее выгодна. Эта система включает в себя совокупность интересов организации и сотрудников. интересы организации, а так же мотивирует сотрудников компании на качественную работу.

Мы рассмотрели несколько видов оплаты труда и на основании этого можем сказать, что выбор оплаты труда связан с потенциальным доходом организации. Любая из систем платы, имеет место быть эффективной в том или ином бизнесе, но конкретно для тендерного специалиста выбор оплаты труда очевиден, ведь при организации компании в приоритете интересы учредителей. А эта система позволяет побуждать сотрудников эффективно работать.

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РИСКИ РАБОТЫ НА РЫНКЕ ГОСУДАРСТВЕННЫХ ЭЛЕКТРОННЫХ ТОРГОВ

Аннотация: Риск это неизвестность, никогда нельзя быть уверенным в том или ином исходе. Но чтобы избежать определенных неприятных ситуаций, нужно иметь понимания какие риски есть в государственных электронных торгов. В этой статье описаны основные риски, с которыми может столкнуться организация.

Ключевые слова: риск, государственные электронные торги, тендеры, закупки.

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RISKS OF WORKING IN THE STATE ELECTRONIC TRADING MARKET

Annotation: Risk is uncertainty, you can never be sure of this or that outcome. But in order to avoid certain unpleasant situations, you need to have an understanding of the risks involved in state electronic trading. This article describes the main risks that an organization can face.

Key words: risk, state electronic trading, tenders, purchases.

Риск — характеристика ситуаций, имеющей неопределённость исхода, при обязательном наличии неблагоприятных последствий.

Другими словами риск это совокупность действий, которая может привести к негативным действиям. На рынке торгов это частое явление, ошибки в расчетах, неправильный сбор материалов, неправильная поданная заявка и т.д.

Последствия неблагоприятной ситуации могут отразиться:

1. Прибыли компании
2. Занесение в реестр недобросовестных поставщиков
3. Уход в убыток

4. Отсутствие результата

5. Возможность конфликта с надзорными органами

Для анализа рисков при участии в государственных закупках, были взяты материалы у организации, которая участвует в электронных торгах с 2014 года, на базе семилетнего опыта, с помощью аналитической и практической работы, получилось выявить список наиболее встречаемых рисков на рынке B2G.

Риски подрядчика при участии в тендерах:

Риск подачи заявки с неполным пакетом документов.

- Не предоставление действующей лицензии,
- предоставление просроченной лицензии,
- лицензия не на тот вид работ,
- в реестре лицензий лицензирующего органа отметка: «аннулирована»

Риск непредставления документов и информации, которые предусмотрены

- частью 11 статьи 24.1 (учредительные документы, ФИО, ИНН, паспортные данные, одобрение крупных сделок, выписка ЕГРЮЛ),

- частями 3 или 3.1 (согласие, страна, характеристики товара), – 5 (информация по второй части заявки),

- 8.2 статьи 66 (соответствие доп. требованиям), несоответствия указанных документов и информации требованиям документации, наличия в документах недостоверной информации об участнике;

Риск подачи заявки с неверными сведениями.

- Завышения цены контракта
- Недобросовестное

Риски наименования страны производителя

- Различие в указании страны происхождения на площадке и в приложенной документации.

- Если совпадает страна в документации и на ЭТП – комиссия опирается на документацию

- С 1 января 2020 года указывать страну происхождения товара в заявке нужно всегда.

Риски неправильно оформленной заявки при подаче:

1. Не прошиты и не скреплены печатью все листы заявки
2. Показатель заявленной цены цифрами не совпадает с показателем цены прописью.

3. Нарушен крайний срок подачи предложения, пакет тендерной документации не передан организатору закупки на бумажном или электронном носителе, либо не размещен на электронной площадке до окончания срока подачи предложений.

Существует риск не допуска организации или индивидуального предпринимателя в качестве участника к торгам, если представитель участника, ответственный за участие в торгах предоставит документацию с некорректными данными или же данные будут неполными, т е будут приложены не все требуемые документы, сертификаты, выписки и т д, или же при оформлении заявки информационная документация будет заполнена с ошибками, допущенными в описании товаров, работ или услуг, а так же в несоответствии основной информации. Данные риски оцениваются экспертным мнением и анализом сотрудника, ответственного за участие в торгах.

Риск отсутствия банковской гарантии.

В тендерах, которые требуют обеспечения, как правило, имеется условие предоставление банковской гарантии на размер авансового платежа, получение которой требует трудозатрат и ресурсов, иногда больше, чем на сам аукцион.

Риск финансовой неустойчивости компании.

Вероятность выигрыша уменьшается у компаний, которые не исполнили своевременно свои обязательства по налогам, сборам и иным выплатам. Положительный показатель финансовой стабильности компании – участника является обязательным критерием для участия в торгах

Риск Инфляционный.

Так как исполнение контракта может затянуться на год и более, в среднем от 1 до 3 месяцев после подведения итогов, плюс продолжительное время занимает заключение контракта после определения победителя в торгах, а цена, как правило, является фиксированной и не подлежит изменениям, то стоит учитывать порог и статус инфляции.

Риск потери или заморозки обеспечения заявки.

Для участия в крупном аукционе требуется обеспечение исполнения контракта, в процентном соотношении сумма обеспечения может достигать до 5 % от объявленной максимальной цены контракта. Организаторами закупки допускается использование банковской гарантии вместо обеспечения, однако, если участник не успевает по времени оформить банковскую гарантию, то приходится подтверждать обеспечение внесением денежных средств на специальный счет. Данная сумма возвращается после проведения торгов, но на время проведения денежные средства замораживаются, в среднем срок может достигать до 2 -3 месяцев. В некоторых случаях участник может лишиться средств обеспечения заявки, например: если участник выиграет тендер и откажется от его исполнения.

Увеличение цены контракта

Ошибочный прогноз при расчете рентабельности конкретной закупки, в случае увеличения цены контракта, могут значительно увеличиться расходы.

Срок выполнения работ.

Уменьшение срока исполнения контракта увеличивает вероятность выиграть аукцион, но одновременно увеличивает риск неисполнения контракта.

Отсутствие полной информации в тендерной документации

При расчете затрат и предполагаемой прибыли участнику стоит как можно более внимательно изучить требования к работам, услугам или товарам, прописанных в документации, так как сумма контракта является неизменной, а нюансов может быть много, в том числе и противоречие в параметрах предъявляемыми заказчиком

Риск недобросовестности Контрагента.

Необходимо обратить внимание на информацию о репутации заказчика, так как его платежеспособность влияет на вероятность своевременной оплаты контракта после его исполнения.

Риск отсутствия кадров/организаций необходимой квалификации в регионе.

При расчетах необходимо учесть вероятность привлечения сторонних специалистов для исполнения контрактов по месту исполнения контракта или нахождения заказчика, стоит отметить, что стоимость работ, услуг в каждом регионе может отличаться, а значит это приведет к дополнительным затратам. Стоит озадачиться заранее подбором специалистов-исполнителей в необходимом регионе, иначе придется отправлять исполнителей в командировку, что так же сулит увеличению затрат и уменьшению прибыли по контракту.

Риск изменения климатических условий.

Стоит заранее уточнить и проанализировать условия климата и влияние его на исполнение контракта, например сроки, в некоторых регионах поставка возможно по воде, соответственно через переправу, которая может встать в некоторые сезонные периоды.

Риски по логистике.

В некоторых регионах из-за удаленности имеются затруднения по доставке, так как могут быть доступны не все виды транспорта.

Риск потери репутации.

Если компания не выполнила обязательства по контракту или выполнила с увеличением сроков или не в полном объеме, то организация может быть занесена в реестр недобросовестных поставщиков, это ограничит возможность участия в последующих тендерах.

Коррупционный риск или риск сговора

Существует риск того, что заказчик и какой-то определенный участник заключили соглашение о том, что участник выставляет цену с

заведомо убыточной ценой, а после, уже в процессе исполнения контракта заказчик увеличивает цену после подписания контракта, воспользовавшись пунктом об изменении цены в случае обстоятельств непреодолимой силы. Такой тендер проводится формально, при составлении аукционной документации прописываются дополнительные требования, которым соответствует конкретный участник.

Формулирование отдельных пунктов договора

Одним из основных рисков исполнителя является формулирование пунктов договора. Результатом может являться потеря прибыли. Для избежания убытков необходимо заранее оговорив, что риски будут включены в общую стоимость контракта.

Тендер для статистики

Существует практика объявления статуса закупки «несостоявшийся аукцион» или статус «отменен» по ряду причин. Вероятно, что данный аукцион был объявлен для сбора информации, которую организатор планирует использовать в дальнейшем в своих целях.

Риск невыполнения послепусковых гарантийных обязательств.

Если в условиях контракта присутствует гарантийное обслуживание на протяжении определенного срока, который прописан в государственном контракте, исполнителю необходимо учесть дополнительные траты, в случае необходимости исполнения гарантийных обязательств, иначе могут быть убытки.

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КЛИНИКО- МОРФОЛОГИЧЕСКИЕ ПОКАЗАТЕЛИ ПОРАЖЕНИЯ МИОКАРДА ПРИ COVID -19

Резюме: Новый коронавирус, получивший название SARS-CoV-2, быстро распространился в человеческой популяции. Хотя основным проявлением заболевания является поражение дыхательной системы, также часто развиваются сердечно-сосудистые осложнения.

Неблагоприятные сердечно-сосудистые осложнения, такие как миокардит, острый инфаркт миокарда и сердечная недостаточность, были зарегистрированы у пациентов с COVID-19. Также необходимо отметить, что пациенты с хроническими сердечно-сосудистыми заболеваниями, имеют худший прогноз в течение и исходах заболевания. В настоящее время нет установленных методов диагностики и лечения поражения сердечно-сосудистой системы.

В данной работе рассмотрены некоторые аспекты патофизиологии, диагностики и лечения поражений миокарда у пациентов с COVID-19.

Ключевые слова: COVID-19, сердечно-сосудистая система, миокардит, коронавирус.

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CLINICAL AND MORPHOLOGICAL INDICATORS OF MYOCARDIAL DAMAGE IN COVID - 19

Resume: The new coronavirus, dubbed SARS-CoV-2, has spread rapidly in the human population. Although the main manifestation of the disease is the defeat of the respiratory system, cardiovascular complications also often develop.

Adverse cardiovascular complications such as myocarditis, acute myocardial infarction and heart failure have been reported in patients with COVID-19. It should also be noted that patients with chronic cardiovascular diseases have a worse prognosis for the course and outcomes of the disease. Currently, there are no established methods of diagnosis and treatment of lesions of the cardiovascular system.

This paper discusses some aspects of the pathophysiology, diagnosis and treatment of myocardial lesions in patients with COVID-19.

Key words: COVID-19, cardiovascular system, myocarditis, coronavirus.

Актуальность. COVID 19 (COronaVIrus Disease 2019) - это вирусное инфекционное заболевание, вызываемое коронавирусом тяжелого острого респираторного синдрома 2 (severe acute respiratory syndrome coronavirus 2 - SARS-CoV-2) с уровнем смертности 3-7% [1].

Заболевание имеет 7-14-дневный период инкубации, чаще проявляется у лиц мужского пола со сниженными резервами организма (возраст, коморбидность). Болезнь обладает неоднородным клиническим течением, зависит от степени выраженности системного процесса, эндотипа и/или комбинации эндотипов генерализованного ответа на внедрение вируса (гипервоспаление, нарушение коагуляции, иммуносупрессия) и от объема повреждения эндотелия сосудов и эпителиальных тканей [2, 3].

При адаптивном ответе возможно появление отдельных симптомов или вообще бессимптомное носительство. В 20% случаев отмечается тяжелое и очень тяжелое течение, что сопровождается пневмонией, острым респираторным дистресс-синдромом (ОРДС), множественными органными дисфункциями, присоединением бактериальной инфекции и завершается полиорганной недостаточностью [2].

Кроме легочных осложнений, наиболее часто встречаются осложнения со стороны сердечнососудистой системы (ССС), которые самостоятельно или совместно с дыхательной недостаточностью являются причиной летальных исходов у 40% больных с неблагоприятным течением заболевания.

При COVID-19 пациенты, имеющие в анамнезе сердечно-сосудистые заболевания (ССЗ) и гипертензию, чаще нуждаются в интенсивной терапии [отношение шансов (ОШ) 2,1; доверительный интервал (ДИ) 1,5-3,0; ОШ: 1,9, ДИ 1,5-2,5)] и имеют повышенный риск смертности (ОШ 4,7; ДИ 2,9-7,6) [4]. Осложнения со стороны ССС проявляются в виде острой сердечной недостаточности (ОСН) и венозной тромбоэмболии.

Поражение сердца выявляется у 20-25% тяжелых пациентов с COVID-19 [2]. Острое миокардиальное повреждение является следствием ишемических (острый коронарный синдром, ОКС)/не-ишемических (миокардит)/смешанных причин (аритмии), проявляется увеличением уровней тропонина и натрийуретических пептидов В типа, связано с увеличением риска развития ОРДС, злокачественных желудочковых тахиаритмий, острого повреждения почек и коагулопатии, риска смерти, и этот риск больше у пациентов с уже имеющимися заболеваниями ССС [5, 6].

В настоящей статье представлен анализ факторов риска, причин возникновения и течения COVID-19, осложненного острым повреждением миокарда.

Цель исследования. На основании данных работ предоставить современные сведения о частоте, основных вариантах и прогностическом значении сердечно-сосудистых осложнений коронавирусной инфекции, вызванной SARS-COV-2.

Материалы и методы исследования. Для выполнения поставленной перед нами задачи мы отобрали 65 пациентов, которые обратились в клинику АГМИ с заболеваниями сердца после коронавирусной инфекции и прошли курс лечения.

Результаты исследования. При COVID-19 предлагают использовать две дефиниции повреждения миокарда: развернутую и сокращенную. В первом случае повреждение миокарда определяется как один или несколько из нижеследующих признаков:

- содержание сТп в крови, превышающее 99-й перцентиль верхней границы референсных значений;
- новые изменения на электрокардиограмме (ЭКГ) - суправентрикулярная тахикардия, желудочковая тахикардия, фибрилляция предсердий, фибрилляция желудочков, блокада ножек пучка Гиса, элевация/депрессия сегмента ST, уплощение/инверсия зубца T, удлинение интервала QT;
- новые эхокардиографические (ЭхоКГ) изменения - снижение фракции изгнания левого желудочка (ФИЛЖ < 50%) или дальнейшее снижение ФИЛЖ для больных с ФИЛЖ < 50%, нарушения общей или сегментарной сократимости, перикардиальный выпот, легочная гипертензия.

Применяя сокращенное определение повреждения миокарда, ограничиваются только констатацией уровня сТп в крови, превышающего 99-й пер-центиль верхней границы референсных значений, независимо от изменений ЭКГ и ЭхоКГ

При использовании развернутой дефиниции признаки повреждения миокарда выявлены у 12-17% от всех госпитализированных больных COVID-19 и у 31% больных, находящихся в ОРИТ. По другим данным, повреждение миокарда, диагностированное только по уровню сТп, характерно для 19,7% больных COVID-19, получающих стационарное лечение.

Патологический уровень сТп I (> 28 нг/л при использовании высокочувствительной методики определения) у больных ОРИТ выявляется практически в 8 раз чаще, чем в остальных клинических наблюдениях. У умерших больных содержание сТп I в среднем в 10 раз выше, чем у выписанных.

Больные с повреждением миокарда старше, чем остальные, имеют большую коморбидность, более выраженные лейкоцитоз и концентрацию Б-димера, гиперферментемию и другие клинико-лабораторные изменения. Для них характерна значительно более высокая ($p < 0,001$) летальность: 51,2-59,6% против 4,5-8,8% у больных без повышения сТп I или сТп Т. Показано, что частота острого повреждения миокарда у умерших больных составляет 59%, а у выживших - 1%; $p < 0,0001$. Уровень сТп I > 28 нг/л является предиктором летальности при COVID-19: ОШ 4,26; 95%-ный ДИ 1,95-9,49 ($p < 0,001$).

Патогенез повреждения миокарда при COVID-19 комплексный. Обсуждают несколько механизмов: прямое повреждение миокарда, опосредуемое взаимодействием вируса SARS-COV-2 с миокардиальными рецепторами АПФ2, и вирусный миокардит, повреждение сердечной мышцы цитокинами и другими провоспалительными факторами, нарушение микроциркуляции и эндотелиальная дисфункция в коронарном русле, наконец, гипоксические изменения кардиомиоцитов.

В миокарде больных, погибших от COVID-19, описаны воспалительные изменения и фиброз, однако прямых доказательств наличия в кардио-миоцитах вирусной рибонуклеиновой кислоты (РНК) до настоящего времени нет. Вместе с тем в сходной клинической ситуации у больных, погибших от тяжелого острого респираторного синдрома, получены доказательства взаимодействия вируса SARS-COV-2 с миокардиальными рецепторами АПФ2, причем в миокарде выявляли РНК этого вируса.

Если миокард был «SARS-COV-2-положительным», морфологические признаки его повреждения были выражены значительно сильнее, а длительность жизни больных в стационаре короче, чем при «SARS-COV-2-отрицательных» биоптатах.

Высокая вероятность развития и тяжесть миокардита при COVID-19 не вызывают сомнений. Более того, СН, объективные признаки тяжелого воспалительного повреждения сердечной мышцы (утолщение стенок, гипокинез и др.) и перикардит могут быть основными симптомами COVID-19. Сообщают, что миокардит и СН составляют до 7% в общей структуре летальности от COVID-19.

Сердечная недостаточность. Данные о частоте, выраженности и клинической значимости СН при COVID-19 в достаточной степени ограничены. Общая частота СН достигает 23%, причем если у выживших она составляет 12%, у умерших увеличивается до 57% ($p < 0,0001$).

Вывод. В условиях существующей угрозы пандемии новой коронавирусной болезни пациенты с исходной сердечно-сосудистой патологией представляют особую группу риска с высокими показателями неблагоприятных исходов. Осложнения со стороны ССС значительно ухудшают тяжесть течения COVID-19, тесно связаны с развитием

полиорганных дисфункций и являются основной причиной неблагоприятных исходов.

Даже незначительное, но стойкое повышение уровня высокочувствительного тропонина I и фермента NT-проBNP может служить сигналом оповещения о повреждении миокарда, связанным с прямым вирусным воздействием на кардиомиоциты либо с кардиомиопатией или инфарктом, возникшими в процессе генерализованного ответа организма и течения COVID-19-ассоциированных патологических процессов. Наибольшую опасность представляют возникающие при повреждении сердца нарушения ритма и проводимости, которые могут быть предвестниками случаев внезапной смерти.

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ИССЛЕДОВАНИЕ ИННОВАЦИЙ ПРЕДПРИЯТИЯ. ЭКОНОМИЧЕСКОЕ УПРАВЛЕНИЕ В ЭПИДЕМИЧЕСКОЙ СИТУАЦИИ

Аннотация: Проблема развития бизнеса в условиях эпидемической ситуации в Российской Федерации как никогда актуальна. Ключевой задачей для многих компаний на текущий момент является необходимость обеспечения не только безопасности и здоровья сотрудников, но и непрерывности операционных процессов. В связи с этим вполне понятно и очевидно, что инновационная активность некоторых корпораций также резко снизилась, либо оказалась замороженной на неопределённое время.

Ключевые слова: Инновации, управление, экономика, бизнес, корпорации, эпидемическая ситуация, экономика, индустрия, конкурентоспособность.

Wang Zichen

RESEARCH OF INNOVATIONS OF THE ENTERPRISE. ECONOMIC GOVERNANCE IN AN EPIDEMIC SITUATION

Annotation: The problem of business development in the context of an epidemic situation in the Russian Federation is more urgent than ever. The key challenge for many companies at the moment is the need to ensure not only the safety and health of employees, but also the continuity of operational processes. In this regard, it is quite understandable and obvious that the innovative activity of some corporations has also sharply decreased, or has been frozen for an indefinite period.

Keywords: Innovation, management, economics, business, corporations, epidemic situation, economics, industry, competitiveness

Сегодня в сложившейся в России ситуации все существующие барьеры для инноваций — бюджеты, процессы, таланты — только обострились и стали по-настоящему узким звеном инновационных процессов корпораций. Однако, для корпораций с сложившимися инновационными процессами и инфраструктурой текущая ситуация только ускорила запуск «пилотов», направленных на устойчивость, прозрачность и операционную эффективность.²³

²³ Факторы, способствующие интернационализации и выходу на внешние рынки для предпринимателей в условиях пандемии COVID-19 (Павента Е., Кириллов Ю.Г.) // Экономика, предпринимательство и право. № 7 / 2021

Конечно, есть корпорации, которые переживают кризис легче, чем остальные. Это достигается за счет быстрой реакции и адаптации, а также внедрения необходимых технологий, способных обеспечить непрерывность операционной деятельности в условиях обязательного социального дистанцирования.

Если говорить о технологиях, то хочется особенно подчеркнуть, что период эпидемической ситуации еще раз показал важность и необходимость цифровой трансформации. Ведь именно компании, которые активно внедряли у себя различные цифровые технологии и решения, сегодня смогли пережить кризис легче, чем компании, которые только в начале цифрового пути.²⁴

Компании, работающие с конечными потребителями, также стремятся к тому, чтобы даже во время пандемии, все процессы были отлажены либо перенастроены, если в этом есть такая необходимость. Ведь именно способность адаптировать каналы взаимодействия с конечными пользователями и клиентами является необходимым для сохранения текущего дохода покупателей, драйвером привлечения новых клиентов, и, соответственно, гарантом стабильности функционирования корпорации.

Умение быстро приспосабливаться к данным изменениям особенно критично сегодня. Для этого необходим пересмотр барьеров и возможностей через призму моделей инноваций.

В период COVID-19 основным драйвером инноваций становится возможность снижения издержек и внедрение технологий, направленных на быструю адаптацию производственных процессов.

Среди множества подходов к инновациям выделяют два самых базовых для компаний — это внутрикорпоративные и открытые инновации. Каждая компания выделяет для себя наиболее подходящий путь работы с инновациями, а есть и те, которые очень органично сочетают в себе сразу два подхода. Эффективность этих двух принципов работы с инновациями, как по отдельности, так и вместе достаточно высока. Есть множество примеров того, как собственные сотрудники находили прорывные решения, которые успешно масштабировались в результате на все производство. Также есть успешные кейсы, когда уникальные технологии были найдены во вне и успешно интегрированы корпорации.

Внутрикорпоративные инновации чаще всего нацелены на оптимизацию внутренних процессов и активно применяются в таких компаниях, как Google, Amazon, Яндекс. Новые идеи рождаются в

²⁴ Зимовец А.В., Сорокина Ю.В., Ханина А.В. Анализ влияния пандемии COVID-19 на развитие предпрятий в Российской Федерации // Экономика, предпринимательство и право. – 2020. – Том 10. – № 5. – С. 1337-1350

результате инициативы сотрудников, в направлениях, обозначенных топ-менеджментом, а процессы компании устроены таким образом, чтобы давать возможности для их реализации. Такой подход в нынешних условиях может быть особенно востребован, когда многие компании сокращают бюджеты на поиск тех или иных технологий.

Модель открытых инноваций строится на поиске новых технологий на рынке для решения внутренних проблем компании. Как и в модели внутрикорпоративных инноваций, направления поиска определяются руководителями компании на разных уровнях. Путем синтеза полученной информации выделяются наиболее важные для компании проблемы, требующие решения в достаточно сжатые сроки (чтобы избежать потери выручки или рост затрат), для решения которых недостаточно компетенций или ресурсов внутри компании. В текущей ситуации, многие инновационные процессы, вписывающиеся именно в эту модель, пришлось поставить на паузу.

В рамках работы с компанией любой корпоративный акселератор проходит несколько этапов, как правило – это скаутинг, экспертиза, питч-сессии и запуск пилотов. Нынешняя ситуация заставила многие компании и акселераторы поменять формат мероприятий и процессов, переведя их в офлайн режим – это относится, как к питчам, так и запуску пилотов. Причем важно отметить, что по мнению наших партнеров, онлайн-модель питч-сессии по своей эффективности продемонстрировала уровень ничуть не ниже, чем очная сессия, а запуск пилотных проектов также успешно осуществляется и в удаленном режиме.²⁵

Как известно, на эффективность деятельности предприятий влияет ряд внешних и внутренних факторов. В этой связи предприятия анализируют риски, связанные с изменением во внутренней и внешней среде, адаптируют бизнес под изменения, происходящие в стране и мире. Однако некоторые факторы, имеющие низкую вероятность наступления риска, иногда способны нанести больший ущерб, чем факторы с более высокой степенью вероятности их наступления.

В последнее время и в экономической теории, и в практической деятельности сформировалось понятие цифровой экономики, которое обусловлено тем, что начало XXI века принесло развитие цифровых технологий на основе информационной революции и процессов глобализации. Информация в обществе и процессах хозяйствования стала основным ресурсом. В руках человека она преобразуется в знания, а социальноэкономические отношения все больше переносятся в киберфизическое пространство. В настоящее время основные

²⁵ Зимовец А.В., Сорокина Ю.В., Ханина А.В. Анализ влияния пандемии COVID-19 на развитие предприятий в Российской Федерации // Экономика, предпринимательство и право. – 2020. – Том 10. – № 5. – С. 1337-1350

технологические тренды в области цифровизации экономики и ее отраслей включают массовое внедрение различных цифровых технологий: интернета вещей, активное использование технологий искусственного интеллекта и больших данных, роботизации, автоматизации и интеграции производственных и управленческих процессов в единую киберфизическую информационную систему (цифровую интеллектуальную платформу).²⁶

Поэтому в настоящее время в России, как и во многих зарубежных странах, принят курс на создание цифровой экономики, цифровизацию промышленности, инновационных экосистем. Миссия развития цифровой экономики в России – повысить качество жизни, обеспечить конкурентоспособность страны и национальную безопасность. Цель России в перспективе 15–20 лет – войти в группу лидирующих экономик мира за счет цифровых преобразований традиционных отраслей и развития самостоятельной и конкурентоспособной цифровой индустрии. Таким образом, научные исследования и практические результаты подтверждают, что важнейшим направлением повышения эффективности экономики является внедрение цифровых технологий в различных отраслях и сферах экономики, опережающее развитие высокотехнологичной промышленности, формирование эффективных инновационных систем. При этом в настоящее время рассматриваются умные технологии, умные цифровые двойники и экосистемы.²⁷

Гибкость инновационных процессов позволяет не только быстро адаптироваться к текущей ситуации, но и значительно улучшить показатели деятельности. Создание и внедрение наиболее актуальных решений позволяют компаниям функционировать не просто в нормальном режиме, а зачастую и с повышением уровня эффективности и продуктивности.

Коронавирус несомненно внес серьезные коррективы в деятельность и дальнейшее развитие абсолютно всех компаний, от федеральных сетей и крупных производителей до представителей малого бизнеса и небольших стартапов. Если ритейл и до начала пандемии был активным потребителем новых технологий, с помощью которых он «наращивал мускулы» и старался получить конкурентное преимущество, то у многих производителей и поставщиков инновационных технологий четко стала прослеживаться тенденция «разворотов» своих производственных мощностей и постановка их на «антиковидные рельсы».²⁸ Новые

²⁶ ЦИФРОВАЯ ЭКОНОМИКА, УМНЫЕ ИННОВАЦИИ И ТЕХНОЛОГИИ. Сборник трудов Национальной (Всероссийской) научно-практической конференции с зарубежным участием <https://labec.spbstu.ru/userfiles/files/inprom-21/inprom-21.pdf>

²⁷ ЦИФРОВАЯ ЭКОНОМИКА, УМНЫЕ ИННОВАЦИИ И ТЕХНОЛОГИИ. Сборник трудов Национальной (Всероссийской) научно-практической конференции с зарубежным участием <https://labec.spbstu.ru/userfiles/files/inprom-21/inprom-21.pdf>

²⁸ <https://rtlq.ru/static/docs/COVID-19-business-digital-innovation-transformation.pdf>

разработки и глубоко модернизированные предыдущие поколения устройств массово наделяются защитными и превентивными технологиями, направленными на противодействие и защиту от вируса. И даже после окончания пандемии и снятия всех запретов, в поведении многих людей еще долго будут прослеживаться «осторожнические» повадки, приобретенные во время самоизоляции. А это значит, что те, кто вовремя отреагировал не только на потребности скованного ограничениями бизнеса, но и на нужды обычных людей – выйдут в итоге победителями. Победителями не только в войне с коронавирусом, но и в битве за деньги и контракты тех компаний, кто останется на плаву после всех перенесенных кризисов и потрясений.

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ПУТИ УЛУЧШЕНИЯ РЕЗУЛЬТАТОВ ЛЕЧЕНИЯ ХРОНИЧЕСКОЙ ВЕНОЗНОЙ НЕДОСТАТОЧНОСТИ ПРИ ВАРИКОЗНОЙ БОЛЕЗНИ НИЖНИХ КОНЕЧНОСТЕЙ

Аннотация: Массовый характер варикозной болезни подкожных вен нижних конечностей и развивающихся осложнений среди трудоспособной части населения с утратой трудоспособности и инвалидизацией определяют социальную и экономическую значимость проблемы. Авторы у 41 больных с варикозной болезнью нижних конечностей применили в комплексном лечении хронической венозной недостаточности лимфотропную терапию. Воздействие на лимфатическую систему нижних конечностей путем ЛТ и ЛС значительно улучшает микроциркуляцию, создает благоприятные условия для купирования симптомов ВБПВНК, предупреждает развитие осложнений, как при консервативном лечении, так и при проведении оперативных вмешательств, способствует быстрой реабилитации больных.

Ключевые слова: хроническая венозная недостаточность, варикозная болезнь нижних конечностей, лимфотропная терапия.

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WAYS TO IMPROVE THE RESULTS OF TREATMENT OF CHRONIC VENOUS INSUFFICIENCY IN VARICOUS DISEASE OF THE LOWER LIMBS

Abstract: The massive nature of varicose veins of the saphenous veins of the lower extremities and developing complications among the working-age population with disability and disability determine the social and economic significance of the problem. In 41 patients with varicose veins of the lower extremities, the authors used lymphotropic therapy in the complex treatment of chronic venous insufficiency. The impact on the lymphatic system of the lower extremities by RT and LS significantly improves microcirculation, creates favorable conditions for relieving the symptoms of PLLVC, prevents the development of complications, both with conservative treatment and with surgical interventions, and promotes the rapid rehabilitation of patients.

Key words: chronic venous insufficiency, varicose veins of the lower extremities, lymphotropic therapy.

Массовый характер варикозной болезни подкожных вен нижних конечностей (ВБПВНК) и развивающихся осложнений среди трудоспособной части населения с утратой трудоспособности и инвалидизацией определяют социальную и экономическую значимость проблемы. Отсутствие радикальных методов излечения определяют необходимость поиска и внедрения новых эффективных методов лечения этого самого распространенного сосудистого заболевания (1,5,6,8,11).

Лечение ВБПВНК предполагает устранение или ослабление, патологического кровотока в венозной системе подкожных вен нижних конечностей. (ПВНК). Актуальность проблемы связана с имеющимися многими неразрешенным вопросами, касающихся этиопатогенеза, развития венозной гипертензии, методов консервативного и хирургического лечения, профилактики как прогрессирования заболевания, так и развития осложнений (1,7, 13).

Определение механизма развития венозной гипертензии. Сложным моментом является ликвидация застоя в венозных и лимфатических сосудах, коллатералях большой и малой подкожной вены (БПВ и МПВ), перфорантных около лодыжечных венах, зоны Кокетта. В достижении эффективности оперативного вмешательства необходимо учитывать имеющиеся анатомические особенности строения венозной системы конечности (5,8,9,10) способствует планированию объема хирургического вмешательства индивидуально.

Необходимо отметить, что параллельно с венозной системой вовлекается в патологический процесс лимфатической системе нижней конечности, от которого зависит состояние микроциркуляции, развитие прогрессирования, осложнений заболевания, состояние иммунной системы

местной и организма в целом. Воздействию на лимфатическую систему ног в процессе лечения ВБПВНК в настоящее время не придается должного значения, что по нашему мнению является неправильным.

Лечение ВБПВНК, применяемое в настоящее время, в том числе и хирургическое не устраняет варикозную болезнь (ВБ), а лишь устраняет ВРВ ног (7,9). Основными принципами лечения ВБПВНК являются: 1) устранение симптомов ВРПВНК; 2) предупреждение прогрессирования заболевания; 3) предупреждение развития осложнений заболевания; 4) улучшение косметического эффекта, повышение качества жизни больных.

В достижении этих целей непосредственное значение имеет комплексное консервативное лечение с применением РЛТ в качестве самостоятельного метода, так и в процессе подготовки больных к операции, в послеоперационном периоде. Оно незаменимо при противопоказаниях у больных к хирургическому лечению ВРВ или при отказе больных от хирургического лечения. В комплексном лечении ВРПВНК мы проводим региональную лимфатическую терапию (РЛТ), через стопу пораженной ноги. Применение РЛТ способствует стимуляции дренажного состояния интерстиции, усиливает лимфообразование и лимфооток, улучшает микроциркуляцию, препятствует образованию лимфотромбозов, воздействует на микрофлору и токсины, повышает иммунобиологическую реактивность организма (3,4).

Цель исследования: применяя современные методы и средства диагностики и лечение, путем воздействия на все компоненты этиопатогенеза развития осложнений, прогрессирования ВБПВНК; повысить эффективность лечения больных с этой тяжелой распространенной сосудистой патологией.

МАТЕРИАЛЫ И МЕТОДЫ ИССЛЕДОВАНИЯ.

Под нашим наблюдением находилось 55 больных страдающих ВБПВНК, которые разделены на 4 группы.

Диагноз ставили на основании объективных субъективных данных, анамнеза развития заболевания, выяснения этиопатогенетических данных, от которых зависит программа лечения, проведение реабилитационных мероприятий. Проводятся общие клинические обследования, биохимические анализы, коагулограмма. Больные обследуются в вертикальном и горизонтальном положении.

В диагностическом плане обращается внимание на жалобы, анамнестические данные, правильный осмотр конечностей, выявлению симптомов, проб. Придаём значение симптомам, определяющих функциональные состояние вен, клапанного аппарата; Гаккенбруха-Сикара, Шейниса, Пратта, Дельбе-Пертеса, Шварца, Фегана. Из специальных методов исследования применяем капилляроскопию, реовазографию, осциллографию, ультразвуковую доплерографию. Наибольшая заболеваемость отмечается у больных молодого и среднего

наиболее трудоспособного возраста. Давность заболевания от 5 до 15 лет и более.

Лимфотропную терапию (ЛТ) лимфатической стимуляции (ЛС) наряду с традиционными методами лечения проводили больным, начиная с момента поступления, через I или II межпальцевой промежуток, или передней наружной поверхности внутренней лодыжки, строго подкожно, иглой для внутрикожных инъекций, медленно вводим лимфостимуляторы растворы новокаина, фуросемида, гепарина, иммуномодулина по разработанной схеме. Сеансы ЛТ проводим один раз в сутки и в процессе профилактики, а также за 3-4 дня до оперативного вмешательства и после его завершения. На курс лечения 8-10 сеансов добавляем антибиотик широкого спектра действия, димедрол, особенно при наличии хронического тромбофлебита. Из антибиотиков чаще всего применяли ампициллин, клофаран, оксацилин. Венэктомии проводим по разработанному алгоритму с применением мини доступов, минифлебэктомии дифференцированно в зависимости от характера патологического процесса, гемодинамических изменений. Последние определялись проведением больным в динамике, реовазографии, ультразвуковой доплерографии, капилляроскопии, лимфотропного сканирования Ап198, лимфографии Tel99, а также клинических, биохимических исследований.

ПОЛУЧЕННЫЕ РЕЗУЛЬТАТЫ И ИХ ОБСУЖДЕНИЕ.

Учитывая неизлечимость ВБПВНК, малую эффективность консервативных методов лечения, ещё большой процент рецидивов, осложнений при наиболее радикальном хирургическом лечении, мы в процессе консервативного и хирургического методов лечения применили РЛТ. Воздействие на лимфатическое русло мы применили впервые при ВБПВНК. В первую группу отнесены 11 больных с начальными признаками ВРВНК в виде дискомфорта, чувства тяжести, в ногах после длительной физической нагрузки, которые прекращались после отдыха. Местные проявления отмечены в виде сетчатых внутрикожных расширений, телеангиэктазий, сосудистых звездочек напряжений при пальпации по ходу вен, которые еще не видны. Гемодинамические изменения у этой группы больных при реовазографии, ультразвуковых исследованиях не выявлены. Вторую группу составили 18 больных, у которых определялось варикозное расширение подкожных вен не резко выраженное стволового характера и отдельные вариксы. Больные жаловались на утомляемость тяжесть ног, судороги, пастозность на стопах. Эти явления прекращались после отдыха. При ультразвуковых исследованиях рефлюкс крови по большой подкожной вене не достигал лодыжки, преобладал поверхностный рефлюкс с развитием высокого венозного сброса или сафено – подколенное соустье. При исследовании лимфатических сосудов отмечались сегментарные расширения и

образование между ними анастомозов, функция клапанного аппарата сохранена имелись данные об увеличении объема лимфатического русла. На реовазограммах – повышенный тонус сосудов, застойные явления в венах.

Хирургическому методу лечения подверглись 41 больных, 30 больных получали РЛТ до операции и в послеоперационном периоде.

Больные третьей группы составили 15 пациентов. У них наряду с утомляемостью, тяжестью в ногах судороги появились более, отеки. Последние после отдыха полностью не исчезали. Локально отмечалось выраженное расширение подкожных вен, охватывающее как бассейны БПВ и МПВ, так и сочетанное поражение вен. При ультразвуковых исследованиях имелся тотальный рефлюкс крови по поверхностным венам с несостоятельностью сафено – бедренного сосудистая и перфорантный рефлюкс с низким вено – венозным сбросом через несостоятельные коммуникантные вены голени и стопы. На реовазограммах выраженные явления в венах с нарушением оттока, деформация артерий.

Больные 4 группы – 11 человек с выраженными явлениями декомпенсации гемодинамики выраженным варикозным расширением вен, в основном сочетанным поражением БПВ и МПВ которые не проходили после отдыха, явлением дерматита в нижней трети голени внутренней поверхности, небольшими язвами до 2-3 мм. в диаметре, гипермигментацией.

Больные в I и II стадии заболевания ВБПВНК получали нерегулярно традиционные методов лечения в 52% случаев, а в 38% - вообще никакого лечения не получали. У 65% больных выявлены сопутствующие заболевания ВБПВНК получали. У 65% больных выявлены сопутствующие заболевания: сердечно – сосудистой системы, дыхательной системы, гениталий. Причиной заболевания в 20% случаев являлись занятия тяжелыми видами спорта, (молодой контингент) наследственный фактор – 25%, ортостатический – 24%, 25% - беременности, гормональных фактор, в 6% - причины не удалось выявить.

Включение ЛТ и ЛС в комплекс традиционных методов лечения ВБПВНК у 30 больных выявило положительный эффект в течении патологического процесса. С первых курсов лечения у больных прекращались утомляемость чувство тяжести, судороги ног, уменьшались боли. Это значительно улучшало функцию пораженной конечности, общее состояние больных, работоспособность. При I, II стадии течения процесса эффект достигнут у всех больных на $2 \pm 0,52$ сутки. Улучшение гемодинамических показателей отмечалось на реовазограммах, уменьшался ретроградной кровотоков по БПВ на высоте пробы Вальсальвы.

При III степени течения ВБПВ наряду с купированием описанных симптомов уменьшалось напряжение по ходу магистральных вен на бедре и голени, на $3 \pm 0,8$ сутки прекращались отеки.

У больных IV ВБПВНК после 3-4 сеансов значительно курировались явления дерматита, исчезал кожный зуд, судороги, наступала эпителизация мелких (диаметром $0,2 \pm 0,1$ мл) изъязвлений. Значительно уменьшались отёки к концу дня, и были незначительными после отдыха. Значительно уменьшались явления застоя в венозной системе на реовазограммах, ультразвуковой доплерографии.

В процессе комплексной терапии с применением РЛТ важным моментом отмечен переход нарушенной гемодинамики III стадии течения процесса во II, значительное улучшение течения процесса при IV стадии с купированием местных деструкций. Процесс эффективности обратного развития патологического процесса при ВРПВНК отмечен в 85% случаев, а в контрольной группе больных с соответствующим течением процесса при традиционном лечении отмечен в 62% случаев.

Хирургическое лечение больных с ВРПВНК основывалось на отработанном индивидуальном алгоритме проведения мини доступов мины флебэктомии в местах выявленных клапанных дефектов несостоятельных перфорантов, удалением наиболее измененных, извитых участков вен.

У этой группы больных с коррекций гемодинамических показателей применением ЛТ и ЛС до операции, намного легче протекал послеоперационный период, не отмечалось воспалительных явлений, отёков, незначительным был болевой синдром. Больные со 2-го дня проявляли активность, выписывались на 4-5 день. В группе больных которым проводилась традиционная подготовка и послеоперационное ведение, отмечались отёки, пастозность конечности, выраженный болевой синдром, что сказывалось на активности больных, нарушении гемодинамических показателей. Выписывались из стационара на 7-8 сутки.

Хирургическому методу лечения подверглись 41 больных, 30 больных получали РЛТ до операции и в послеоперационном периоде.

Это улучшало течение оперативного вмешательства, так как уменьшались отёки, воспалительные явления. Проведение РЛТ в послеоперационном периоде позволило значительно уменьшить болевой синдром, проявление воспалительных, реакции по сравнению с группой оперированных больных без применения РЛТ на 40-50%. Послеоперационных осложнений в виде отеков, тромбофлебитов не отмечались. Заживления в 85% случаев было первичным натяжением.

Воздействие на лимфатическую систему нижних конечностей путем ЛТ и ЛС значительно улучшает микроциркуляцию, создает благоприятные условия для купирования симптомов ВБПВНК, предупреждает развитие осложнений, как при консервативном лечении, так и при проведении оперативных вмешательств, способствует быстрой реабилитации больных.

ВЫВОДЫ:

1. В оптимизации лечения и профилактики осложнений ВБПВНК необходимо воздействие на все патогенетически механизмы развития сложного, процесса, в том числе лимфатическое.
2. В этиопатогенетическом лечении ВРПВНК применение ЛТ и ЛС обосновано.
3. Значительный эффект достигнут применением ЛТ и ЛС при ВРПВНК. При консервативном и оперативном лечении больных.
4. При подготовке, проведении оперативного вмешательства и после него применении ЛТ показало хорошие результаты в 85% случаев
5. Проведение ЛТ значительно улучшает течение ВБПВНК, трудоспособность, качество жизни больных, процессы реабилитации.

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ПОДДЕРЖКА БЕЗРАБОТНЫХ ПРИ ПАНДЕМИИ В РОССИИ

Аннотация: данная статья посвящена безработице – проблеме макроэкономического характера, возникшей в России с наступлением пандемии в связи с коронавирусной инфекцией. Мероприятия по борьбе с пандемией усугубили российскую экономическую ситуацию. Большое количество предприятий были вынуждены закрыться на неопределенный срок, объемы производства значительно упали, что стало потрясением для экономики страны.

Ключевые слова: коронавирус, безработица, рынок труда, занятость населения.

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SUPPORT FOR THE UNEMPLOYED DURING THE PANDEMIC IN RUSSIA

Resume: this article is devoted to unemployment– a macroeconomic problem that arose in Russia with the onset of a pandemic due to coronavirus infection. Measures to combat the pandemic have worsened the Russian economic situation. A large number of enterprises were forced to close indefinitely, production volumes fell significantly, which was a shock to the country's economy.

Keywords: coronavirus, unemployment, labor market, employment.

Безработица является одной из глобальных проблем современной рыночной экономики на протяжении длительного периода времени. Отсутствие работы и ее потеря значительно снижают уровень жизни населения и вызывают социальное напряжение среди граждан. Такое явление в макроэкономике неизбежно, так как рабочие места ограничены. В этих условиях безработица выступает катализатором конкуренции на рынке труда.

Под безработицей в экономической науке обычно подразумевают социально-экономическое явление, при котором часть трудоспособного населения может и хочет работать, но не может устроиться, другими словами, безработица есть отсутствие работы. Уровень безработицы рассчитывается в соотношении числа неработающих граждан к общему количеству трудоспособного населения.

Исходя из законов РФ, безработные – трудоспособные граждане, не имеющие работы и заработка, зарегистрированные в органах службы занятости, ищущие работу и готовые приступить к ней; также к этой категории относят лиц, только получивших образование или уволенных по различным обстоятельствам.

Существует тесная связь между безработицей и рынком труда. Это объясняется явлением труда как фактора производства, поэтому безработица влечет расточение производственных сил в огромных масштабах, что влияет на экономику государства в целом. При такой ситуации экономика не достигает максимума своих производственных возможностей.

Самый высокий уровень безработицы в России (13,3%) был зафиксирован в 1999 году. Такой пик случился из-за последствий дефолта 1998 года. В 2002-2003 происходила нестабильность на международных рынках года, поэтому наблюдались скачки безработицы. Они также были и в 2008-2010 во время финансового кризиса в России.

После введения в 2020 г. экстренных карантинных мер, половина российских работников были лишены места работы либо подвержены сокращению или задержке заработной платы. Помимо увольнений,

российский рынок адаптировался к кризисной ситуации путем сокращения продолжительности рабочего дня и отправки работников в неоплачиваемый отпуск, из-за чего в зоне риска оказались порядка 35 миллионов человек.

Максимальный показатель уровня безработицы (6,1%) был достигнут уже в мае 2020 г., в то время как в последний раз это явление наблюдалось в марте 2012 г. Количество официально зарегистрированных безработных возросло в 4 раза, а число безработных составило 4,5 миллиона человек.

В таких плачевных условиях государство искало всевозможные пути решения проблемы безработицы и оказания максимально возможной поддержки населению. Были применены следующие меры: обеспечение социальных выплат различным категориям граждан (например, пособие всем уволенным после 1 марта 2020г.); отсрочка уплаты налогов и процентов по кредитам; мораторий на начисление неустойки за долги по ЖКХ и др.

Главной целью государства стала борьба с безработицей и снижение ее уровня, а также оказание поддержки пострадавшим от карантинных мер. Планировалось, что уровень безработицы к концу 2021 года должен достигать не более 5%, в то время как в начале года он составлял 5,8%. Для запуска экономической деятельности стали выплачивать длительные трехлетние субсидии в доле от размера поступивших налогов, направленные на оплату долга поставщикам, на выплату зарплат и на кредитные и налоговые платежи.

Потерявшие работу граждане из-за пандемии имеют право на получение выплаты по безработице. В России зафиксированы минимальное (4 500 рублей) и максимальное (12 130 рублей) пособие для безработных. Государство гарантирует дополнительные выплаты за использование транспорта (1 450 рублей), прибавку к пособию по безработице (850 рублей).

Важно отметить разработку возможности беспроцентного кредитования малого и среднего бизнеса, созданную крупнейшими банками совместно с Правительством Российской Федерации и Центральным банком. Кредиты стали выдаваться компаниям для уплаты заработной платы работникам. Ставка составляет 0% годовых, что значительно облегчает существование компаний во время борьбы с пандемией.

Благодаря оказанной поддержке государства многие прогнозы о значительном росте безработицы не сбылись – вместо спрогнозированных 10 миллионов безработных граждан Россия получила только 4,5 миллиона потерявших работу.

В условиях пандемии пагубное влияние безработицы кратно возросло. Временная незанятость экономически активного населения

является неотъемлемым атрибутом современной рыночной экономики, но вопрос борьбы с ней встал острее во время пандемии. Выход из этой ситуации и решение возникших экономических проблем могут значительно растянуться. Государство реализует возможные мероприятия по максимально быстрому устранению последствий, способствуя возвращению экономики страны в первоначальное состояние.

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ОПРЕДЕЛЕНИЕ ОПТИМАЛЬНОЙ СХЕМЫ ПОСАДКИ ЛУКА ПОРЕЯ В УСЛОВИЯХ АНДИЖАНСКОЙ ОБЛАСТИ

Аннотация: В статье приводятся результаты изучения схем посадки лука порея в условиях Андижан области. Исследования проводили с двумя сортами лука порея: Веста (контроль) и Элефант М.С. Изучали четыре схемы посадки: 70x5 см, 70x10 см, 70 x15 см (контроль), 70x20 см. В результате исследования было выявлено: наиболее высокая урожайность сформировалась при схеме посадки 70x5см, 23,9 т/га у сорта Веста и 28,6 т/га у сорта Элефант М С. В формировании урожая лука порея одним из решающих факторов являются климатические условия года, но потеря урожайности меньше при загущенной посадке.

Ключевые слова: лук порея, схема посадки, урожайность, сорт, вегетация, биохимический состав.

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DETERMINATION OF THE OPTIMAL PLANTING SCHEME OF THE POREE IN THE CONDITIONS OF THE ANDIZHAN REGION

Annotation: The article presents the results of studying the schemes of planting leeks in the Andijan region. The studies were carried out with two varieties of leek: Vesta (control) and Elephant M.S. Four planting patterns were studied: 70x5 cm, 70x10 cm, 70x15 cm (control), 70x20 cm. / ha in the Elephant M S variety. In the formation of the leek yield, one of the decisive factors is the climatic conditions of the year, but the loss of yield is less with a dense planting.

Key words: leek, planting scheme, yield, variety, vegetation, biochemical composition.

Введение. Условия освещения, тепловой, водный, воздушно–газовый режим и режим питания овощных растений, способность противостоять сорнякам, вредителям и болезням определяются схемой посадки и площадью питания. Идеальная конфигурация схемы посадки квадрат, но необходимость механизированного ухода требуют подбора схемы посадки для каждой культуры и сорта [1].

Лук (*Allium porrum* L.) очень распространен в мире, однако в Узбекистане нераспространен. По технологии выращивания мало, сортов мало, вегетационный период продолжительный, высока доля труда.

В исследованиях А.А.Казаковой приводятся схемы посадки лука порея: в северных районах лук порей выращивают на грядах или полубороздах, а на влажных участках на гребнях. Используют для лука порея различные схемы посадки: на грядах-четырёх строчную с расстоянием между строчками 25 см и с расстоянием между растениями 25 см, на полугребнях – двухстрочную по схеме 20+50 с расстоянием между растениями 15–20 см, на гребнях шириной 60–70 см, расстояние между растениями от 5 до 20 см в зависимости от сорта [2].

Исследования, проведенные О.В.Сенкевич по изучению схем посадки в условиях Карелии показало, что наибольшая урожайность отмечена при схеме посадки 60х5 см на гребнях, но масса растений была больше при схеме посадки 70х15 см [5].

Материал, методика и объекты исследования изучали 4 схемы посадки: фактор 1:

1. 70х5 см, густота посадки 29 раст/м² (290 тыс.раст/га)
2. 70х10 см, густота посадки 14,5 раст/м² (145 тыс.раст/га)
3. 70х15 см, густота посадки 9,5 раст/м² (95 тыс.раст/га)
4. 70х20 см, густота посадки 7,2 раст/м² (72 тыс.раст/га)

Фактор 2: сорта Веста и Элефант МС

Опыты проводили на опытном поле СПбГАУ. Лук порей выращивали на гребнях. Площадь делянки 5 м² повторность трехкратная. Рассадку выращивали в теплице с техническим обогревом. Возраст рассады 85 дней. Рассадку высаживали 2 – 3 листьями. Проводили фенологические, биометрические наблюдения, учет урожая и биохимический анализ продукции. Климатические условия в годы проведения исследований различались. Благоприятные условия для лука порея складывались в 2015 г., теплая ранняя весна, достаточное количество осадков и продолжительная осень с высокой температурой воздуха. В период посадки и первая половина вегетации в 2021 г. была жаркая погода, с недостаточным количеством осадков, вторая половина вегетации отличалась обильными осадками, в июле за два дня выпало около четырех месячных норм осадков, наблюдалось временное подтопление. В 2021 г. в первую половину вегетации разницы между схемами выращивания у растений лука порея обнаружено. Растения лука порея сорта Элефант МС были более крупными. При уборке наиболее высокие растения у сорта Веста при схеме посадки 70х5 см – 97 см, длина ложного стебля – 19, диаметр – 3,7 см, количество листьев – 10,1. Высота растений и длина ложного стебля при посадке 70х5 см, 70х10 см и 70х20 см была близкой, диаметр ложного стебля был наибольшим при схеме посадки 70х5 см, больше листьев при схеме посадки

70x10 см. У сорта Элефант МС близкие по высоте растения при всех схемах посадки кроме 70x10 см, где растения были низкими. Длина ложного стебля была близкой при схеме посадки 70x5 см и 70x20 см - 16 см и 15 см. Диаметр ложного стебля был близким при схеме посадки 70 x10 см и в контроле, при схемах посадки 70x5 см и 70x20 см был одинаковым. Количество листьев больше при схеме посадки 70x15 см, наименьшее при схеме посадки 70x10 см

Таблица 1 - Биометрические показатели лука порея при уборке, 2021 гг.

Схема посадки	Высота растения, см	Длина ложного стебля, см	Диаметр ложного стебля, см	Количество листьев, шт
2021				
Сорт Веста				
70x5 см	72	12	5,3	9,5
70x10 см	74	13	3,1	9,9
70 x15 см (контроль)	97	19	3,7	10,1
70x20 см	72	12	2,4	9,1
сорт Элефант МС				
70x5 см	89	16	3,3	10,7
70x10 см	78	13	3,5	10,2
70x5 см (контроль)	85	14	3,6	11,5
70x20 см	88	15	3,3	10,5

Таблица 2 – Масса растений порея при уборке 2021 гг

Схема посадки	Масса, г			
	растения	ложного стебля	листьев	корней
2021				
Сорт Веста				
70x5 см	94	38	55	9
70x10 см	98	47	51	19
70 x15 см (контроль)	199	97	102	35
70x20 см	62	30	32	12
сорт Элефант МС				
70x5 см	158	71	87	7
70x10 см	114	57	57	18
70x5 см (контроль)	197	84	113	29
70x20 см	150	71	79	24

Таблица 3 - Урожайность лука порея, т/га, 2021 гг

Схема посадки	2021
2021 г	
Сорт Веста	
70х5 см	27,3
70х10 см	14,2
70 х15 см (контроль)	18,9
70х20 см	14,5
сорт Элефант МС	
70х5 см	31,6
70х10 см	16,5
70х5 см (контроль)	18,7
70х20 см	14,5

Таблица 4 - Доля ложных стеблей в структуре урожая/га, 2021 гг

Схема посадки	2021
2021 г	
Сорт Веста	
70х5 см	41
70х10 см	45
70 х15 см (контроль)	49
70х20 см	47
сорт Элефант МС	
70х5 см	45
70х10 см	50
70х5 см (контроль)	43
70х20 см	47

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**РАЗВИТИЕ ИННОВАЦИОННОЙ СТРУКТУРЫ
КОНКУРЕНТОСПОСОБНОГО СОПРОВОЖДЕНИЯ ПРОЦЕССОВ
РЕАЛИЗАЦИИ РЫНОЧНЫХ СТРАТЕГИЙ НА ПРЕДПРИЯТИЯХ
АПК РЕГИОНА**

Аннотация: В статье рассматриваются проблемы инновационного развития аграрно-промышленного комплекса отечественной экономики. В исследовании проведен анализ социально-экономических условий Российской Федерации в аграрном секторе, обнаружены особенности протекания инновационных процессов, свойственных для этой сферы, предложены меры, требуемые для стимулирования инновационной трансформации сельскохозяйственных территорий.

Ключевые слова: инновационное развитие, аграрно-промышленный комплекс, региональные АПК, государственная поддержка инновационной деятельности.

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**DEVELOPMENT OF AN INNOVATIVE STRUCTURE FOR
COMPETITIVE SUPPORT OF MARKET STRATEGIES**

IMPLEMENTATION PROCESSES AT THE REGIONAL AGRIBUSINESS ENTERPRISES

Annotation: The article deals with the problems of innovative development of the agricultural and industrial complex of the domestic economy. The study analyzes the socio-economic conditions of the Russian Federation in the agricultural sector, reveals the features of innovative processes that are characteristic of this sphere, and suggests measures required to stimulate the innovative transformation of agricultural territories.

Keywords: innovative development of agrarian and industrial complex, regional agro-industrial complex, state support of innovative activity.

С целью обеспечения значительных темпов устойчивого экономического роста российская экономика должна стать более динамичной и адаптирующейся к внешним условиям, восприимчивой к научному прогрессу. В нынешних условиях это означает, во-первых, потребность предоставления технологического лидерства по приоритетным направлениям, во-вторых, способность реального производства принимать и вводить прогрессивные технологии, созданные в государстве также за границей с целью обеспечения конкурентоспособности товаров и услуг на мировом рынке.

Инновационная стратегия считается одним из значимых элементов общей стратегии формирования предприятия. Значение стратегического управления инновациями состоит в своевременной концентрации усилий на освоение также применение достижений научно технического развития и своевременном обеспечений ресурсами динамики инноваций в интересах достижения целей компании, формирование условий для его долговременной эффективной работы.

С учетом особенности работы предприятия АПК, проблемы инновационной стратегии решаются с помощью прогрессивных нестандартных административных решений. Интенсивность, также качество взаимодействия между функциональными и производственными подразделениями оказывают огромное воздействие на содержание и результаты инновационной стратегии. Тут особенно акцентируются связи между подразделениями НИОКР, производства и маркетинга. В практике управления

нововведениями применяются разнообразные способы и методы подбора с стратегии развития предприятия, учитывающие ее характерные черты.

Эти процессы показывают базовые направления развития производства в целом, кроме того характер проблем, которые могут появиться у товаропроизводителя в процессе осуществления стратегии. Немаловажное условие управления в сложных системах – умение определения приоритетов. Ответственность за инновационную стратегию,

обуславливающую выживание компании, лежит на плечах управляющих, а цель высшего руководства – обнаружить управленческие возможности с целью определенных условий функционирования компании, регулярно просматривать свои «внутренние» запасы управленческих способностей, определять масштабы и цели нужной управленческой подготовки также выделять соответствующие ресурсы.

С целью развития и формирования инновационной структуры конкурентоспособного сопровождения процессов реализации рыночных стратегии на предприятиях АПК, кроме того характеристики инновационного уровня развития компании следует установить:

- потребность предприятия в инновационных разработках;
- структуру затрат на НИОКР;
- кадровые возможности инновационного развития собственными силами;
- соответствие возможностей и потребностей предприятия в инновациях;
- эффекты от реализаций разработанных инноваций для предприятия.

Рыночная среда функционирования предприятий АПК направляет их на предоставление выпуска конкурентоспособной продукции, что никак не приемлемо без разработки и реализации инновации: продукции, технологии или же управления.

С целью осуществления этой концепции предприятия АПК обязаны оценить обеспечение своего стратегического инновационного потенциала, установить временной период разработки также введения инновации, для опережения позиции соперников и «снять сливки» с рынка за счет новизны продукта путем установления высоких цен.

Можно сделать вывод, что правильно разработанная инновационная стратегия дает возможность конкретизировать цели, способы и средства внедрения новшества разного вида, область их использования и возможности диверсификации производства. Инновационная стратегия дает оценить рациональность совершенствования прежде изученных продуктов и процессов, обнаружить реальные инновационные возможности компании в данный период и в перспективе с учетом современного состояния также ожидаемой динамики развития экономики в целом для условий обеспечения конкурентоспособности компании.

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ОБЕСПЕЧЕНИЕ ЭКОНОМИЧЕСКОЙ БЕЗОПАСНОСТИ РОССИИ

Аннотация: Для обеспечения экономической безопасности России должен эффективно функционировать постоянно действующий механизм оценки угроз экономической безопасности и защиты национальных интересов в сфере экономики и финансов, представляющий собой систему управленческих процедур, позволяющих государству эффективно поддерживать свою экономическую безопасность. В основу этого механизма должен быть положен принцип обеспечения взаимосвязи, сбалансированности и интеграции со всеми элементами экономической политики государства и хозяйствующих субъектов.

Ключевые слова: экономическая безопасность, механизм, мониторинг.

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ENSURING RUSSIA'S ECONOMIC SECURITY

Annotation: In order to ensure Russia's economic security, a permanent mechanism for assessing threats to economic security and protecting national interests in the field of economics and finance should function effectively, which

is a system of management procedures that allow the state to effectively maintain its economic security. This mechanism should be based on the principle of ensuring interconnection, balance and integration with all elements of the economic policy of the state and economic entities.

Keywords: economic security, mechanism, monitoring.

Механизм обеспечения экономической безопасности — это система организационно-экономических и правовых мер по предотвращению экономических угроз. Он включает в себя следующие элементы: объективный и всесторонний мониторинг и прогнозирование факторов, определяющих угрозы экономической безопасности; выработку пороговых, предельно допустимых значений социально-экономических показателей, несоблюдение которых приводит к нестабильности и социальным конфликтам; деятельность государства по выявлению, прогнозированию и предупреждению внутренних и внешних угроз безопасности экономики.

Меры по экономической безопасности страны возводятся в ранг строгой обязанности и ответственности каждого органа, осуществляющего тот или иной вид экономической деятельности. Создается постоянно действующий, строго регламентируемый механизм защиты экономической безопасности России с обязательным набором процедур.

Функционирование механизма обеспечения экономической безопасности требует определенных критериев, включая временные характеристики и инструментарии оценки уровня безопасности страны в области экономики, приобрели количественную и качественную определенность. Общее требование к перечню пороговых значений экономической безопасности необходимость их использования как для оценки состояния, какой либо сферы экономики, так и для ее развития. Из этого следует, что количественные и качественные характеристики, параметры их пороговых значений должны давать возможность оценки состояния экономики как по каждой из подсистем, так и национальной экономики в целом, как в статике, так и в динамике. Механизм защиты национальных интересов в области экономики должен предусматривать встраивание мер и современных инструментов по надежной защите экономической безопасности государства в разработку экономической стратегии, планов и прогнозов, государственных бюджетов и программ социально-экономического развития России.

Анализ существующих исследований новых сложных систем и прежде всего системы безопасности подтверждает, что обеспечение их системной устойчивости и гармонии достигается с помощью соотношения между основными показателями, основанного на принципе «золотого сечения».

Так, опираясь на научные исследования и практику, И. Прангишвили определяет, что жизненный уровень народа, его благополучие и безопасность на 60–70% зависят от эффективности управления, а не от наличия природных ресурсов. При этом около 2/3 достигнутых результатов и успехов зависят от системного подхода в управлении, эффективности управления и только 1/3 от других факторов.

Следует обеспечить повышение эффективности деятельности системы органов исполнительной власти, внедрение условий их оценки деятельности органов государственного управления, пороговых значений индикаторов экономической безопасности по ее подсистемам, а также показателей выхода из экономического кризиса и стагнации экономики. Обеспечивается качественное формирование управленческих решений с обязательным учетом следствий их внедрения через призму экономической безопасности. Особое внимание в обеспечении эффективного функционирования механизма экономической безопасности следует уделять мониторингу, который представляет собой информационно-аналитическую систему наблюдений за динамикой показателей экономической безопасности страны. Он требует от государственной статистики объективности, компетентности и

глубины охвата объектов наблюдения, высокого качества информации. Поэтому необходимо мониторить образование внешнего долга, повысить долговую дисциплину и не допускать раскочки финансовой системы, а также

внезапной остановки притока капитала, чтобы не возникло серьезных проблем по рефинансированию обязательств, что может привести к еще большему оттоку капитала и падению обменного курса национальной валюты.

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ИСТОРИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ СУДА С УЧАСТИЕМ ПРИСЯЖНЫХ ЗАСЕДАТЕЛЕЙ В РОССИИ

Аннотация: В статье проведен ретроспективный анализ суда с участием присяжных заседателей.

Ключевые слова: суд, присяжные заседатели, современный российский суд.

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HISTORICAL ASPECTS OF THE DEVELOPMENT OF THE JURY TRIAL IN RUSSIA

Abstract: The article presents a retrospective analysis of the trial with the participation of jurors.

Keywords: court, jurors, modern Russian court.

Суд присяжных получил широкое распространение и признание в европейских и американских странах. Это произошло за счет того, что эта форма является одной из самых демократичной в осуществлении правосудия. Учредители и сторонники суда присяжных обосновывали его целесообразность необходимостью привлечь к отправлению правосудия различные слои населения, чтобы сделать суд более легитимным. Другими словами, необходимо было добиться уважения и понимания всего общества к выносимым судами решениям и к установленному законами общественному правопорядку в целом. Двенадцать присяжных заседателей как представители народных масс из различных слоев населения, руководствуясь в первую очередь своим личным жизненным опытом, морально-нравственными принципами призваны представлять и защищать интересы и взгляды народа.

Логика российского судебного процесса шла по пути увеличения круга лиц, принимающих участие в отправлении правосудия. Следующим шагом в становлении судебной инстанции в России стал Судебник 1497 г.

Дальнейшие коренные перемены в судебном процессе связаны с восшествием на престол Петра I в 1689 г. По его указу в 1713 г. в губерниях появились должность судьи. Это было связано с попыткой отделить суд от администрации. Изначально права судей были определены

нечетко, из-за чего наиболее сложные дела разрешались юстиц-коллегиями. В 1715 г. было издано Краткое изображение процессов или судебных тяжб, которое положило начало новым тенденциям развития процессуального законодательства и судебной практики. С этого момента наблюдается увеличение удельного веса розыска, что наносит значительный ущерб так называемому суду. В результате был окончательно утвержден инквизиционный, иначе говоря, розыскной процесс.

В дальнейшем предпринимались попытки узаконить суд присяжных, за счет его официального оформления в законодательстве. В период правления Екатерины II (1762–1796 гг.) была создана система судебных учреждений, которая регламентировала деятельность губернских и уездных судов. В начале деятельности Уложенной комиссии 1767 года ученый-юрист С.Е. Десницкий предлагал ввести равный для всех сословий суд присяжных, который бы действовал на основе принципов гласности, непрерывности процесса и предоставления обвиняемому права на защиту. Но данной правотворческой инициативе так и не суждено было получить реальное воплощение. Это было связано с политической и экономической отсталостью государства, сохранением крепостной зависимости и несоответствием правовой системы России того времени юридическим стандартам Западной Европы [1, с. 266].

Император Александр I попытался изменить существующее положение вещей. В 1809 г. он дает поручение М.М. Сперанскому реконструировать действующее законодательство. Предпринимается попытка учредить институт суда присяжных и институт защитника, который должен был включаться в судебный процесс еще на начальных этапах уголовного преследования.

Таким образом, несмотря на наличие в истории многочисленных прообразов суда присяжных, в чистом виде этот институт все еще отсутствовал, несмотря на неоднократные предложения об его внедрении в судебную систему. До середины XIX в. Российская империя не была готова к коренным преобразованиям своего устоявшего феодального уклада. Судебная система была очень громоздкой и сложноустроенной. Ее особенность заключалась в функционировании множества специальных судов (военные, морские, духовные во главе с Синодом). При этом, в то время существовали отдельные элементы суда присяжных, например, сословные заседатели, которые избирались в судебные палаты на несколько лет. К сожалению, по факту их существование было лишь формальным.

Золотым временем суда присяжных в России можно считать правление императора Александра II. С его вступления на престол началась серьезная подготовка реформы, которая должна была коренным образом изменить жизненный уклад всего государства. Необходимость

значительных реформ в стране подтверждалось революционной ситуацией, возникшей в связи с поражением в Крымской войне (1853-1856 гг.). Отмена крепостного права дала толчок и судебной реформе 1864 г., которая стала следствием глубокого кризиса российского общества и его руководства в том числе.

К середине XIX столетия законодательная база судебной системы России окончательно устарела. Ее основу составляли нормативно-правовые акты, изданные еще при Петре I и Екатерине II, например, Учреждение для управления губерний. В некоторых ситуациях при вынесении приговора суды опирались на Соборное уложение 1649 г., изданное еще при царе Алексее Михайловиче более двух веков назад.

К середине XIX в. судебная система России находилась в скверном состоянии. Дореформенный суд представлял собой совокупность сложных и запутанных процессуальных требований. В нем отсутствовали адвокаты и присяжные, взамен этому царило взяточничество и бюрократизм. При вынесении решения, розыскная форма судопроизводства позволяла ориентироваться только на письменные результаты следствия. Закон твердо устанавливал рамки для доказательств, степень достоверности которых делилась на совершенный и несовершенные.

Ключевые положения судьбоносной для суда присяжных судебной реформы 1864 г. прошли значительный путь прежде чем получить официальное закрепление в судебных уставах. Можно выделить несколько событий, которые сыграли важную роль в истории судебной системы. Анализируя их можно прийти к выводу, что подготовку реформы можно разделить на два периода. Первый период с 1857 по 1861 гг. носил подготовительный характер. Для него характерна кулуарность, так как в разработке реформы участвовал узкий круг государственных чиновников. На этом этапе не предполагалось участие общественных масс и коренные изменения судоустройства. К началу 1861 г. на рассмотрении Государственного совета находилось 14 различных законопроектов, которые предполагали ограничение числа существующих судебных инстанций, действие судов на основе принципов состязательности, гласности и устности. Только во время второго периода – с 1862 по 1864 гг. реформа приобретает радикальный характер, так как игнорировать общественное мнение после крестьянской реформы становится невозможно.

Без сомнения, российская судебная реформа должна была стать прогрессивной на фоне, существующих на тот момент, судебных систем других государств. Ее особенность в том, что она базировалась на специфических только для России политических, экономических, социальных, этнических и иных условиях, что отличало ее от бездумных подражаний порядкам европейских стран. Целью организаторов реформы было создание уникальной совершенной судебной системы.

Судебной реформе было предписано долгое будущее. Официально она продолжалась до 1 июня 1899 г., пока Николай II не издал специальный указ. Существует точка зрения, что по факту реформа продолжалась почти 50 лет, так как многие ее положения пытались реализовать почти до начала Первой мировой войны.

Основой всех преобразований, осуществляемых в ходе судебной реформы 1864 г. стал принцип разделения властей. С этого момента провозглашались три самостоятельные ветви власти: законодательная, исполнительная и судебная. Они должны функционировать независимо друг от друга, но не одна из них не должна противоречить другой. Таким образом, произошло разделение сфер влияния определенных властных органов, что позволяло ограничить произвол.

Самым долгожданным и важным нововведением, безусловно, стал институт присяжных заседателей, который получил свое нормативное закрепление в Учреждении судебных установлений и в Уставе уголовного судопроизводства. Являясь наиболее демократичной формой отправления правосудия, суд присяжных был одобрительно принят обществом, несмотря на множество особенностей, которые характерны для монархической России, большую часть населения которой составляют недавно освободившиеся от личной зависимости крестьяне. Не помещало и то, что долгое время жесткое деление на сословия отнимало у граждан политические права и свободы, а в основе экономики страны находились пережитки крепостного права.

На момент введения суда присяжных в России существовало два диаметрально противоположных мнения. Высокоавторитетные процессуалисты второй половины XIX в. разделились на горячих приверженцев и защитников нового демократического института и не менее ожесточенных, и категоричных противников.

По общему правилу присяжными заседателями могли быть только русские подданные мужчины, которые должны были соответствовать требованиям ряда цензов:

1. Возрастной ценз – присяжным мог стать только мужчина, чей возраст составлял от 25 до 70 лет. Необходимость этого ценза невозможно поставить под сомнение. Его границы, безусловно, выбраны не случайно. За редким исключением к 25 годам мужчина полностью достигает психологической и физической зрелости, которые необходимы для принятия взвешенного решения по поводу участи человека, преступившего закон. Вторая граница обусловлена тем, что «отцы» суда присяжных не хотели бы привлекать к отправлению правосудия престарелых. Обязанность присяжного может потребовать переезда и занятия делами, к которым пожилые люди не привыкли.

2. Физический ценз – присяжными могли быть только дееспособные лица, владеющие русским языком. Цель этого ценза – не ущемить чьи-

либо права, а устранить некоторые неудобства, которые могли бы возникнуть в судебном процессе.

3. Ценз оседлости подразумевал, что потенциальный присяжный заседатель должен был постоянно проживать на территории уезда не менее двух лет. Необходимость этого ценза была обусловлена тем, что присяжные заседатели должны быть достаточно осведомлены о традициях и обычаях, сформировавшихся на территории установленного судебного округа. В этом плане мотивы ценза оседлости вполне понятны. Применительно к Российской империи, население которой очень разнообразно по религиозному, национальному, этническому и культурному критерию данные доводы вполне логичны. Значительным позитивным моментом ценза оседлости является способствование облегчению процесса формирования списков присяжных заседателей.

4. Согласно требованиям имущественного ценза, каждый присяжный заседатель должен обладать не 100 десятин земли, или владеть другим недвижимым имуществом, оцениваемым свыше 500 рублей (1000 рублей в губернских городах, и 2000 в столицах), или же получать жалование или иной доход от своей деятельности не менее 200 рублей в год (в столицах – 500 рублей в год). Создатели суда присяжных хотели сделать имущественный ценз высоким, чтобы не допустить в состав коллегии бедных, не имеющих достаточного образования лиц.

В период с 1878 по 1889 г. было принято более десяти новых нормативно-правовых актов, которые значительным образом изменили нормативную базу института суда присяжных. Согласно данным министерства юстиции, к 1894-ому г., всего спустя 30 лет после введения Судебных уставов, по примерным подсчетам в них было внесено около 700 изменений, дополнений и поправок. Это было вызвано рядом политических, юридических и ментальных причин. Оказалось, что российское общество все еще не готово осознанно и полноценно вступить на демократический путь развития. Пережитки феодальной системы не давали возможность развиваться новым институтам общественной жизни. Проще было свернуть реформу, чем довериться новому укладу. Так по факту был создан новый суд присяжных, который значительно отличался от такого же института образца 1864 г. и не обладал существенной частью прогрессивных демократических прав и свобод.

Новый период с 1889 по 1917 г. можно условно разделить на две части. Первая – с 7 июля 1889 по 4 марта 1917 г. Для нее характерно вполне мирное сосуществование суда присяжных с другими государственными институтами. Вторую же (с 4 марта 1917 по 22 ноября (5 декабря) 1917 г.) можно по праву считать вторым кризисом суда присяжных, который связан с приходом к власти Временного правительства. Для начала необходимо разобрать первую часть завершающего историю суда присяжных в Российской империи.

В отличие от предыдущих периодов в 1889–1917 гг. суд присяжных не имел большой популярности в прессе. Обсуждение данного института по большей части перешло на страницы периодических юридических изданий. Общественный интерес со стороны образованной интеллигенции, в целом, к уголовному судопроизводству и к присяжным заседателям в частности, угас из-за изъятия из их подсудности дел политического характера. Крестьян же больше интересовали дела о преступлениях, с которыми они сталкиваются ежедневно (грабежи, кражи, убийства и др.). Но для этой огромной освобожденной части населения важен был уже тот факт, что суд прислушивается к его мнению и допускает к отправлению правосудия. Поэтому недовольство судом присяжных на данном этапе было сведено до минимума.

Пришедшим к власти Временным правительством был взят курс на демократизацию. В сфере судебной власти 4 марта 1917 г. были упразднены особые суды: Верховный уголовный суд, особые присутствия Сената, судебных палат и окружных судов действующих с участием сословных представителей. Все подсудные им дела переходили суду присяжных, который по Постановлению от 30 марта 1917 г. заменил еще и правовой институт сословных представителей.

Присяжные вновь получили право участвовать в судопроизводстве судебных палат и Уголовно-кассационного департамента Сената. Также в подсудность присяжных заседателей вернули все изъятые в предыдущий период категории дел (против общественного благоустройства и благочиния, против порядка управления, должностные преступления и др.). Впервые в истории России присяжных получили право разбирать государственные преступления. Компетенция суда присяжных еще никогда не была такой широкой до 1917 г. При этом вне зависимости от категории рассматриваемых дел и уровня судебной инстанции процедура избрания присяжных оставалась неизменной.

После Октябрьской революции российский суд присяжных заседателей прекратил свое существование. 22 ноября (5 декабря) 1917 г. Совнаркомом был издан «Декрет о суде» № 1. Он упразднил все существующие общие судебные установления, к которым относятся: судебные палаты, окружные суды, Сенат со всеми его департаментами. Вместе с этим ликвидации подлежал и суд присяжных, в связи с тем, что как форма он отдельно существовать не может.

Во времена советской власти в России действовал упрощенный порядок уголовного судопроизводства, который не предусматривал состязательность сторон. Основными чертами такого процесса можно считать односторонний характер и отсутствие основных демократических принципов и гарантий. Считалось, что советский суд единственно правильный, его цель состоит в поиске истины и стороны не могут оболгать друг друга.

Первым радикальным шагом к возвращению российского суда присяжных можно считать разработку концепции новой судебной реформы.

Концепция новой судебной реформы была разработана группой независимых экспертов еще в Верховном Совете. Специальный комитет по законодательству возглавлял Шахраев Сергей Михайлович, а подкомитет по судебной реформе – знаменитый советский и российский юрист, адвокат Золотухин Борис Андреевич. 24 октября 1991 г. Концепция судебной реформы была одобрена специальным постановлением. Она закрепила, что к компетенциям суда присяжных относятся все дела о преступлениях, за совершение которых может быть назначено наказание свыше одного года лишения свободы. Изначально планировалось, что суд присяжных в районных судах будет функционировать в составе профессионального судьи и двенадцати присяжных. В федеральных, окружных и в Верховном Суде РФ – трех профессиональных судей и двенадцати заседателей.

В последней части этой концепции, описывая этапы реформы, упоминается об опыте Петра I при создании коллегий, когда приказы не были ликвидированы, а со временем в связи с уменьшением их компетенции отмерли естественным путем. По такой же логике предполагалось введение суда присяжных. В результате какое-то время существовали две практики. Первая предусматривала состязательное правосудие, а вторая – традиционный советский инквизиционный процесс.

Законодательное закрепление суда присяжных отразилось и на существующей Конституции РСФСР 1978 г., в которую 1 ноября 1991 г. было внесено соответствующее изменение в статью 166. Конституционное закрепление права на отправление правосудия с участием присяжных заседателей подчеркнуло его необходимость и исключительную важность среди всех остальных охраняемых прав человека и гражданина.

По аналогии с Судебными уставами 1864 г. возрождение суда присяжных произошло 16 июля 1993 г. в Законе РФ «О внесении изменений и дополнений в закон РСФСР, Уголовный кодекс РСФСР и Кодекс об административных правонарушениях». В 1993 г. судом присяжных было рассмотрено только одно дело.

За счет внедрения суда присяжных удалось расширить базу основополагающих демократических принципов судебной системы. Этому активно способствовал Конституционный суд. Например, правило об исключении доказательств, которое изначально использовалось только при рассмотрении дел присяжными, получило повсеместное распространение по судам всех уровней и категорий дел.

Отмена в 1996 г. применения в качестве наказания смертной казни в Российской Федерации также связана с введением суда присяжных. Конституционный суд ввел положение, по которому применение смертной

казни запрещалось по всей стране в связи с тем, что суд присяжных функционирует еще не во всех регионах, а без его вердикта назначить смертную казнь невозможно. Ответной реакцией девяти судей Российской Федерации на такие разъяснения Конституционного суда стал отказ его исполнять. Свое решение они объясняли тем, что они подчиняются исключительно Конституции, имеющей высшую юридическую силу и Федеральным законам. Если рассматривать иерархию нормативно-правовых актов, по своей природе Постановление Конституционного суда не является федеральным законом. Поэтому за совершение тяжких преступлений судьи продолжали выносить смертные приговоры. На деле, ни один человек не был расстрелян, но тем самым судьи обозначили свою позицию. Это был знак для законодателей, который необходимо было учесть и в дальнейшем не допускать таких ситуаций, всевозможных коллизий и пробелов.

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ОБОРОТНЫЙ КАПИТАЛ: ПОНЯТИЕ, СУЩНОСТЬ, ИСТОЧНИКИ ФОРМИРОВАНИЯ В СОВРЕМЕННОЙ ЭКОНОМИКЕ

Аннотация: в статье рассмотрена эволюция понятия «оборотный капитал». Определена сущность оборотного капитала на современном этапе развития экономики, представлена его классификация. Исследованы источники формирования оборотного капитала и их взаимосвязь с оборотным капиталом.

Ключевые слова: оборотный капитал, оборотные активы, оборотные средства.

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WORKING CAPITAL: CONCEPT, ESSENCE, SOURCES OF FORMATION IN THE MODERN ECONOMY

Annotation: The article examines the evolution of the concept of «working capital». The essence of working capital at the present stage of economic development is determined, its classification is presented. The sources of the formation of working capital and their relationship with working capital have been investigated.

Keywords: working capital, current assets, working capital.

Экономическая наука содержит значительный объем исследований понятия оборотный капитал. Вопросы определения сущности оборотного капитала в современной экономике сегодня актуализированы исходя из политической и экономической ситуации на мировом и российских рынках и для практической реализации механизма эффективного управления оборотным капиталом.

Понятие оборотный капитал включает две основополагающих элемента— капитал и оборотный. Исследование точек зрения разных

исследователей позволяет сделать вывод о том, что капитал представляет собой одну из важнейших компонент менеджмента предприятия, имеет сложную структуру и состав, при этом его состояние напрямую оказывает влияние на результаты деятельности предприятия. В рамках управления капиталом происходит решение широкого круга задач, среди которых приоритетными являются выбор источников его формирования, поддержание требуемого уровня ликвидности и платежеспособности, обеспечение производственного и финансового циклов предприятия. Управление капиталом осуществляется путем использования определенных методов, воздействия на его величину и структуру в целом, а также по отдельным элементам (составляющим). Термин «капитал» в экономической литературе часто используется также для характеристики структуры активов предприятия, при этом по объектам инвестирования он классифицируется на основной и оборотный.

Деление авансированного в производство капитала на части, которые отличаются продолжительностью оборота, впервые появилось и было обосновано в трудах физиократов. Согласно трудам Ф. Кенэ, отличием между основным и оборотным капиталом является «различие между первоначальными авансами и ежегодными», однако это распространялось лишь на земледельческий капитал. Теоретический подход к определению понятия «оборотный капитал» сформировался в конце XVIII – начале XIX вв. после появления работы А. Смита «Исследование о природе и богатстве народов» (1776г.), значительная часть которой посвящена разделению капитала на основной и оборотный, распространяя эти категории на все отрасли хозяйства. Оборотный капитал, согласно учению, А. Смита, состоял из четырех частей: из денег (посредством которых обращаются и распределяются остальные три части); из запасов продовольствия; из сырых материалов и полуфабрикатов; из готовой продукции и незавершенного производства. Последователи учения А. Смита Д. Рикардо, Дж. Бартон, Дж.Ст. Милль, Дж. Рамсей, Ж.Ш. Сисмонди, А.Э. Шербюлье, А.К. Шторх предпринимали попытки «сгладить» границу между основным и оборотным капиталом путем перехода к общему кругообороту и процессу авансирования капитала. Согласно Д. Рикардо между основным и оборотным капиталом не может быть проведена разграничительная линия, а различие несущественное и состоит лишь в том, с какой скоростью изнашивается капитал и как часто требует воспроизводства. Согласно трудам Дж.Ст. Милля оборотный капитал можно отождествить с капиталом, который необходим для направления на заработную плату. Определение понятия «основной капитал» близко к понятию «постоянный капитал» у К. Маркса, который включал оборотный капитал, авансированный в материальные оборотные активы. В своих работах К. Маркс подчеркивал, что основной и оборотный капитал – это формы движения отдельных частей капитала [4].

Неоднозначная трактовка трудов зарубежных ученых способствовала появлению большого количества определений экономической сущности понятия.

В экономической литературе термин «оборотные активы» трактуется не всегда одинаково. Многие авторы называют оборотными активами «часть капитала предприятия, которая обслуживает процессы купли-продажи товарно-материальных ценностей для обеспечения текущей деятельности предприятия». Такая формулировка, с одной стороны, раскрывает сущность оборотного капитала, которые действительно обслуживают процесс текущей коммерческой деятельности предприятия, с другой - представляется слишком неопределенной, так как неясно - какие элементы включать в состав оборотного капитала.

На рисунке 1 развернуто представлен оборотный капитал, который позволил систематизировать его признаки, существенные для организации управления в условиях диверсификации, предполагающей расширение производства и увеличение ассортимента выпускаемой продукции, по следующим признакам.

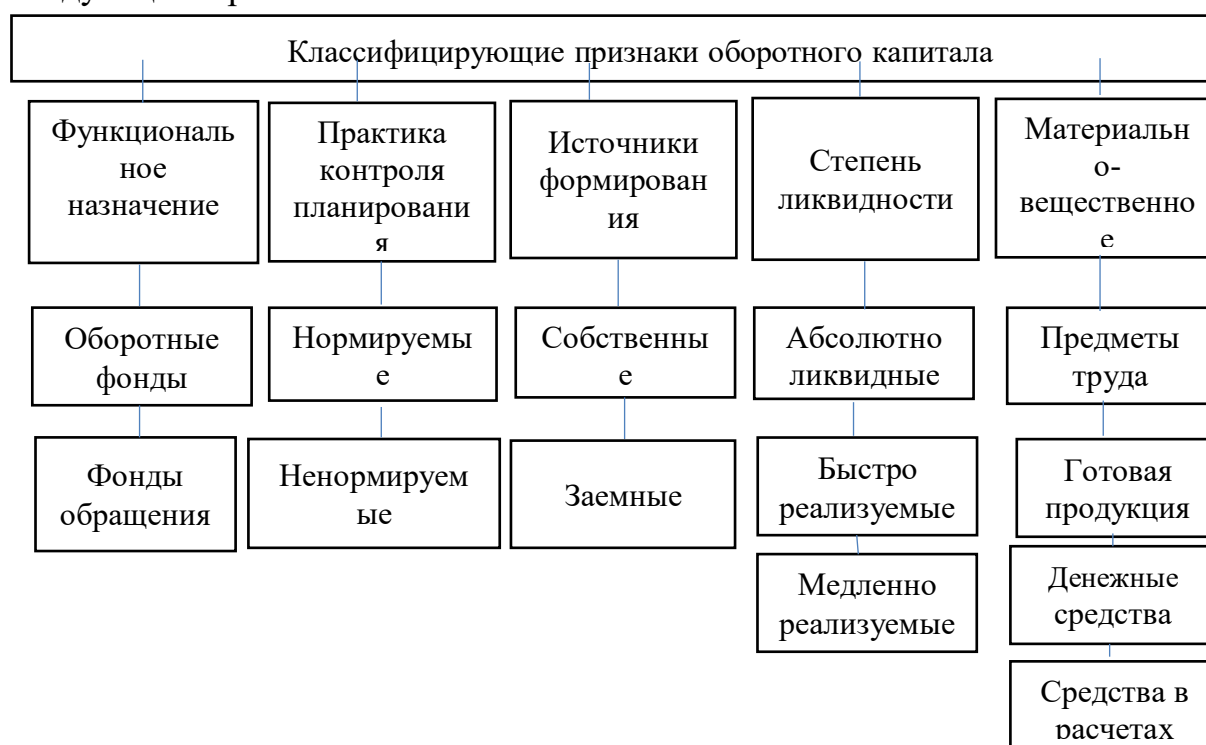


Рисунок 1. Признаки, формирующие понятие «Оборотный капитал»

Термин «оборотный капитал» применяется в большинстве источников для характеристики той части баланса, которая, во-первых, относится к пассивам, то есть источникам формирования имущества, во вторых - формируется за счет собственных, а не заемных средств. Оборотные активы, отражаемые в активе баланса, не равнозначны сумме оборотного капитала. Оборотные активы формируются не только за счет

собственных, но и за счет заемных источников денежных средств, поэтому арифметически их сумма больше, чем сумма оборотного капитала. Еще один аргумент состоит в том, что категория «оборотный капитал предприятия» традиционно характеризует собственный капитал, обслуживающий операции купли-продажи сырья, полуфабрикатов, готовой продукции. Поэтому трудно согласиться с авторами, ставящими знак равенства между этими экономическими категориями.

Итак, оборотный капитал предприятия в реалиях современной экономики сводится к тому, что оборотный капитал предприятия – это финансово-кредитные средства, авансированные в производственную деятельность и материально-вещественные оборотные активы, объемы и структура источников которых должны быть достаточны для обеспечения нормального функционирования предприятия.

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ЗНАЧЕНИЕ ИНДИВИДУАЛЬНЫХ ОСОБЕННОСТЕЙ ОРГАНИЗМА И ЕГО СОСТОЯНИЯ ДЛЯ ПРОЯВЛЕНИЯ ДЕЙСТВИЯ ЛЕКАРСТВЕННЫХ СРЕДСТВ

Аннотация: В этой статье будет обсуждаться значение индивидуальных особенностей организма и его состояния для проявления действия лекарственных средств

Ключевые слова: фармакокинетика, хлорохин, хлорохин, детоксикации, фармакокинетика

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THE SIGNIFICANCE OF INDIVIDUAL FEATURES OF THE ORGANISM AND ITS STATE FOR THE MANIFESTATION OF THE EFFECT OF MEDICINES

Abstract: In this article discussed about the importance of the individual characteristics of the organism and its state for the manifestation of the action of drugs

Keywords: pharmacokinetics, chloroquine, chloroquine, detoxification, pharmacokinetics

Чувствительность к лекарственным средствам меняется в зависимости от возраста. В связи с этим выделилась так называемая перинатальная фармакология, исследующая особенности влияния лекарственных средств на плод от 24 нед до родов и на новорожденного (до 4 нед жизни). По чувствительности к лекарственным веществам плод в последний триместр и новорожденные в первый месяц жизни существенно отличаются от взрослых. Это связано с недостаточностью многих ферментов, функций почек, повышенной проницаемостью гематоэнцефалического барьера, недоразвитием ЦНС. Рецепторы в этот период жизни также обладают иной чувствительностью к лекарственным средствам. Например, новорожденные более чувствительны к некоторым веществам, влияющим на ЦНС (в частности, к морфину). Очень токсичен для них левомецитин, который может вызвать даже смертельный исход.

Это объясняется тем, что в печени у новорожденных нет необходимых ферментов для его детоксикации. Детям младшего возраста не следует назначать вещества, усиливающие секрецию желез (бронхиальных, слизистой оболочки носа и др.), так как это может нарушить процесс дыхания и явиться причиной патологии органов дыхания. Область фармакологии, занимающаяся изучением особенностей действия веществ на детский организм, называется педиатрической фармакологией. В Государственной фармакопее приведена таблица высших разовых и суточных доз ядовитых и сильнодействующих веществ для детей разного возраста. Для остальных веществ расчет можно упростить, приняв, что на каждый год жизни ребенка требуется $1/20$ дозы для взрослого. В пожилом и старческом возрасте замедлено всасывание лекарственных веществ, менее эффективно протекает их метаболизм, понижена скорость экскреции препаратов почками. В целом чувствительность к большинству лекарственных средств в пожилом и старческом возрасте повышена, в связи с чем их доза должна быть снижена. При этом ассортимент препаратов следует ограничивать минимально токсичными средствами. Выяснение особенностей действия и применения лекарственных средств у больных пожилого и старческого возраста (так называемая гериатрическая фармакология) приобретает все большее значение, так как удельный вес этих возрастных групп среди общего числа населения значительно возрос.

В эксперименте на животных показано, что к ряду веществ (никотин, стрихнин) мужские особи менее чувствительны, чем женские. Были отмечены также связанные с полом различия в метаболизме ряда веществ. Имеются и клинические наблюдения. Так, клиренс парацетамола происходит у мужчин быстрее, чем у женщин. У женщин в менопаузе задерживается абсорбция ионов кальция в кишечнике. Биодоступность верапамила у женщин выше, чем у мужчин. Окисление диазепама происходит быстрее у женщин. Противоаритмические вещества чаще вызывают аритмогенный эффект (так называемые «пируэты») у женщин. Для снятия послеоперационных болей мужчинам требуются большие дозы морфина, чем женщинам. Однако в целом эта проблема исследована недостаточно. В каждом случае важно выяснить причины полового различия в фармакокинетике и фармакодинамике лекарственных средств.

Чувствительность к лекарственным средствам может быть обусловлена генетически. Это проявляется как количественно, так и качественно. Например, при генетической недостаточности холинэстеразы плазмы крови длительность действия миорелаксанта дитилина резко возрастает и может достигать 6—8 ч и более (в обычных условиях дитилин действует в течение 5—7 мин). Известно, что скорость ацетилирования противотуберкулезного средства изониазида варьирует довольно широко. Выделяют лиц с быстрой и медленной метаболизирующей активностью. Считают, что у людей с медленной инактивацией изониазида имеется

недостаточность генов, регулирующих синтез фермента, обеспечивающего ацетилирование этого препарата. Известны примеры атипичных реакций на вещества (идиосинкразия'). Например, противомаларийные средства из группы 8-аминохинолина (примахин и др.) у лиц с генетической энзимопатией могут вызывать гемолиз (дефицит фермента глюкозо-6-фосфатдегидрогеназы приводит к образованию хинона, который и оказывает гемолитическое действие). Известны и другие вещества с потенциальным гемолитическим эффектом. К ним относят аминохинолины (примахин, хлорохин), сульфоны (дапсон), сульфаниламиды (сульфацил-натрий, сульфапиридазин), нитрофураны (фуразолидон, фурадонин), неопиоидные анальгетики (кислота ацетилсалициловая) и разные другие вещества (кислота налidikсовая, хинин, хинидин, левомицетин). Выяснение роли генетических факторов в чувствительности организма к лекарственным веществам является основной задачей специальной области фармакологии — фармакогенетики.

Эффект препаратов может зависеть от состояния организма, в частности от патологии, при которой их назначают. Так, жаропонижающие средства снижают температуру тела только при лихорадке (при нормотермии они не действуют). Влияние сердечных гликозидов на кровообращение проявляется только на фоне сердечной недостаточности. Гипотензивное действие ганглиоблокаторов тем больше, чем выше тонус симпатической иннервации. При гипертиреозе повышается чувствительность миокарда к адреналину. Заболевания, сопровождающиеся нарушением функции почек или печени, изменяют соответственно экскрецию и биотрансформацию веществ. При этом могут изменяться и другие параметры — связывание с белками, биодоступность, распределение. Изменяется фармакокинетика лекарственных средств при беременности, при ожирении.

Суточные ритмы имеют важное значение для физиологических функций. Общеизвестно, что чередование бодрствования и сна сказывается существенным образом на активности нервной системы и эндокринных желез и соответственно на состоянии других органов и систем. В свою очередь это отражается на чувствительности организма к различным веществам. Исследование зависимости фармакологического эффекта от суточного периодизма является одной из основных задач нового направления, названного хронофармакологией. Последняя включает как хронофармакодигамику, так и хронофармакокиетику. В зависимости от времени суток действие веществ может изменяться не только количественно, но иногда и качественно. В большинстве случаев наиболее выраженный их эффект отмечается в период максимальной активности (у людей — в дневное время, у ночных животных — в темное время суток). Так, у человека болеутоляющее средство морфин более

активен в начале второй половины дня, чем ранним утром или ночью. Обнаружены суточные колебания и в продукции эндогенных пептидов с анальгетической активностью (энкефалинов и эндорфинов). При стенокардии нитроглицерин более эффективен утром, чем во второй половине дня. В зависимости от суточного периодизма существенно меняется и токсичность веществ. Так, в экспериментах на животных в разное время суток летальный эффект фенобарбитала в токсической дозе колеблется от 0 до 100%. Фармакокинетические параметры также зависят от суточных ритмов. В частности, наибольшее всасывание противогрибкового препарата гризеофульвина у человека происходит примерно в 12 ч дня. В течение суток меняется интенсивность метаболизма веществ (например, гексобарбитала). Существенно изменяются в зависимости от времени суток функция почек и их способность экскретировать фармакологические средства. Для фенамина показано, что у человека особенно большие его количества выделяются почками ранним утром (что, повидимому, связано с колебаниями рН мочи). Препараты лития при введении внутрь выделяются ночью в меньших количествах, чем в дневное время. Таким образом, фармакодинамика и фармакокинетика веществ зависят от суточного периодизма. К этому следует добавить, что сами лекарственные средства могут влиять на фазы и амплитуду суточного ритма. Следует также учитывать, что результат их взаимодействия с организмом в разное время суток может изменяться при различных патологических состояниях и заболеваниях. Хотя объем сведений в области хронофармакологии ограничен, значимость этих данных для рационального дозирования препаратов в зависимости от времени их приема не вызывает сомнений. Известно, что для физиологических функций определенное значение имеют также сезонные ритмы, что, очевидно, сказывается и на эффектах лекарственных веществ.

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БИОЭКОЛОГИЧЕСКАЯ ХАРАКТЕРИСТИКА ЯСНОТКОВОЙ СЕМЬИ

Аннотация: Изучение лекарственных растений восходит к глубокой древности, и многие ученые до сих пор проводят исследования, в результате плоды, цветы и другие части лекарственных растений широко используются в народной медицине и современной медицине. Семейство Монетный двор (Lamiaceae) - это небольшой класс семейства монетных дворов, одно из крупнейших в мире, принадлежащих к семейству Монетных дворов. Его представители в основном встречаются в странах с жарким и умеренным климатом. Это семейство насчитывает около 200 родов и 3000 видов. В Центральной Азии насчитывается 360 видов 53 родов, 238 видов 39 родов в Узбекистане и 59 видов 26 родов в Ферганской долине. Семейство мятных является одним из самых распространенных семейств во флоре Узбекистана и отличается от других семейств богатством полезных видов, из них состоит и семейство мятных, богатое эфирными маслами.

Ключевые слова: лекарственные растения, мята, лимон, тимьян, тимьян, листья, цветы, плоды, витамины, аскорбиновая кислота, добавки, масла и др.

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BIOECOLOGICAL CHARACTERISTICS OF THE FAMILY LAMIACEAE

Annotation: The study of medicinal plants dates back to ancient times, and many scientists are still conducting research, as a result, fruits, flowers and other parts of medicinal plants are widely used in folk medicine and modern medicine. The Mint family (Lamiaceae) is a small class of the Mint family, one of the largest in the world, belonging to the Mint family. Its representatives are mainly found in countries with hot and temperate climates. This family includes about 200 genera and 3000 species. In Central Asia, there are 360 species of 53

genera, 238 species of 39 genera in Uzbekistan and 59 species of 26 genera in the Fergana Valley. The mint family is one of the most widespread families in the flora of Uzbekistan and differs from other families in the richness of useful species, including the mint family, which is rich in essential oils.

Key words: medicinal plants, mint, lemon, thyme, thyme, leaves, flowers, fruits, vitamins, ascorbic acid, additives, oils, etc.

Вступление. В современной мировой практике важно провести полную инвентаризацию флоры путем проведения исследований конкретных групп местной флоры, в том числе неисследованных с флористической точки зрения природных территорий, что важно для полной инвентаризации естественной флоры. В частности, желательно иметь относительно большое количество космополитических видов с относительно широким диапазоном местообитаний и местообитаний в различных экологических условиях. Одним из таких семейств является семейство Lamiaceae (Mint), а Ферганская долина признана одним из наименее изученных регионов с точки зрения флористики.

Варруб с разнообразными зубчатыми стенками - *Marrubium anisodon* K. Koch Многолетник, многоствольный, малоразветвленный, 30-80 см высотой. Листья округлые, удлиненные, зубчатые. Цветки многочисленные, кольцевидные, длиной 9-11 мм, покрытые звездчатыми волосками. Листья белые, снаружи со звездчатыми волосками, длиной 9-11 мм, разрезанные пополам. Орех треугольно-яйцевидный, длиной 1,5 мм. Цветет в мае-сентябре. Растет как сорняк в садах, на опушках полей и на заброшенных землях. Распространен в Ташкентской, Ферганской, Самаркандской, Бухарской и Сурхандарьинской областях.



Marrubium anisodon K. Koch (Галина Чуланова, 2020)

В народной медицине применяется надземная часть. Отвар из верхней части используется людьми для полоскания рта и горла при таких заболеваниях, как ангина, хронические респираторные инфекции и зубная боль. Эксперименты показали, что настойка оказывает успокаивающее и гипотензивное действие.

Лечебный лимон - *Melissa officinalis* L. Многолетнее травянистое растение с прямым стеблем, разветвленным у основания, покрытым толстыми шершавыми железками и перьями, с запахом лимона, 30-60 см высотой. Листья яйцевидные, края крупнозубчатые, нижняя сторона безволосая, верхняя редко опушенная. Цветки удлиненные, кольцевидные. Чашечка 7-8 мм длиной, с длинными волокнистыми волосками. Коронки белые, снаружи слегка опушенные, длиной 13-14 мм. Орех треугольный, темно-коричневый, длиной 1,7 мм.

В медицине используется поверхность. Настойка верхней части (иногда листа) применяется для регулирования нарушений пищеварения, для лечения анемии, некоторых неврологических и сердечных заболеваний, а также Он используется как противовоспалительное, болеутоляющее, слабительное, мочегонное и мочегонное средство. Лимонад в основном используется в народной медицине.



Лечебный лимон - *Melissa officinalis* L.

Лесной червь - *Stachys silvatica* L. Многолетник, прямостоячий, высотой 1 м. Листья крупные, с крупными зубчатыми зубцами, обе поверхности редко опушенные, полосчатые. Цветки редко окольцованы, расположены в пазухах лепестков. Чашечка длиной 8-9 мм, треугольной формы, с шипами на кончике. Лепестки темно-коричневые, длиной 14-16 мм, нижняя губа в 1,5 раза длиннее верхней. Цветет в июне. Растет кустарником посреди гор. Распространен в Ферганской области (Чодаксой).

Орех темно-коричневый, длиной 0,75 мм. Цветет в июле-августе, созревает в июле-сентябре. Растет на каменистых местах в средней и нижней частях гор. Распространен в Ташкентской, Андижанской, Ферганской, Самаркандской и Сурхандарьинской областях.

Поверхность содержит эфирное масло, три-терпеновые кислоты, кумарины, флавоноиды и другие вещества. Жидкий экстракт поверхности базилика горного обыкновенного используют как отхаркивающее средство при респираторных заболеваниях, при ослаблении опорожнения кишечника, для улучшения аппетита, улучшения пищеварения,

мочегонных средств и ветра. Жидкий экстракт содержит пертуссин, который применяется при респираторных заболеваниях и коклюше. Тимол используется для дезинфекции слизистой оболочки полости рта и снятия зубной боли, а также для лечения подобных грибковых инфекций, а иногда и для устранения рвоты.

Lagochilus hirsutissimus Vved. Многолетник, стебли деревянистые, прямостоячие, маловетвистые, высота (10) -15-30 см. Листья ромбовидно-яйцевидные, глубоко врезанные, с тремя волосками. Цветки расположены в пазухах по 4-8 листьев. Чашечка колокольчатая, с колючими кончиками, длина нижней чашечки 20-25 мм. Лепестки белые с коричневыми лучами, длиной 25-27 мм. Цветет в июне-июле, растет в предгорьях на щебнистых почвах.

Мята (водяная мята) - Menthae arvensis L. Многолетнее травянистое растение с прямостоячими стеблями, разветвленными у основания, четырехгранными стеблями, 25-50 см высотой. Листья удлиненные, толстые, покрыты короткими волосками. Цветки, разветвленные на ветвях и на кончике стебля. Чашка длиной 2,5 мм с острыми треугольными зубцами.

Заключение В узбекской части Ферганской долины семейства Lamiaceae лечебными свойствами обладают 69 видов, из них принадлежащих к 26 родам, в том числе *Lagochilus* Bunge ex Byenth. 11 видов, *Ziziphora* L. 8 видов, *Salvia* L. 7 видов, *Dracosephalum* L. 7 видов. *Perovskia* Kar., *Stachys* L. 4, *Mentha* L., *Nepeta* L. 3, *Lycopus* L., *Lamium* L., *Ssutellaria* L. 2 и только 1 из остальных 14 родов.

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ЛЕКАРСТВЕННЫЕ СВОЙСТВА И АГРОТЕХНИКА ЛИСТЬЕВ БОЛЬШОГО ПОДОРОЖНИКА

Аннотация: Изучение лекарственных растений восходит к глубокой древности, и многие ученые до сих пор проводят исследования. В результате плоды, цветы и другие части лекарственных растений широко используются в народной медицине и современной медицине. Основным действующим веществом является руберитрин. алкалоид.

Ключевые слова: подорожник, семена, листья, витамин К и др.

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MEDICINAL PROPERTIES AND AGROTECHNICS OF A LARGE PLANTAIN LEAF

Annotation: The study of medicinal plants dates back to ancient times, and many scientists are still conducting research. As a result, fruits, flowers and other parts of medicinal plants are widely used in traditional medicine and modern medicine. The main active ingredient is ruberitrin alkaloid.

Key words: plantain, seeds, leaves, vitamin K, etc.

Введение. Президент отметил, что глубокая переработка лекарственных растений в стране может увеличить экспорт до 15 миллионов долларов и обеспечить работой более 5000 человек. Он поручил властям создать кластеры в этой сфере и расширить производство. Известно, что Узбекистан - регион, богатый природными и географическими лекарственными растениями, где произрастает около 4500 видов естественных растений. Около 1200 из них обладают лечебными свойствами. В настоящее время в официальной медицине Республики Узбекистан разрешено использовать 112 видов лекарственных растений, 80% из которых являются естественными растениями. Изучение

лекарственных растений сегодня является одним из важнейших вопросов. По данным Всемирной организации здравоохранения, 60 процентов доступных лекарств получают из лекарственного растительного сырья.

В современных условиях растет интерес к использованию лекарственных растений на людях, поскольку длительное использование любого синтетического препарата может вызвать различные осложнения у живых организмов.

Большой подорожник - *Plantago Major* L. Подорожниковое - принадлежит к семейству *Plantaginaceae*.

Подорожник - многолетнее короткокорневое травянистое растение с толстой корневой системой. Верхняя часть корневища (над землей) имеет длинные крылато-полосатые корневища, а нижняя часть (под землей) имеет множество мелких корней. Корневища широкоэллиптические или широкояйцевидные, уплощенные, крупные. Пазухи цветка одна или несколько, голые, длиной 10-45 см. Цветы собраны в грозди. Цветок небольшой и незаметный. Лепестки разрезаны на четыре сегмента, лепестки светло-коричневые, четырехлепестковые, папа - 4, материнский узел - двухкамерный, расположен вверху.

Плод - яйцевидный стручок с несколькими семенами. Цветет в май-июне.

Географическое распределение. Произрастает во всех районах Узбекистана на обочинах дорог, на полях, пашнях, лугах, опушках, вдоль ручьев и других заболоченных землях.

Подготовка продукта. Листья собирают круглый год. Нанесите тонким слоем и высушите оттенок на земле или используйте без сушки.

Химический состав. Продукт содержит гликозид аукубина (ринантина) горькое, слизистое и слабительное, флавоноиды (апигенин, гомоплантагенин, гликозиды лютеолина и скутелляреина и др.), Каротин и аскорбиновую кислоту, лимонную кислоту, фактор Т и витамин К.

Быть использованным. Лекарственные растения подорожник как противовоспалительное и отхаркивающее (листовая настойка), при желудочно-кишечных заболеваниях (хронический гипоацидный гастрит, язва желудочно-кишечного тракта при нормальной и пониженной кислотности) (плантогликузид), анацидном гастрите, хроническом и неизлечимом колите и ранах (в сочетании с соком невысушенной поверхности невысушенных листьев и блохами).

Лекарственные препараты. Настои, настойки, консервированный сок из свежесобранных, не сушеных листьев, плантоглициды, листовые брикеты.

В состав коллекции входят листовые чаи от кашля.

Помимо крупных одуванчиков, в медицине используются также средние и ланцетные одуванчики.



Технология выращивания большого подорожника

Подорожник средний L. Листья опушенные с обеих сторон, а стебли короткие.

Plantago lanceolata L. Листья ланцетные, длиной 15 см и шириной 2-2,5 см.

В любых почвенно-климатических условиях Республики Узбекистан можно выращивать крупное растение. Для его хорошего роста и развития механический состав почвы должен быть умеренным, участок возле каналов должен быть отделен от сорняков. Посевы крупных одуванчиков в основном обрабатывают осенью, перед вспашкой, с внесением 20-25 тонн навоза на гектар, 50 кг чистого суперфосфатного удобрения на глубину 22-25 см.

Как многолетнее растение можно сеять осенью и ранней весной.

Если крупный одуванчик высаживать осенью, высаживать его можно осенью и ранней весной, так как растение многолетнее.

Если осенью высаживают крупный одуванчик, его следует вспахать за 25-30 дней до посадки. Возделывание и прополка проводят по мере появления сорняков. Осенью семена сеют крупными рядами в сухом месте, не заводя. Глубина заделки семян не должна превышать 0,5-1,5 см.

Глубина заделки семян под посев осенью и весной должна составлять 0,5-1,5 см, норма высева - 5-6 кг на гектар, всхожесть - не менее 70-80%.

Семена высевают в рассаду овощей. Толщина саженцев должна составлять 8-10 кустов на 1 метр.

Если семена высеваются ранней весной, их стратифицируют перед посевом для ускорения их прорастания (хранят во влажном песке при 18-20 ° C в течение 1-2 дней), а осенью расслаивают. В климатических

условиях Узбекистана посадка крупных растений подорожник осенью требует меньше труда, и можно получить надежные и полноценные саженцы.

Посеянные осенью семена прорастают ранней весной, а посеянные весной - через 10-12 дней. Срок эксплуатации засаженных полей - 3-4 года. Уход за большим одуванчиком. После того, как на растении сформируются листья, почву следует рыхлить, осторожно возделывая их, чтобы они не прилипали к почве. Сорняки удаляются и пропалываются. В течение вегетационного периода, в зависимости от роста растения, его дважды подкармливают в среднем 90 кг азота, 40 кг фосфора и 40 кг калийных удобрений на гектар. Во второй и последующие годы, в период скашивания и после уборки листьев, дважды подкармливают минеральными удобрениями с помощью культиваторов. Подкормка производится перед поливом. За сезон, в зависимости от температуры и влажности, его 10-12 раз поливают и 4-5 раз обрабатывают для смягчения почвы и удаления сорняков.

При качественных агротехнических мероприятиях на больших площадях можно собрать 1,5-2 тонны сухих листьев с гектара.

Подготовка продукта. Листья собирают круглый год. Распределить тонким слоем, оттенок просушить на земле, затем измельчить и получить семена кунжута.

Короче говоря, препараты, приготовленные из них, полезны при диурезе, камнях в почках и желчном пузыре, подагре и воспалительных заболеваниях. Также он повышает иммунитет, очищает организм от шлаков, стимулирует выработку желудочного сока, нормализует водно-солевой баланс. Как говорили наши предки, больного лучше предотвратить, чем лечить. Поэтому удобнее и дешевле использовать натуральные препараты из лекарственных растений, а также комбинацию синтетических препаратов.

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ҚИШЛОҚ ХЎЖАЛИГИ МАШИНА ВА МЕХАНИЗМЛАРНИ ЛОЙИҲАЛАШДА MSC ADAMS ДАСТУРИДАН ФОЙДАЛАНИШ

Аннотация. Ушбу мақолада машина ва механизмларини моделлаштириш дастурий маҳсулоти MSCAdams ва ундан қишлоқ хўжалиги машина ва механизмларини яратишда фойдаланиш бўйича маълумотлар картошка қовлаш машинаси модели мисолида баён қилинган.

Калит сўзлар: картошка қовлаш машинаси, лойиҳалаш, дастурлаш, механизм, модель, мотоблок, эксперимент.

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USE OF MSC ADAMS SOFTWARE IN DESIGN OF AGRICULTURAL MACHINERY AND MECHANISMS

Annotation. This article describes the software product modeling machine MSCAdams and data on its use in the creation of agricultural machinery and equipment on the example of a model of potato digging machine.

Key words: potato digger, design, programming, mechanism, model, walk-behind tractor, experiment.

Кириш: Мамалакатимизда қишлоқ хўжалигини механизациялаштириш, импорт ўрнини босадиган янги технологиялар яратиш ва шу орқали иқтисодиётимизни барқарорлигини таъминлаш бугунинг долзарб масалаларидан ҳисобланади.

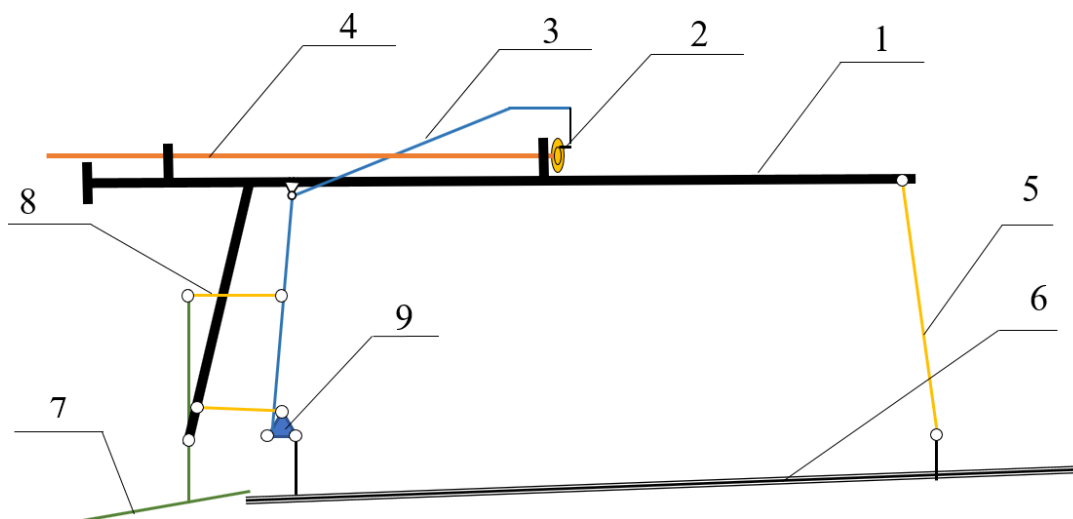
Ҳар қандай техникани яратишда уни лойиҳалаштириш ва дастлабки синовдан ўтказиш жуда муҳим босқичдир. Мухандислар дунёнинг ривожланган малакатларида лойиҳалаш дастурий воситаларидан фойдаланиш орқали саноатнинг ишлаб чиқариш тармоғига катта ҳисса қўшмоқдалар.

Ушбу мақолада машина ва механизмларни моделлаштириш дастурий маҳсулоти MSCAdams ҳамда ундан қишлоқ хўжалиги машина ва механизмларини яратишда фойдаланиш бўйича маълумотлар картошка ковлаш машинаси модели мисолида келтириб ўтилган.

Илмий-тадқиқот методлари: MSCAdams дастури MSC Software Corporation компаниясининг маҳсулоти бўлиб, машина ва механизмларни моделлаштиришнинг қулай воситаси ҳисобланади. MSCAdams ҳаракатланувчи қисмларга эга бўлган ҳар қандай механизмлар тизимнинг ҳаракатларини симуляция қилиш учун ишлатилади. У ҳақиқий маҳсулот билан бир хил шароитда моделни синаш имкониятини беради. Моделни экспериментал маълумотлар билан таққослаш ва уни мослашувчан қисмлар, реал геометрик ва бошқарув элементлари ёрдамида такомиллаштириш мумкин. Маҳсулот дизайнига таъсир қилувчи муҳим параметрларни топиш ва энг яхши маҳсулот дизайнини олиш учун оптимал комбинацияни аниқлаш мумкин бўлади[4].

Мақолада аҳоли томорқалари ва кичик майдонлардаги картошкани ковлаб олиш учун бир қаторли, ихчам ва ресурстежамкор картошка ковлаш қурилмасини MSCAdams дастури ёрдамида лойиҳалаш кўриб чиқилган. Мотоблок билан агрегаталанадиган ковлагич учун эловчи ишчи қисм сифатида тебранма ҳаракат қилувчи кепчигичли ишчи қисмдан фойдаланамиз.

Мотоблок учун мўлжалланаган бир қаторли ихчам картошка ковлаш қурилмасининг технологик схемаси 1-расмда кўрсатилган.

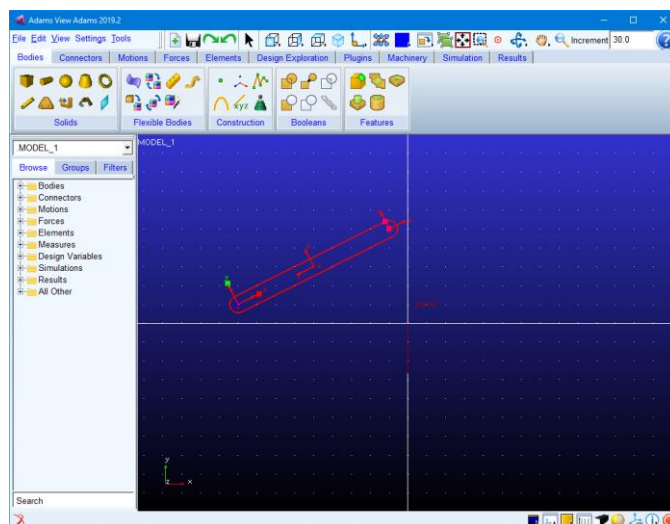


1-рама; 2-кривошип; 3-шатун; 4- узатма; 5-илгич стержен; 6-галвир(элак); 7-лемех; 8-стержен, 9-учбурчак стержен.
1-расм. Бир қаторли тебранма-кепчигичли картошка ковлагичнинг технологик схемаси

Тузилиши. Қурилма рама (1), унга стерженлар (5,8,9) ёрдамида горизонтал эркин тебранма ҳаракат қила оладиган ғалвир (6), мотоблок қувват олиш вали (ҚОВ)га уланадиган узатма (4) ва унга бириктирилган айланма ҳаракатни тебранма ҳаракатга айлантириб берувчи кривошип (2) дан иборат. Шатун лемех (7) ва учбурчак стержен (9) бир учига, учбурчак стержен иккинчи учи - ғалвирга (6) ва учинчи учи рамага (1) эркин ҳаракат қила оладиган қилиб бириктирилган.

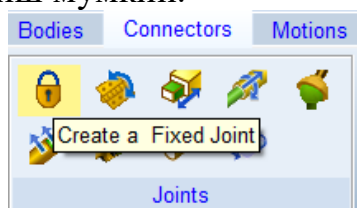
Ишлаш принципи. Қурилма рама илгичи ёрдамида мотоблокка ўрнатилади, узатма (4) мотоблок ҚОВга бириктирилади. ҚОВдан олинган ҳаракат орқали лемех ва ғалвир тебранма ҳаракат қилади. Лемех тугунак ва тупроқли аралашмани маълум чуқурликда ковлаб олади ва ғалвирга узатади. Ғалвир ёйсимон тебранма ҳаракатланиб аралашмани элайди. Майда тупроқ ва жисмлар эланиб, ғалвир тешикларидан тушиб қолади. Сараланган тугунаклар ковлагич орқасидан тупроқ юзасига тўплаб кетилади. Тугунаклар қўлда териб олинади.

Ушбу қурилманинг нукталаридаги кинематик ва динамик жараёнларни ва ўзаро алоқадорлигини аниқлаш учун MSCAdams дастуридан фойдаланамиз. Дастурни ишга туширамиз ва Bodies ускуналари ёрдамида тегишли ишчи қисм деталларини ясаймиз (2-расм).



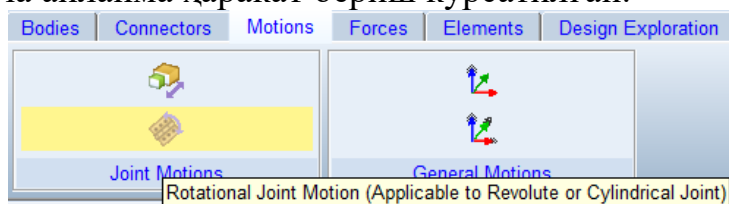
2-расм. MSC Adams дастури иичи ойнаси

Деталлар ўртасидаги боғланишларни Connectors ускуналари ёрдамида амалга оширамиз(3-расм). FixedJoint ускунаси звеноларини қўзғалмас қилиб маҳкамлашда, RevoluteJoint ускунаси эса айланма, TranslationalJoint тўғри чизик бўйлаб ҳаракат қила оладиган қилиб маҳкамлашда қўлланилади. Маҳкамланишнинг бошқа турлари ҳам бўлиб, созланма орқали ўзгартириш мумкин.



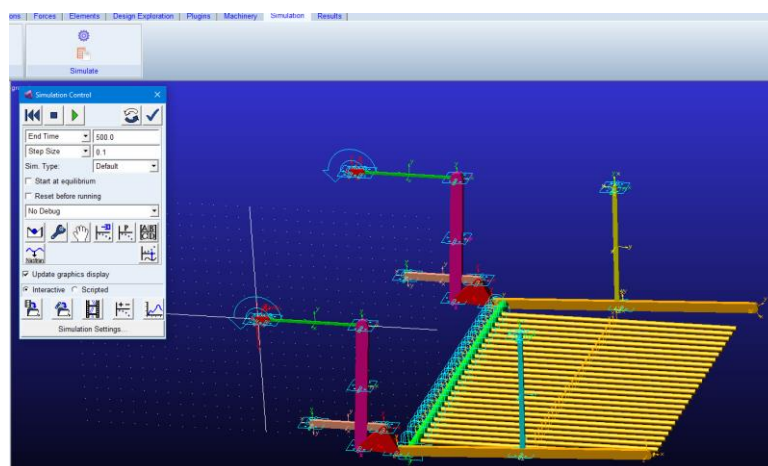
3-расм. Connections ускуналари

Қисмлар ўзаро алоқадорлиги ўрнатилгач Motions меню бўлими ёрдамида бирор ҳаракатни бериш мумкин бўлади(4-расм). Мисолимизда бириктиш бўйича айланма ҳаракат бериш кўрсатилган.



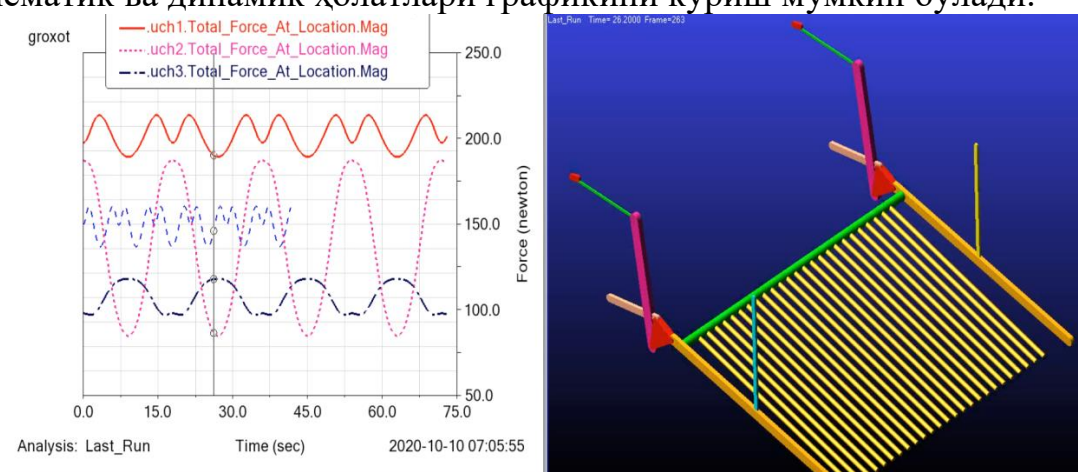
4-расм. Motions ускуналари

Қурилмадаги боғланишлар ва ҳаракат йўналишлари белгиланиб, амалга оширилгач Simulation ускуналар панели фаоллаштирилади(5-расм).



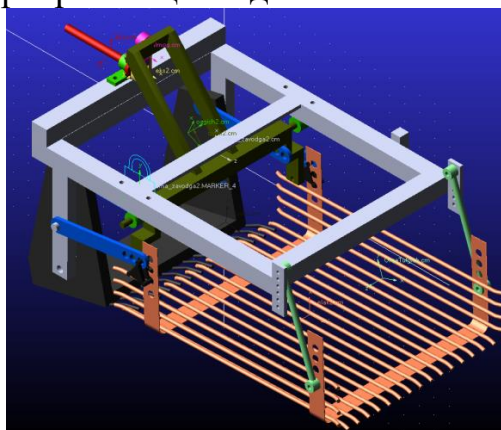
5-расм. Simulation Control панели.

Натижалар: Simulation Control панелидан Plotting тугмасини босилади. AdamsPostprocessor ойнаси очилади. Бу ойнада тегишли созланмалар бажарилгач қурилма элементлари танланиб уларнинг кинематик ва динамик ҳолатлари графикани кўриш мумкин бўлади.



6-расм. Элагич модели.

Натижада, картошка ковлагичнинг 3D модели (7-расм) ясалади ва унинг асосий параметрлари аниқланади.



7-расм. Картошка ковлагич 3D модели.

Хулоса: Хулоса қилиб айтадиган бўлсак, механизмларни лойиҳалаш жараёнида компьютер технологиялари ва уларнинг дастурий таъминотидан кенг фойдаланиш хисоблашлардаги аниқлик ортишига, ортиқча вақт ва ресурслар тежалишига ҳамда ишлаб чиқариш сифатининг ошишига хизмат қилади.

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ОБРАЗОВАТЕЛЬНАЯ ПОЛИТИКА ВУЗОВ И РОЛЬ ПРЕДСТАВЛЕНИЙ РАБОТОДАТЕЛЕЙ

Аннотация: В работе модифицируется модель, и первым действует университет, устанавливая образовательный стандарт, отражающий качество контроля знаний. Речь идет о том, что вузы могут влиять на издержки обучения агентов в зависимости от их типа, т.е. на величину - $\Delta\theta c(e, \theta)$, и через издержки – изменять равновесие.

Ключевые слова: Образовательная политика, издержки обучения агентов, унифицированные образовательные стандарты.

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EDUCATIONAL POLICY OF UNIVERSITIES AND THE ROLE OF EMPLOYERS' PERCEPTIONS

Abstract: The model is modified in the work, and the university is the first to act, setting an educational standard that reflects the quality of knowledge control. The point is that universities can influence the training costs of agents depending on their type, by the amount - $\Delta\theta c(e, \theta)$, and through costs - to change the equilibrium.

Keywords: Educational policy, agent training costs, unified educational standards.

В описанном выше взаимодействии университеты не выступали в качестве игроков. Однако в том случае, когда отсутствуют унифицированные образовательные стандарты, университет может контролировать размер усилий студента и рост его производительности в ходе получения высшего образования.

Целью повышения требований к усилиям может быть желание привлечь самый способный контингент учащихся, тогда как ослабление этих требований способствует притоку в вуз студентов, не настроенных прилагать слишком много усилий в процессе получения образования.

Каким именно образом выбор университета изменяет структуру равновесий, в каждом случае зависит от цели, преследуемой университетом. Проблема выбора данной цели представляет собой

отдельную область исследований. Далее рассмотрим две возможные цели университета: коммерческая и репутационная.

В коммерческой логике переформулируется интуитивный критерий для данной модели: полученные выше равновесия можно отсеивать, предположив рациональное поведение университета. Однако предпосылки об извлечении прибыли как цели университета могут быть неадекватны. Поэтому в качестве контрольного варианта рассматривается репутационная цель. Предположим, что каждый активно обучающийся студент приносит вузу выигрыш, равный 1, когда оплачивает дополнительные занятия, использование лаборатории или покупает университетские учебники. Как и раньше, $-\Delta\theta c(e, \theta) \geq 0$, а издержки вуза больше в том случае, когда выше требования к усилиям студентов (издержки контроля знаний).

Пусть университет преследует коммерческую цель и устанавливает некоторый уровень сложности обучения $-\Delta\theta c(e, \theta)$, e постоянно. Тогда если $\lambda \geq 0.5$, оптимальная образовательная политика: $-\Delta\theta c(e, \theta) = 0$. Если $\lambda < 0.5$, оптимальная образовательная политика: $-\Delta\theta c(e, \theta) = \Delta\theta F(L, \theta)$. В случае $\lambda < 0.5$ возможно установление любого из разделяющих или объединяющих равновесий. Значит, существенную роль в том, какое именно равновесие реализуется, будут играть представления работодателей о выпускниках.

Репутация университета зависит, в частности, от того, как успешно делают карьеру его лучшие выпускники, и какие доходы они получают в будущем благодаря своему образованию. Поэтому целевую функцию можно определить как суммарную ожидаемую заработную плату выпускников с красным дипломом (т.е. тех, кто не работал во время обучения). В данном случае университет сравнивает этот показатель для двух групп выпускников: более и менее производительных. Результат Предложения 2 применим здесь с точностью до изменения условия: $1 - \lambda \lambda F(e, \theta h) - F(e, \theta l) \geq 0$ вместо $\lambda \geq 0.5$.

Для репутационной цели это происходит следующим образом: если выпускник с красным дипломом воспринимается как непроизводительный, то в ответ вузам выгодно понизить $-\Delta\theta c(e, \theta)$, что приведет к соответствующему равновесию. Если представления работодателей изменятся на противоположные, вузам станет выгодно разделять типы агентов, и равновесие изменится.

Общение и совместная работа над заданиями во время учебного процесса дают студентам знания и навыки, которые непросто, а зачастую и невозможно донести на регулярных занятиях. В совместной работе студенты делятся друг с другом приобретенными компетенциями, значит, закономерна зависимость качества получаемого образования от среды, в которой идет обучение. В случае наличия в модели эффекта сообучения интерес представляет возникновение различных типов равновесий,

описанных в предыдущем разделе, при неизменной образовательной политике.

Для целей моделирования эффекта сообучения разумно предположить, что студент, выбравший стратегию не совмещения работы и учебы, будет взаимодействовать с подобными себе студентами. Поэтому предположим, что в основной модели наблюдается соотношение между объемом отдачи от образования e и средней производительностью студентов, направляющих все усилия на учебу. $e = E[\theta \mid \text{студенты, не совмещающие учебу и работу}]$ В этом случае структура равновесий выглядит следующим образом.

1) Критерий существования объединяющего равновесия:

$$-\Delta\theta c(E\theta, \theta) = \Delta\theta F(L, \theta);$$

2) Критерий существования разделяющего равновесия, в котором более производительные агенты только учатся: $-\Delta\theta c(\theta h, \theta) \geq \Delta\theta F(L, \theta);$

3) Критерий существования разделяющего равновесия, в котором более производительные агенты работают и учатся: $-\Delta\theta c(\theta l, \theta) \leq \Delta\theta F(L, \theta)$. Из Предложения 4 следует, в частности, что для существуют такие $\Delta\theta c e' (E\theta, \theta) \geq 0 \Delta\theta F(L, \theta)$, что одновременно возможны равновесия типов 2 и 3. Тогда для $\Delta\theta F(L, \theta) \in [\Delta\theta c(\theta l, \theta); \Delta\theta c(\theta h, \theta)]$ вид равновесия определяется представлениями работодателей.

Расширение модели: непрерывный тип агента.

Рассмотрим непрерывную $\theta \sim Q(\theta)$, распределенную на $[\theta l; \theta h]$. Игровая форма не меняется, однако данная постановка, в числе прочего, дает возможность моделировать явление контр-сигнала (Фельтович, Харбо и То, 2002). Как и раньше, агент выбирает, совмещать работу с получением образования или усердно учиться. Преобразуем условие выбора для агента j к виду:

$$E[F(e, \theta) \mid e] - c(e, \theta j) \vee E[F(0, \theta)] + F(L, \theta j), \text{ или } E[F(e, \theta) \mid e] - E[F(0, \theta)] \vee c(e, \theta j) + F(L, \theta j).$$

Левая часть выражения (ЛЧ) постоянна по θj , т.е. неизменна для всех агентов. Правая же часть (ПЧ) – это сумма возрастающей и убывающей функции, следовательно, она может иметь любую форму. В случае, если она монотонна по типу агента, равновесие определяется пороговым значением θj . Интерес представляет случай, когда пороговых значений θj , меняющих поведение агента, несколько. Если таких значений два, можно говорить о контр-сигнале.

Заключение

Использование непрерывного типа агента дает возможность дополнительно моделировать некоторые явления, наблюдаемые на практике.

Во-первых, контр-сигнал в данном случае появляется как следствие низких образовательных стандартов. Так, если $c\theta' (e, \theta)$ убывает по θ

достаточно медленно, то более производительные агенты могут забросить обучение ради такого более эффективного сигнала, как опыт работы.

Во-вторых, в случае однопиковой ПЧ при выполнении условий контр-сигнала агенты средних способностей тоже могут повести себя нестандартно и станут работать, а наименее производительные агенты останутся учиться, чтобы собрать ренту от смешивания с самыми производительными агентами. Это соответствует ситуации, в которой образовательные издержки резко убывают только для самых производительных агентов, оставаясь примерно постоянными для всех остальных агентов

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**ОЦЕНКА ЭФФЕКТИВНОСТИ ЭФФЕРЕНТНЫХ МЕТОДОВ
ТЕРАПИИ В КОМПЛЕКСНОМ ЛЕЧЕНИИ У БОЛЬНЫХ
САХАРНЫМ ДИАБЕТОМ ОСЛОЖНЕННЫМ СИНДРОМОМ
ДИАБЕТИЧЕСКОЙ СТОПЫ**

Аннотация: Клиническая картина гнойно-некротических поражений стопы у больных сахарным диабетом характеризуются атипичным течением.

Авторы проанализированы результаты лечения 102 больных с сахарным диабетом, у которых развился синдром диабетической стопы. В комплекс лечебных мероприятий были включены региональная лимфотропная терапия и аппликационная сорбция полифепаном, что оказало положительное влияние на течение заболевания. Полученные данные свидетельствуют, что включение РЛАТ, а также предлагаемых эфферентных способов терапии в комплекс лечебных мероприятий у больных с осложнённой диабетической стопой быстро купирует гнойный процесс, предупреждает его генерализацию, создаёт благоприятные условия для протекания репаративных процессов.

Ключевые слова: сахарный диабет, гнойно-некротические поражения стопы, региональная лимфатическая антибиотикотерапия.

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ESTIMATION OF THE EFFECTIVENESS OF EFFECTIVE THERAPY METHODS IN COMPLEX TREATMENT IN PATIENTS WITH DIABETES MELLITUS COMPLICATED WITH DIABETIC FOOT SYNDROME

Abstract: The clinical picture of purulent-necrotic lesions of the foot in patients with diabetes mellitus is characterized by an atypical course.

The authors analyzed the results of treatment of 102 patients with diabetes mellitus who developed diabetic foot syndrome. The complex of therapeutic measures included regional lymphotropic therapy and application sorption with polyhepan, which had a positive effect on the course of the disease. The data obtained indicate that the inclusion of RLAT, as well as the proposed efferent methods of therapy in the complex of therapeutic measures in patients with complicated diabetic foot, quickly stops the purulent process, prevents its generalization, and creates favorable conditions for the course of reparative processes.

Key words: diabetes mellitus, purulent-necrotic lesions of the foot, regional lymphatic antibiotic therapy.

Введение. Клиническая картина гнойно-некротических поражений стопы (ГНПС) у больных сахарным диабетом (СД) характеризуются атипичным течением [1,5]. Это связано с высокой бактериальной обсемененностью, со склонностью распространения гноя по окружающим тканям и сухожильным влагалищам и в более частой их генерализации. Принимая во внимание преобладания в ране малочувствительной или не чувствительной к антибиотикам микрофлоры, возросшей частоты высеваания неклостридиальной анаэробной инфекции продолжают поиски новых способов лечения гнойных ран [2,7,10]

Актуальность проблемы местной медикаментозной терапии ГНПС у больных СД обусловлено низкой эффективностью традиционных средств лечения гнойного процесса, главный недостаток которых состоит в том, что они воздействуют лишь на отдельные компоненты раневого процесса [3]. У больных с диабетической стопой вследствие выраженного расстройства деятельности микроциркуляторного русла нарастающий микротромбоз препятствует полноценному воздействию на область патологии лекарственных средств введенных в общий кровоток [4,9]. При этом в лимфу раньше, чем в кровь, поступают как экзогенные, так и эндогенные токсины. Микробы и их токсины, продукты распада тканей при воспалительном процессе из первичного очага распространяются в основном по лимфатическим сосудам, проникая вначале в региональные, а затем в более отдаленные узлы, находящиеся на пути физиологического тока лимфы [1,5,7]. Введение антибактериального препарата через

соответствующий лимфатический коллектор способно создать в пораженных инфекцией узлах эффективную концентрацию лечебного средства, при остальных известных способах введения лекарств не удастся создать и сохранить на необходимо длительное время лечебную концентрацию препарата [8]. Парадокс современной ситуации в этой области заключается в том, что по мере развития науки об антибиотиках и противомикробной терапии в целом, с внедрением в клиническую практику новых оригинальных и высокоэффективных препаратов задача лечащего врача не упрощается, а становится сложнее [7]. Она требует грамотного, обоснованного выбора лекарственного средства, способа введения и строгой индивидуализации лечения [1,3,9].

Цель работы. Повысить эффективность лечения осложнений диабетической стопы с использованием методов и средств, воздействующих на все звенья патогенеза течения гнойного процесса в ранах и развития эндогенной интоксикации у этой тяжелой категории больных.

Материалы и методы. Нами проанализированы результаты лечения 102 больных с СД, у которых развился гнойно-некротический процесс. Впервые выявленный и до 10 лет СД был у 15,7% больных, более 10 лет – у 27,1%, более 15 лет – у 29,6%, более 20 лет – у 27,6% больных. Легкой степени тяжести – у 18,5%, средней тяжести – у 40,3%, тяжелой степени – у 41,2%, инсулинзависимый – у 19,8 %, инсулиннезависимый – у 80,2 % больных. Почти 22,9% больных вообще не получали никакого лечения по поводу СД, 28,6% лечились нерегулярно, регулярно лечились 48,5%. Данное обстоятельство не могло не отразиться на увеличении удельного веса больных с декомпенсированными формами СД среди всех больных. В связи с отсутствием положительного результата от лечения из других лечебных учреждений было переведено 57,4% больных, чтобы предпринять попытку сохранения конечности. Возраст больных колебался от 28 до 79 лет. Мужчины составили 62,3%, женщины 37,7%. У 71,2% больных выявлены сопутствующие заболевания, ведущее место среди которых занимала патология сердечно сосудистой системы, часто наблюдались заболевания печени и легких. Нередко именно эти заболевания определяли тяжесть состояния наблюдавшихся нами больных и являлись причиной их смерти.

При бактериологическом исследовании в 86% случаев выделялись аэробно- анаэробные ассоциации, наиболее часто включавшие облигатно – анаэробные неспорообразующие бактерии (*Peptococcus* Spp., *Peptostreptococcus* Spp., *Bacteroides Fragilis*, *Prevotella melaninogenica*), факультативно – анаэробные (*Staph. Epidermidis*, *Staph. aureus*), анаэробные микроорганизмы (*Pseudomonas aeruginosa*). Следует подчеркнуть высокую частоту выделения *Pseudomonas aeruginosa*, что вероятно, обусловлено длительным лечением многих больных в других стационарах.

Наибольшая чувствительность отмечена к следующим антибиотикам: цефамезину, цефазолину, гентамицину, клафорану, клиндамицину, карбенициллину, метронидазолу.

Результаты и обсуждение.

Хирургическое лечение при ГНПС заключалось в проведении экономных, щадящих методик оперативного лечения и санации очага поражения, направленных на максимальное сохранение опорной функции стопы. Операции проводились дифференцированно, в зависимости от характера патологического процесса. При начинающихся гангренах проводилась попытка консервативного лечения, использовали все возможности, чтобы перевести её в сухую. В случае неудачи и при тенденции к прогрессированию процесса в проксимальном направлении производилась ампутация конечности. В случае гнойно- некротических изменений в области пальцев стопы при необходимости после предварительной подготовки ампутировали стопу или производили экзартикуляцию пальца в зависимости от объёма поражения.

Всем больным проводилась региональная лимфатическая антибиотикотерапия (РЛАТ) в течении 7-8 дней 2 раза в сутки, используя при этом антибиотики, к которым отмечалась чувствительность патогенной микрофлоры.

Учитывая, что основная часть больных, с осложнённой диабетической стопой люди пожилого и старческого возраста с тяжёлой сопутствующей патологией для детоксикации организма применяли метод энтеросорбции (ЭС) как простой, общедоступный, неинвазивный, вместе с тем высокоэффективный способ борьбы с эндогенной интоксикацией. В качестве сорбента использовали полифепан в суточной дозировке 1,0 г/кг массы тела в течение 7-8 дней.

Для местного лечения гнойных ран, учитывая обширность гнойно- некротического процесса, наличия выраженной инфильтрации окружающих тканей использовали аппликационную сорбцию (АС) полифепаном. В случае обнаружения неклостридиальной анаэробной инфекции и антибиотикоустойчивой микрофлоры для промывания раны применяли 0,1% раствор гипохлорита натрия. Эти методы эфферентной терапии применяли в 1 стадии раневого процесса до полного очищения раны от гноя и некротических тканей.

Включение в комплекс лечебных мероприятий у 102 больных СД с гнойно- некротическим поражением стопы РЛАТ и предлагаемых эфферентных способов терапии оказало положительное влияние на течение заболевания. Детоксикационный эффект клинически проявлялся начиная с первых же дней от начала лечения. Наряду с улучшением общего состояния быстро устранялась жажда, улучшался аппетит и сон. Нормализация температуры тела, купирование болей, устранение тахикардии и одышки происходило на 2-3 сутки. Эффективное

воздействие на гнойный очаг и выраженный детоксикационный эффект при таком лечении способствовал ранней компенсации углеводного обмена, которое наступило на $5,6 \pm 0,8$ сутки. В дальнейшем течение заболевания было стабильным и стало возможным управлять СД.

Сразу после вскрытия гнойника и до начала лечения в ране у больных с ГНПС отмечался выраженный ацидоз, достигающий рН до $5,0 - 5,2$. Это способствовало расширению зоны повреждения тканей и поддерживало активность инфекционного процесса. При использовании местно АС полифепаном и гипохлорита натрия уже с первых дней наметилась выраженная тенденция к ощелачиванию раневой среды, которая на 5 сутки нормализовалась и составила рН $7,28 \pm 0,15$.

При поступлении микробная обсемененность тканей составила $10^8 - 10^9$ Lg КОЕ/г. Микробная обсемененность после выполнения хирургического вмешательства, РЛАТ и местного использования АС полифепаном и гипохлорита натрия, уже на 3-4 сутки упала ниже критического уровня и составила $2,60 \pm 0,10$ Lg КОЕ/г. В последующие сроки наблюдений отмечался единичный рост микроорганизмов, что свидетельствует о не осложнённом течении раневого процесса.

Такое быстрое уменьшение бактериальной обсемененности тканей раны происходит, по всей вероятности, вследствие патогенетически обоснованной РЛАТ и за счёт раннего ощелачивания раневой среды т.к. щелочная среда губительна для многих микроорганизмов, в частности, для стафилококка.

Интерес представляет динамика раневого процесса. При этом уже на 2-3 сутки лечения отмечено купирование болей и отёков, уменьшение инфильтрации тканей вокруг раны, количества гнойного отделяемого. На $5,6 \pm 1,4$ сутки рана обычно очищалась от некротических тканей. Отмечался выраженный некролитический эффект, омертвевшие ткани приподнимались над дном и краями раны и легко удалялись. На $7,1 \pm 1,2$ сутки появились сочные, зернистые, легко кровоточащие грануляции. Заметно уменьшилась величина карманов и общая площадь раны.

Ярким и важным показателем эффективности лечения следует считать сохранение конечности, снижение уровня ампутации, обеспечение опорной функции, восстановление функции сохраненной конечности.

Использование в комплексном лечении РЛАТ, ЭС и АС полифепаном и гипохлорита натрия, направленное в первую очередь на купирование гнойно-воспалительного процесса, переводу влажной гангрены в сухую, что наблюдалось у 11 пациентов, и компенсацию углеводного обмена позволило сохранить опорную функцию конечности у 86% больных. Ампутации на уровне бедра выполнены у 10 (9,8 %) больных, на уровне голени – у 3 (2,9%), на уровне стопы – у 14 (13,7%), экзартикуляции пальцев выполнены у 25 (24,5%), некроэктомии у 35

(34,3%) больных. Летальность составила 3,9% (умерло 4 больных). Средние сроки пребывания больных в стационаре составила $15,6 \pm 1,3$ дня.

Выводы. Таким образом, полученные данные свидетельствуют, что включение РЛАТ, а также предлагаемых эфферентных способов терапии в комплекс лечебных мероприятий у больных с осложнённой диабетической стопой быстро купирует гнойный процесс, предупреждает его генерализацию, создаёт благоприятные условия для протекания репаративных процессов. Даёт возможность наряду с сокращением сроков лечения, уменьшить число осложнений в виде гангрены, снизить уровень и число ампутаций, а также процент инвалидизации, что важно не только с практической, но и с социальной точки зрения. Эти методы эфферентной терапии удачно дополняют друг-друга, т.к. воздействуют на различные механизмы сложного многозвеньевое раневого процесса при ГНПС у больных СД. Уменьшение частоты высоких ампутаций является определяющим фактором в продлении жизни одной из наиболее тяжелых категорий больных СД.

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МОДЕЛИ ЭКОНОМИЧЕСКОГО РОСТА С ЧЕЛОВЕЧЕСКИМ КАПИТАЛОМ

Аннотация: По мере роста студенческой занятости эта проблема привлекает все большее внимание исследователей и рассматривается под разными углами зрения. Причины студенческой занятости. Согласно выводам большинства исследователей, основными причинами студенческой занятости являются: значительная плата за обучение, необходимость финансовой поддержки студентов в период обучения и недостаточные для этого доходы родителей

Ключевые слова: рынок труда, студенческая занятость, финансовая поддержка, модель.

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ECONOMIC GROWTH MODELS WITH HUMAN CAPITAL

Annotation: With the growth of student employment, this problem attracts more and more attention of researchers and is considered from different angles. Reasons for student employment. According to the conclusions of most researchers, the main reasons for student employment are: significant tuition fees, the need for financial support for students during the period of study and insufficient parental income for this.

Key words: labor market, student employment, financial support, model.

Способом показать влияние высшего образования на рынок труда стала концепция человеческого капитала. В приложении к макроэкономической динамике основная модель такого типа была предложена Н. Мэнкью, Д. Ромером и Э. Вейлом (1992). Человеческий капитал предполагается отдельным от физического и технологического прогресса фактором, и условие оптимальности также требует его сбалансированного роста в равновесии. Некоторые модели сочетают подходы теории человеческого капитала с теорией сигналов. Например, Л. Раут (1996) исследует равновесные траектории модели перекрывающихся поколений с человеческим капиталом и сигналами, чтобы показать, что в подобной экономике могут возникать стационарные траектории, которые

не оптимальны по Парето. Это может происходить потому, что работодатели формируют неверные представления о ценности образования и, соответственно, о получающих его агентах.

Согласно полученным результатам, недостаточный доход является основным фактором поиска работы, в то время как социальные причины занятости находятся на втором месте. Л. Соренсен и С. Винн (1993) подтверждают, что работающие студенты чаще берут образовательные кредиты и проявляют большую готовность к займам на период обучения, чем те, кто не работает во время учебы. Однако, судя по исследованию К.М. Каленкоски и С.

Пабилона (2004) панельных данных о студентах американских колледжей, финансовый фактор не влияет на то, сколько именно времени студенты тратят на работу.

При принятии решения о дополнительной занятости во время учебы важную роль играют и социальные причины. Лукас и Ламмонт (1998) отмечают, что респонденты проводившегося в 1994–1996 гг. обследования учеников выпускных классов манчестерских школ и студентов городского университета Манчестера часто обращают внимание на такой фактор, как приобретение новых друзей и получение навыков общения. К. Ходжсон и А. Спурс (2001) также указывают, что «результаты всех трех исследований подтверждают важность нефинансовых причин поиска работы среди учащейся молодежи – таких, как приобретение независимости, уверенности в себе и своих силах, встречи с новыми людьми и получение записей в резюме, что в конечном итоге помогает найти более хорошую работу в будущем».

Влияние занятости на академические показатели. Результаты исследования в городском университете Манчестера (С. Кёртис и Н. Шани, 2002), свидетельствуют о том, что частичная занятость студентов очного отделения имеет как отрицательные (пропуск занятий, снижение успеваемости), так и положительные (приобретение финансовой грамотности и навыков общения, рост уверенности в себе) последствия.

Р. Эренберг и Д. Шерман (1987) устанавливают наличие положительного влияния работы в пределах университетского кампуса и отрицательного влияния работы вне кампуса. Исследование А.Б. Худа и его коллег (1992) показывает, что самое высокое значение среднего балла наблюдается у тех студентов, которые работают среднее количество часов в неделю. Напротив, анализ, проведенный Каленкоски и Пабилона (2004), говорит об отсутствии значимой связи между количеством часов, которые тратятся на работу, и средним баллом студента. В ряде работ (Соренсен и Винн, 1993, Р. Патон-Зальцбург и Р.О. Линдсей, 1993) отмечается, что от 2/3 до 3/4 студентов бакалавриата, работающих во время семестра, сталкиваются с отрицательными последствиями занятости (снижение времени, уделяемого занятиям, пропуск занятий, срыв сроков сдачи работ).

Дж. Ветцель (1977) показывает наличие статистически значимой отрицательной зависимости между усилиями, прилагаемыми к учебе, и количеством часов, которые тратятся на работу. В работе Х. Пола (1982) использованы данные об успеваемости по курсу «Основы макроэкономики» за семь семестров для более 800 студентов и показано отрицательное воздействие работы на успеваемость. Аналогичные результаты получили Э. Хант и др. (2004) на большой выборке студентов университета Нортумбрия. Анализ рынков труда США, Великобритании и Австралии, обобщенный К. МакИннисом (2003), и результаты исследований Р. и Т. Стинебрикнеров (2003), показывают, что частичная занятость во время учебы, увеличивая доход и формируя определенные социальные навыки, в среднем наносит вред студенческой успеваемости.

Таким образом, проведенные исследования не дают однозначного ответа на вопрос о связи занятости и академических показателей студентов, однако существует устойчивый перевес полученных результатов в пользу негативного воздействия занятости.

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ПЕРСПЕКТИВЫ И АКТИВАЦИЯ ОПТИМИЗАЦИИ ДЕЙСТВИЙ В СПОРТЕ ДЕВУШЕК СТУДЕНТОВ

Аннотация: В контексте соответствующей точки зрения «когнитивная активация» является составным компонентом занятий спортом с разными точками зрения; он пронизывает его тематическую активацию в физическом воспитании - планирование, выполнение и оценка. Что касается познавательной деятельности, которая должна стимулироваться учащимися, можно эвристически разграничить психические процессы, которые либо встроены в участие, либо требуют явного мышления. или позволяют метакогнитивное участие: означает, что ученики активно участвуют в физическом воспитании в рамках физического воспитания и при этом используют соответствующие практические знания в контексте ситуации. В этом отношении имеем дело с неявной познавательной деятельностью (также называемой «знанием в действии»); их можно стимулировать соответствующими упражнениями.

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PROSPECTS AND ACTIVATION OF OPTIMIZATION OF ACTIONS IN SPORT GIRLS STUDENTS

Abstract: In the context of the corresponding point of view, "cognitive activation" is an integral component of sports activities from different points of view; it permeates its thematic activation in physical education - planning, execution and evaluation. Numerous examples of good practice in sports from different perspectives illustrate this. With regard to cognitive activity to be stimulated by students, it is possible to heuristically distinguish between mental processes that are either built into participation or require explicit thinking. or

allows metacognitive participation: means that students actively participate in physical education as part of physical education and in doing so use relevant practical knowledge in the context of the situation. In this respect, we are dealing with implicit cognitive activity (also called "knowledge in action"); they can be stimulated with appropriate exercises.

На физическое воспитание всегда влияют вопросы перспективы и активации. Поэтому здесь важно кратко объяснить, в каком смысле следует понимать и использовать для проектирования физического воспитания: перспектива означает смотреть на ситуацию, и поведение людей. В зависимости от точки зрения точки зрения или подходы могут меняться. Различные точки зрения на что-то конкретное делают вас возможными более широкий взгляд и расширение горизонта. В контексте занятий спортом с разными точками зрения перспектива означает соответственно (целенаправленная направленность и изменение взглядов).

Активация означает стимуляцию определенных действий или действий. К активации, можно привести в движение определенные действия и открыть связанные с ними возможности для действий. В учебном заведении занятие, как и на семинаре, в первую очередь речь идет о когнитивной активации учеников учителем, учебной средой.

Таким образом, контекст многопрофильного физического воспитания означает когнитивную активацию. Обучающая стимуляция перспективных познавательная деятельность или познания (например, знание, понимание и суждение). В дальнейшем нужно соединить и взвесить эти два вместе дидактически-методических возможностей, таких как задачи когнитивной активации на занятиях разноплановым спортом.

В 1970-х годах тесная ориентация школы на стандартизированные внеклассные виды спорта была открыта, среди прочего, «освободительной» специальной дидактикой и «прагматичной» специальной дидактикой. По сравнению с менее требовательными спортивными концепциями здесь находится ориентированная на смысл способность действовать. Обучение «прагматично» предполагает данные условия, такие как школьные предпосылки, типичные требования и разнообразные контексты спортивной деятельности, чтобы определить задачи школьного спорта; Будучи способным действовать в качестве руководящего принципа, он понимает, что студенты учатся и могут действовать в спортивном стиле настолько разумно, насколько это возможно: для того, чтобы участвовать в культуре движений и иметь возможность принимать решения за или против определенных практик, а также что-то для собственного развития и обогащения жизни, которое можно взять с собой.

Теперь способность действовать следует развивать с учетом определенных (образовательных) подходов к занятиям спортом в школе. В

дополнение к общим точкам зрения, таким как укрепление здоровья или «сотрудничать, соревноваться и общаться», существуют другие точки зрения, такие как «дерзай и бери на себя ответственность», более широкие, такие как «познавать природу и защищать окружающую среду», или другие точки зрения, такие как «исследовать» и «практика», роли и гендерные аспекты. Решающими являются не количество и обозначение точек зрения, а, скорее, дифференцированные точки зрения: множественные точки зрения - как было установлено на ранних этапах дидактики преподавания материалов - становятся центральным принципом педагогического проектирования школьного спорта. (А.Т., 2019)

Множественность точек зрения как принцип дизайна означает, что предмет (то есть наша культура спорта и физических упражнений) должен изучаться в школе или преподавании с разных точек зрения таким образом, чтобы учащиеся были поощрены и могли действовать как можно более всесторонне. Это - в то же время при поддержке «образовательного» и в то же время «ориентированного на компетентность» физического воспитания - базовое понимание.

Множественные точки зрения включают: учащиеся «познают и понимают, как можно изменить движение, игру и спорт, поставив разные цели. При этом расширяются взгляды на сложное явление спорта и открываются дополнительные возможности для работы с движением, игрой и спортом». Размышление о спорте и опыте в перспективе не может быть само собой разумеющимся в физическом воспитании. В смысле «отраженной практики» здесь задача состоит в том, чтобы стимулировать размышление о перспективе таким образом, чтобы можно было целенаправленно создавать соответствующие познания. В этом смысле необходимо активизировать перспективы; Принцип множественности перспектив оказывается очень требовательным с когнитивной точки зрения. Если следовать линии рассуждений, данной Дункером для принципа множественности точек зрения, то - в дополнение к философско-эпистемологическим и социально-структурным / социально-психологическим аргументам - важны не в последнюю очередь теория обучения и воспитания: с теоретической точки зрения школа находится в контексте обучения и воспитания, призванного инициировать соответствующие образовательные процессы. Этого можно добиться, по мнению Беннера, посредством «поощрения к независимым действиям» и «педагогической трансформации социальных влияний». С помощью множества точек зрения можно найти новые точки зрения и получить опыт, выходящий за рамки обычных идей. Таким образом, учащиеся должны научиться дистанцироваться от своих индивидуальных ограничений и смотреть на вещи «другими глазами»; таким образом, «образование можно понимать, как процесс, который происходит постепенно открывает новые горизонты, расширяя знания и опыт. Но эти

образовательные процессы требуют внешнего стимулирования и поддержки». (А.Т., 2020)

На школьных уроках такая стимуляция и поддержка могут процветать, в частности, посредством дидактики демонстрации: изображения отрывков из мира, как если бы они были на сцене, и их использования в качестве темы с соответствующих точек зрения. Здесь достаточно разнообразных точек зрения и соответствующих вопросов как важные условия для успешной учебы. Что касается спортивной дидактики, помимо прочего, приняла участие в аудиторных презентациях. «Подпрыгивание» иллюстрирует то, что также может быть перенесено на другое содержание и перспективы: а именно, тематизировать спортивную деятельность в классе таким образом, чтобы учащиеся получали перспективу для действий и опыта. (Я.Ч., 2021)

Таким образом, перспективная активация включает в себя все предложения по обучению для целевого изучения спорта и культуры движений с определенных точек зрения и, таким образом, для выхода за рамки того, что уже известно и квалифицируется. В этом смысле сосредоточение внимания на значимых перспективах и изменение с их позиций также означает приобретение или изменение соответствующих познаний. Знание нескольких техник прыжков в высоту и способность оценивать свои собственные требования к производительности, понимание значения соревнований по относительным прыжкам в высоту и различных контрольных показателей, выбор " определять правильную технику прыжков и иметь возможность судить о личных прыжковых характеристиках.

В рамках жалобы на развитие спортивной культуры и физических упражнений для предмета спорта цель также состоит в том, чтобы активизировать познавательные способности учеников.

Это утверждение может быть не только нормативно обоснованным, но и эмпирически доказано, что оно очень важно для диагностированного качества обучения: из трех задокументированных измерений качества обучения по предмету «спорт» «когнитивная активация» - наряду с «управлением классом» и «ориентацией на учеников». «- играет одну центральную роль; это включает сложные вопросы, проблемы и задачи, конкретные цели обучения и адаптированные шаги обучения. Для «когнитивной активации» необходимо пробудить желание и интерес учащегося мысленно разобраться с темой урока; Учителя могут стимулировать это, например, с помощью соответствующих учебных заданий и дизайна учебной среды (например, с помощью мотивирующих учебных материалов), а также путем включения одноклассников (например, в рефлексивные дискуссии).

Акцент на «когнитивной активации» понятен: а) с учетом текущего компетентностно-ориентированного контроля результатов в системе

образования, б) по сравнению с также имеет отношение к другим предметам, с) также нормативно обоснован в контексте учебных программ и предметно-дидактических идей и d) в ходе ожидаемых доказательств, не в последнюю очередь значимых эмпирически - но: всего лишь отрывок и, следовательно, слишком мало. Потому что развивающая поддержка студентов, сопровождающая развитие спортивной и двигательной культуры, всегда направлена на каждого человека в целом; Таким образом, намерение педагогической поддержки является более всеобъемлющим (читай: «целостным»): помимо когнитивных компонентов, существуют физические аспекты, условные и сенсорные навыки, двигательные навыки и мотивационные факторы, социальные и эмоциональные предрасположенности

Имея в виду; только в их взаимодействии они становятся эффективными.

С другой стороны, «когнитивная активация», которая сама по себе является недостаточной с точки зрения обучения, часто кажется слишком малой, когда дело доходит до ее реализации в физическом воспитании. Эта скептическая оценка неадекватного выполнения поддерживается несколькими способами: во-первых, наблюдениями за уроками, которые, как правило, возникают в связи с контролируруемыми школьными стажировками, и нашими собственными сопутствующими исследованиями относятся к экономической активации (по сравнению со многими объявлениями, подсказками и т. д.); во-вторых, через исследования по исследованиям учителей, которые демонстрируют преобладание большого количества времени на упражнения и нежелание сложных учебных задач, а не просто время ритуальных размышлений; в-третьих, посредством дифференцированного исследования учеников, которое подтверждает более популярные с точки зрения ученика двигательные практики и довольно скромные требования учителя к когнитивно насыщенным этапам обучения.

Таким образом, «когнитивная активация» на занятиях спортом с разными точками зрения может быть значимой и полезной с любой точки зрения, но она должна быть привязана к наиболее всесторонней (например, образовательной, не сводящейся только к данным о фитнесе) поддержке и, очевидно, требует разнообразных и интенсивная дидактически-методическая поддержка со стороны учителей спорта на пути к «рефлексивной практике».

Можно констатировать, что когнитивная активация на занятиях спортом с разными точками зрения должна быть специфичной для определенных планов уроков или этапов урока и, таким образом, может стимулировать участие, мышление и формирование с помощью подходящих задач (поставленных учителем). чтобы получить технические знания, понимание и сформировать суждения студентов.

Однако в связи с этой дидактически концептуальной классификацией и интерпретацией когнитивной активации существует дефицит эмпирической оценки многостороннего физического воспитания в целом и перспективной когнитивной активации в частности. Общему дефициту оценки в настоящее время противостоят несколько исследований исследовательской ассоциации «EmS» (для оценки многостороннего физического воспитания) на уровне программ, процессов и продуктов; Определенному дефициту оценки также следует противодействовать посредством целевых исследовательских проектов в форме интервенционных исследований, выходящих за рамки подпроектов «EmS», которые связаны, например, с реконструкцией перспектив в ходе уроков или самооценкой нескольких проектов. перспективные обучающие проекты.

Подчеркнуть связь между предметными целями или перспективами учебных тем и занятий, которые должны стимулироваться учащимися. не сравнивайте время размышлений со временем движения и не утверждайте, что, в отличие от зачастую подсознательной практики рефлексии в физическом воспитании, когнитивная активация комплексных процессов рефлексии должна (всегда) быть на переднем крае - в мульти-перспективном физическом воспитании это скорее должно быть дано должное место, как показано.

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РАЙОНИРОВАНИЕ САКРАЛЬНЫХ ЛАНДШАФТОВ ФЕРГАНСКОГО ВИЛОЯТА

Аннотация: В данной статье излагаются материалы по районированию сакральных ландшафтов Ферганского вилоята.

Ключевые слова: поломничество, религиозный туризм, сакральный объект, сакральный ландшафт, районирование сакральных ландшафтов.

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ZONING OF SACRED LANDSCAPES OF THE FERGANA REGION

Abstract: This article presents materials on the zoning of the sacred landscapes of the Fergana region.

Key words: pilgrimage, religious tourism, sacred object, sacred landscape, zoning of sacred landscapes.

Введение. Настоящее время религиозная мотивация оказывает большое влияние на развитие туризма. Свыше 200млн. чел. ежегодно совершают поломничество.

Религиозный туризм играет большую роль в системе международного и внутреннего туризма и является составной частью всей туристической индустрии.

Согласно отчету Global Muslim Tourism Index, опубликованному в 2019 году, количество мусульман, совершивших поломничество в 2018 году, составило 140 миллионов. К 2026 году это число ожидается достигнет 230 миллионов.

За прошедший период Республика Узбекистан много сделал для развития поломнического туризма и увеличения его доли в экспорте туристических услуг. В последние годы правительством уделяется пристальное внимание к проведению активной политики в области развития туризма, принимаются нормативные правовые акты и целевые региональные программы для формирования правовых основ современного цивилизованного туристического рынка а также модернизируется туристическая инфраструктура.

В нынешнем году была принята Указ Президента Республики Узбекистан «О мерах по дальнейшему развитию внутреннего и

поломничество туризма в Республике Узбекистан (УП-№6165 от 10.02.2021г)

В нем указывается, «в целях диверсификации туристических продуктов и услуг, направленной на различные сегменты туристического рынка в республике, дальнейшего повышения их конкретно способности, создания благоприятной и удобной внутренней и международной поломнической туристической среды, расширения транспортных маршрутов, повышение качества транспортных услуг, продвижения туристических продуктов, а также укрепления имиджа частей страны как безопасного места для путешествий и отдыха».

Ферганская долина – жемчужина Средней Азии издревле привлекает себе зарубежных исследователей и туристов. По Ферганской долине проходила Великий Шёлковый путь которые соединила европейские страны с южной и восточной Азией. Древние города как Коканд, Маргилан, Андижан, Куба(Кува), Мархамат (Эрши), Ахсикент, Наманган, Пап были прославлены архитектурными сооружениями – древние сараи, базары, мечети, и связанные с ними сакральные объекты всегда были наполнены зарубежными купцами и паломниками. Сакральные объекты Ферганского вилоята очень разнообразны по природными и религиозно-культурными значению. По географическому расположению природно-исторические и религиозно- культурные сакральные объекты занимают равнинные, предгорные и горные территории Ферганского вилоята. Такая особенность расположения сакральных объектов связана исторических, традиционных и религиозно культовых обрядов местных этносов.

Природно – исторические сакральные объекты в основном располагается в горных, предгорных районах, а также у подножьях адыров в зоне родников. Во многом случаях природные сакральные и религиозно –сакральные объекты были расположены в одном тоже местах где природные объекты как пещеры, реки, озёр и родников сакрализированы местными этносами, возле таких объектов построены религиозно-культовые объекты. Распространение сакральных объектов в Ферганской вилояте зависит от природных условий их духовной роли в жизни населяющих этносов, которые образуют своеобразные ландшафты.

Цель данной статьи заключается в районировании пространственного размещения сакральных ландшафтов на территории Ферганского вилоята и выявлении способов их интеграции туристическую деятельность. Районирование сакральных ландшафтов можно проводить по многим показателям: разграничение по природным особенностям, районирование по видам этнокультурных ландшафтов, использование поломническом туризме [I]

При районировании сакральных ландшафтов Ферганского вилоята нами использованы историко-географические, природно центрические и культурно центрические подходы. Ферганская вилоят как всей частей

Ферганской долины характеризуется многочисленностью сакральных объектов – местностей исторического значения, а также древними культовыми местами, что связано с расселением и освоением территории.

Районирование сакральных ландшафтов стало возможным при систематизации и описание сакральных объектов, группировке их к сакральные районы и ореалы территории Ферганского вилоята. В результате районирования нами выявлены и сгруппированы сакральные объекты которое определено районы и ареалы сакральных ландшафтов (таблица).

Судя по таблицам в первых и вторых районах сакральными объектами являются уникальные объекты природы. Южный горный район располагает известными горными сакральными ландшафтами – именно здесь расположены озера Кули Курбан, священный родник Чешме, и многие природные сакральные объекты. Достаточно большое количество природного и культурного сакрального ландшафта в пределах третьих и четвертых районах, что явилось следствием особенности исторического и культурного развития сакральных ландшафтов.

Районы и ареалы сакральных ландшафтов Ферганского вилоята.

Сакральные районы.	Сакральный ареал.	Сакральные ландшафты.
1.Южный горный район	Среднегорный и предгорный ареал	Пещеры, навесы, круглые могильники, отдельные камни озера
2.Южный, юго западный адырный район	Меж адырно – равнинный и адырный ареал	Родники, отдельные могилы святых людей с архитектурными объектами, священные объекты, древние мечети могильники
3.Район заадырных наклонных равнин	Приречный долинный заадырный ареал	Археологические памятники объекты культовых обрядов, мечети, приречные культовые объекты.
4.Центральный пустынный район	Центрально ферганский ареал	Древние кладбища, пре образованные, восстановленные археологические сакральные объекты.

Четвертый район характерен расселенными концентрациями религиозных и духовно-культурных сакральных объектов. Большое количество сакральных объектов были разрушены местными властями под девизом и освоении территории: Некоторые сакральные объекты которые находилось существующих о древних кладбищах, были сохранены и в дальнейшем реставрированы по инициативе местных народов.

При районировании были определены концентрации сакральных объектов и ландшафтов в пределах вилоята. Высокая концентрация природных и этнокультурных объектов характерно для горных и адырных районов. Среднее концентрация сакральных ландшафтов выявлена третьих и четвертых районах где, превышает численности религиозно- культурных и историко – археологических сакральных объектов. Большинство сакральных объектов, которые занимают определенное место на ландшафтах Ферганского вилоята, имеют туристическую и рекреационную привлекательность. Для успешной интеграции сакральных ландшафтов в туристическую деятельность должны разработаны карты туристических маршрутов, организации сферы услуги туристической инфраструктуры.

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ГЕОЭКОЛОГИЧЕСКИЕ ПРИНЦИПЫ ЗАЩИТЫ И ИСПОЛЬЗОВАНИЯ ГЕОКОМПЛЕКСОВ

Аннотация: В статье рассмотрены геоэкологические принципы охраны и рационального использования геокомплексов.

Ключевые слова и выражения: экокаркас, ООПТ, геоэкология, представительство, геосистема, геокомплекс, биологическое разнообразие, зеленые мосты, памятники природы, иерархия геосистема, природная среда, экологический баланс.

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GEOECOLOGICAL PRINCIPLES OF PROTECTION AND USE OF GEOCOMPLEXES

Annotation: This article the geo-ecologic principles of protection and usage of geo-complexes are considered.

Key words and expressions: ecological framework, geo-ecology, representation, geo-system, geocomplex, the green bridges, the monuments of nature, nature environment, biological variety, geo-system's hierarchy, eco-balance.

Одним из наиболее эффективных механизмов международных и национальных экспериментов по поддержанию экологического баланса в природе является создание системы научно обоснованных МЭТ, охватывающих географическое разнообразие региона (ландшафтное, биологическое, геологическое и т. Д.). Как экономическое, так и экологическое. Экологически устойчивое развитие успешно апробировано на практике в мире.

Например, «Концепция устойчивого развития», разработанная Комиссией Гру Харлем Брундланд (1987 г.) и одобренная на конференциях и встречах на высшем уровне в Рио-де-Жанейро в 1992 г. и Йоханнесбурге в 2002 г., рассматривает экологические, экономические и социальные проблемы вместе и одновременно. рекомендуется решать геоэкологические исследования в геокомплексах, а не в административных единицах.

Во второй половине XX века, особенно в начале XXI века, активизировалась «экологизация» в различных областях охраны природы, научной и практической деятельности. Хотя Тролль впервые использовал термин геоэкология в 1939 году, его истинное развитие наблюдалось только в 1980–1990 г. Именно в этот период стали ощущаться противоречия между человеком и природой.

По словам К. Тролля, основная задача геоэкологии - изучение природной среды, образованной взаимодействием живых существ с их средой обитания, ландшафтами и их частями.

По словам А.Арафикова, геоэкология - это раздел экологии, изучающий экосистемы высокого уровня, в том числе биосферу, и геоэкологическую проблему следует понимать как реальную, природную, социально-экономическую, географическую и экологическую проблему.

По мнению А. Нигматова и Р. Юсупова, геоэкология изучает природные, экономические, социальные, политические и даже правовые аспекты географической коры, которые встречаются в иерархии различных геосистем. Должна сосредоточиться на поддержании, обогащении и оптимизации благоприятной экологической среды на основе функциональной единицы ландшафта.

Защита геокомплексов означает такие меры, как технологические, административно-экономические, правовые, биотехническо-образовательные и пропагандистские, направленные на поддержание способности выполнять функции восстановления своих ресурсов и создания окружающей среды. Следовательно, использование и охрана природы. Система должна быть организованным таким образом, чтобы, во-первых, он мог оптимально поддерживать экологический баланс природной среды, а во-вторых, его можно было использовать для различных целей.

Природа Ферганской долины используется последние 2-3 тысячи лет, поэтому в стране нет места без человеческих рук.

1. Сохранение разнообразия природы, особенно уникальных и ценных объектов и их сочетаний;

2. Сохранение природных территорий, характерных для природы долины, которая исчезает, ухудшается, изменяется;

3. Учет потребностей местного населения в организации особо охраняемых природных территорий;

4. Восстановление, защита, обогащение природных богатств;
5. Поддерживать и поддерживать здоровую природную среду, важную для жизни человека;
6. Выделение и охрана территорий с благоприятными географическими и климатическими условиями для организации туризма и отдыха.

По словам американского эколога Рида Носса, если охраняемые территории будут иметь все стадии экосистем и условий окружающей среды, то в первую очередь будут обеспечены все меры по сохранению местного биоразнообразия в регионе.

МЭТИ, организованные в различных областях и территориях Республики Узбекистан, недостаточны для создания экологического каркаса. Существующая система охраняемых природных территорий не в полной мере охватывает репрезентативные особенности ландшафтов, сформированных на территории республики. Целесообразно учитывать следующие геоэкологические принципы для повышения эффективности.

1. Принцип сохранения высокого уровня биологического и ландшафтного разнообразия. В последние годы биологическое ландшафтное разнообразие стало одной из наиболее распространенных концепций в географической и экологической литературе, в первую очередь за счет сохранения ландшафтного разнообразия.

Конвенция о биологическом разнообразии (WWF) фокусируется на отборе самых богатых видов живых организмов из геокомплексов в географической коре, за которыми следуют другие области, похожие на них. DMOlson, E.Dinerstein and E.DWikramanayak (2001) разработали Принципы деления Земли на «экорегiónы» и распространение флоры и фауны представляют собой экосистемы, схожие по составу и обладающие уникальными характеристиками.

Поэтому изучение редких видов живых организмов важно при оценке биоразнообразия, которое является фактором устойчивости геокомплексов, эффективность проводимых природоохранных работ может быть определена.

2. Принцип репрезентативности. Он основан на необходимости сохранения замечательных образцов геокомплексов и объектов на разных уровнях иерархии. Понятие репрезентативности применяется к охраняемой природной территории. Оно также является репрезентативным, если существующая система МЭТИ полностью охватывает экосистемное или ландшафтное разнообразие в регионе с достаточной территориальной защитой.

Всемирный фонд дикой природы (WWF) проводит исследования, чтобы гарантировать репрезентативность системы МЭТИ для сохранения биоразнообразия в глобальном масштабе в экотегиях, включенных в список 200 Global.

3. Принцип уникальности. Обычно это определяется степенью неповторения природных объектов и событий. Однако степень редкости относительна и изменчива в пространстве и времени. Ее можно рассматривать в различных аспектах: в форме географического явления; редкий природно-исторический объект (древний город Варданзи, погребенный в песках Бухарской области; остров Валаам на озере Лодага); и др.

В настоящее время оценка редкости региона основана на следующих показателях: видовое богатство, эндемичные или реликтовые виды, группа, количество семейств, специфическая адаптация, выживаемость больших популяций позвоночных и тенденции их миграции), глобальная экосистема (степень редкости была также использовал).

Поэтому охрана редких природных объектов на интенсивно измененных территориях осуществляется в первую очередь потому, что они могут потерять ценные свойства, которые людям трудно восстановить самостоятельно в результате хозяйственной деятельности. Например, река Сох Октпак, Чо При переходе через реку в долинах его долин наблюдаются антиклиналы холмов, таких как Нгара и Секитма, «зеленые мосты», образованные густой растительностью.

Согласно Д.П. Резвой (1947) и И. Абдуганиев (1976), проводившим исследования в долине реки Сох, «зеленые мосты» являются «продуктом» тектонических движений, происходящих в настоящее время в долине реки. Подобно мосту - это уникальное природное творение, не встречавшееся ни в одной другой речной долине СНГ.

4. Достигнут принцип дополнительности МЕТ. МЕТГ образуются в определенных областях региона, поэтому они находятся на значительном удалении друг от друга, в результате чего различные природные территории будут дополнять и обогащать друг друга своими свойствами.

5. Принцип выбора МЕТ для всех геокомплексов в пустыне, холмах, горах и пастбищах. В последние годы основное внимание уделяется оценке эффективности МЭТ. Поэтому необходимо обратить внимание на оптимальный выбор МЕТН для всех высотных поясов.

Это связано с тем, что МЕТН являются неотъемлемой частью геокомплексов, в которых они расположены, и отражают его важные особенности. Позволяет поддерживать связь.

6. Принцип размера территории. Важно обратить внимание на оптимальный размер территории охраняемых природных территорий. Невозможно создать крупномасштабные МЭТЗ в Ферганской области с общей площадью 6,8 тыс. Км², что создает определенные трудности в поддержании экологического баланса и VLX в регионе.

Охрана и использование природы должны быть организованы таким образом, чтобы, во-первых, они могли оптимально сохранить природную среду, а во-вторых, использовать их для различных целей. Это одна из

важных задач и соответствует государственным требованиям. политика, касающаяся окружающей среды.

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ИСПОЛЬЗОВАНИЕ ПРЕСНЫХ ПОДЗЕМНЫХ ВОД МЕСТОРОЖДЕНИЯ КЕГЕЙЛИ

Аннотация. В статье представлены результаты полевых и научных исследований по режиму и использованию подземных вод Южного Приаралья. В регионе запасы пресных подземных вод ограничены и наблюдается острая нехватка качественной питьевой воды. Искусственное восполнения запасов подземных вод при биологическом самоочищении воды от загрязнителей обеспечив потребности населения круглогодично в питьевой воде.

Ключевые слова: уровень подземных вод, грунтовые воды, пресные линзы, режимные наблюдения, magazинирование подземных вод, запасы подземных вод, ресурсы подземных вод, гидрогеологические исследования, геологическое строение, пресные воды.

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USE OF FRESH GROUNDWATER FROM THE KEGEYLI DEPOSIT

Annotation. The article presents the results of field and scientific research on the regime and use of groundwater in the Southern Aral Sea region. In the region, fresh groundwater resources are limited and there is an acute shortage of quality drinking water. Artificial replenishment of groundwater reserves during biological self-purification of water from pollutants, ensuring the needs of the population year-round in drinking water.

Key words: groundwater level, groundwater, fresh lenses, routine observations, storage of groundwater, groundwater reserves, groundwater resources, hydrogeological research, geological structure, freshwater.

В Южном Приаралье запасы пресных подземных вод ограничены и наблюдается острая нехватка качественной питьевой воды. Единственным источником водоснабжения региона служат приканальные линзы грунтовых вод, приуроченные к песчаным отложениям вдоль р.Амударьи

и оросительных каналов. Результаты полевых и научных исследований по режиму и использованию подземных вод Южного Приаралья показали, что на территории изучаемых месторождений (водозаборы) по изменению условий формирования эксплуатационного водоотбора и количественно-качественного состояния линзы в период паводка и вегетационных поливов, а за пределами и прилегающими к водозабору территориями проводились круглогодично.

В результате режимных наблюдений подземных вод на месторождении было:

- установлено время формирования запасов пресных вод в условиях магазинирования и опреснения (120 суток);
- уточнены гидрогеологические параметры месторождений;
- выявлены закономерности формирования потерь поверхностного стока конкретно в тех условиях, в которых осуществлялся опыт по магазинированию поверхностных вод;
- в естественных условиях и в процессе групповой откачки, определились несовершенство и степень заиленности водотоков на участке работ канала Арна и подпитывающих контуров;
- определен объем опресненной линзы методом разностей.

Для месторождений подземных вод, приуроченных к линзам, где формирование эксплуатационных запасов осуществляется в основном за счет фильтрационных потерь из водотоков (естественных и искусственных), важными параметрами являются те, которые характеризуют условия взаимосвязи подземных и поверхностных вод [1, 5].

Уровни подземных вод устанавливались на глубине 1,5-2,0 м в летний период, 2,5-3,0 м в осенне-зимний период. Существование взаимосвязи подтверждается наличием в песчаниках подземных вод с минерализацией до 1,0 г/л, что говорит о проникновении пресных подземных вод четвертичных отложений в горизонт верхнемеловых песчаников. Наблюдения за режимом подземных и поверхностных вод осуществлялись по всей наблюдательной сети, расположенных как на водозаборе с ИВЗПВ, так и действующих в естественных и нарушенных групповой откачкой условиях. Они заключались в замерах уровня, дебита, отборе проб воды из всех пробуренных скважин исследуемого участка, по каналу Арна, а также из инфильтрационных контуров. По результатам режимных работ определены отдельные статьи баланса подземных вод и уточнены гидрогеологические параметры приканальной линзы.

Влияние на гидрогеологические условия этих водоносных горизонтов и комплексов накладывает и инженерно-геологическая деятельность человека (поливы, дренаж, сброс избыточных ирригационных вод в местные понижения рельефа и т.д.), придающая

специфические черты развитию современных гидрогеологических процессов в пределах всего Приаралья.

На действующих водозаборах изучаемой территории, возникла необходимость защиты эксплуатируемых горизонтов от истощения и загрязнения путем искусственного вмешательства, применив метод магазинирования и опреснения линз грунтовых вод.

Таблица 1

Запасы подземных вод

Категория запасов	Количество, м3/сут			Разведанность запасов	Метод расчета граничных условий
	Паводок	Межень	Среднег одовой		
Водозабор Кегейли					
A	5184	855,4	-	Запасы установлены опытным путем	Совместное применение гидравлического и гидродинамическ их методов
B	2592	1710,7	-	Запасы установлены расчетным путем	
C1	10368	1710,8	-		
A+B+C1	18144	4276,8	-		

Метод искусственного восполнения запасов подземных вод (ИВЗПВ) применяется на действующих водозаборах в случаях, когда пресные емкостные запасы водоносного горизонта в процессе эксплуатации истощены и не удовлетворяют заявленной потребности. [2, 4].

В аридных условиях - это единственный метод сохранения пресных водоносных горизонтов (линз), увеличения их емкостных запасов с расширением полезной площади, при естественном самоочищении воды от загрязнителей, и, тем самым, позволит обеспечить потребности населения круглогодично в питьевой воде. На основных действующих водозаборах, приуроченных к русловым и аллювиальным пескам, развитых вдоль р.Амударья, каналов Арна, Кегейли и Куванышджарма, применен метод искусственного восполнения и опреснения грунтовых вод и подсчитаны запасы. Вдоль магистральных каналов и древних русел протоков (Шортанбай, Саманбай) р.Амударьи, пески содержат пресные и слабосолоноватые воды (с расходом потока 216 л/с), которые могут быть использованы на орошение, для технических целей и, частично, для водоснабжения населенных пунктов. По данным Каракалпакской режимной станции, 20-30% оросительных вод идет на пополнение первого от поверхности водоносного горизонта (грунтовые воды), и обуславливает низкую минерализацию. Ежегодные фильтрационные потери с орошаемых площадей в среднем составляют 10 м³ воды с 1 км², а на остальные статьи баланса: инфильтрация атмосферных осадков 3-7% годовой суммы (при

среднемноголетней величине атмосферных осадков равной 100 мм), приток из регионального потока около 1% из приходной статьи баланса [3, 6].

Фильтрационные потери поверхностных водотоков составляют 46-47 л/с на 1 м² его длины. Средняя мощность пресных приканальных линз 25-30 м, ширина от 1000 до 3000 м. В последние годы минерализация воды в р.Амударья, а, соответственно, и в каналах, на протяжении паводкового периода превышает 1,0 г/л. Вследствие этого меняется гидрохимическая обстановка в зоне влияния этих водотоков. В настоящее время на основе гидрогеологических исследований выяснены влияния этих процессов на гидрогеологические условия территорий, прилегающей к р.Амударье и оросительным каналам, выявлены перспективные приканальные линзы пресных вод для применения метода магазинирования и опреснения подземных вод по централизованному водоснабжению населенных пунктов. Суммарная длина всех выявленных и детально разведанных участков линз пресных грунтовых и вод, пригодных для питьевого водоснабжения по республике Каракалпакстан, составляет около 30 км. С каждого километра длины линзы по аналогии разведанных запасов категории А+В+С₁, можно получить около 12 л/с пресной воды. Напорные, самоизливающиеся воды турон-нижнесенонского водоносного комплекса используются для водопоя скота.

В заключении исследования можно говорить, что учитывая постоянный рост минерализации и степень загрязнения поверхностных водотоков, наиболее перспективным источником водоснабжения следует считать искусственное магазинирование поверхностного стока в те периоды, когда поверхностные воды соответствуют требованиям ГОСТа, предъявленным к питьевой воде. В периоды же, когда вода в поверхностных водотоках имеет минерализацию более 1,0 г/л, искусственно сформированные линзы должны ограждаться от возможности подпитывания последней.

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ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ПРОЦЕССА ОБУЧЕНИЯ ОДАРЁННЫХ СТУДЕНТОВ

Аннотация: Данная статья посвящена психологическим аспектам обучения одарённых студентов, которая указывает на существенную связь психологии и педагогики в процессе преподавания. Этот феномен даёт возможность глубже понять суть преподавания и роли психологических аспектов в обучении.

Ключевые слова: психологический, аспект, студент, обучение, процесс, индивид.

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PSYCHOLOGICAL ASPECTS OF THE PROCESS OF EDUCATION OF GIFTED STUDENTS

Annotation: This article is devoted to the psychological aspects of teaching gifted students, which indicates the essential relationship between psychology and pedagogy in the teaching process. This phenomenon makes it possible to better understand the essence of teaching and the role of psychological aspects in learning.

Keywords: psychological, aspect, student, learning, process, individual.

Одаренные дети составляют бесценное национальное достояние нашей страны. Обладая высокими способностями, они скоро определяют содержание и темпы социально-экономического прогресса, займут ключевые позиции в экономике, администрации, науке, искусстве, идеологии, и это лучшее, на что мы можем надеяться. Понимая это, в последние 10-15 лет наше общество постепенно начало переходить от адаптивно-дисциплинарной модели унифицированного образования к личностно-ориентированной, "центростремительной" модели, ориентированной на студента. Распространенной формой инноваций в сфере образования стали такие учреждения, как гимназия, лицей, колледж, университет, специализированные классы для углубленного изучения отдельных предметов с целью реализации особых интересов одаренных

студентов. В таких учреждениях происходят изменения в целевых настройках образовательного процесса; они высоко ориентированы на создание оптимальных условий для социального и культурного развития студентов с учетом их индивидуальных особенностей. Однако даже эти учреждения, неплохо решающие общеобразовательные задачи по формированию научного мировоззрения, развитию творческой активности и т.д., ограничены в своих возможностях значительно улучшить работу по поиску, поддержке и дальнейшему развитию талантливых. Отдельные лица при сохранении высокого уровня всеобщего образования без модернизации всей системы обучения одаренных студентов.

Развитие общества зависит от роста интеллектуального, культурного, нравственного потенциала его членов. Система образования призвана формировать новые поколения, способные достичь социальной гармонии. До недавнего времени считалось, что в нашей стране не было проблем с одаренным поколением: за рано открывающийся музыкальный, художественный или математический дар существовали специализированные школы, те же студенты, которые в них не попадали, какое-то факультативное педагогическое искусство не было подвержены влиянию и все "одинаково". Противоречие заключается не в том, что учителя и родители не хотели работать с одаренными студентами, а в том, что не было системы диагностики, выращивания, контроля и защиты, которая позволяла бы одаренным детям и создавала условия для их развития, что подразумевало бы интеграцию усилия учителей, педагогов, родителей (количественный аспект) и создать соответствующий механизм реализации в рамках нашей образовательной системы. Для разработки педагогической технологии управления процессом обучения одаренных студентов в современных условиях создаются благоприятные условия. Это включает:

1. Демократизация общества в целом.
2. Изменчивость образовательной системы, выражающаяся в: организационные и структурные преобразования; разнообразие содержания и методов обучения; разработка и апробация новых методов диагностики; экспериментальная проверка нововведений.
3. Гуманизация всего учебно-воспитательного процесса, выражающаяся в следующем: широкое признание необходимости управления процессом обучения становления саморазвивающейся личности; признание свободы выбора содержания и форм обучения как реализации личной деятельности; - признание первостепенной роли внутренней мотивации; Поощрение творческой активности как студентов, так и преподавателей, которые переориентируются с информационного образования на развивающее, получают широкие права и возможности. В то же время мы отмечаем, что эти условия в основном провозглашаются, а не выполняются. Наличие этих благоприятных социально-педагогических

факторов облегчает нашу задачу. Однако это очень сложно и должно решаться шаг за шагом. На наш взгляд, основное противоречие заключается в ориентации на раннее признание и культивирование объективного природного «дара», врожденного таланта, с одной стороны, и отсутствия соответствующего опыта в организации эффективного управления этими действиями, с другой. Есть и другие противоречия: между необходимостью поиска и диагностики студентов с высокими творческими способностями и отсутствием целевых программ для их дифференцированного и дивергентного обучения, случайным, спорадическим характером опыта; между формальным характером оценки общей и специфической одаренности, когда педагогическое сообщество судит по результатам определенных конкурсов - олимпиад, конференций и т. между необходимостью расширения информационно-экспериментальной сферы деятельности в этом направлении и финансовой поддержкой; Отсутствие условий для самореализации талантливой личности противоречит самой ее природе и оказывает разрушительное влияние на судьбу ее жизни.

Программы обучения для таких студентов должны также включать режим социализации, своего рода «закалку» и воспитание воли к конкуренции и победе даже у тех из них, чей темперамент исключает боевой дух и для которых карьерные соображения недопустимы. Проблема воспитания и обучения талантливых студентов была предметом исследования психологов и педагогов, как отечественных, так и зарубежных. В отечественной психологии выявление личностных характеристик одаренности и творческого саморазвития представлено в работах В.И. Андреева, Л.С. Выготского, З.И. Калмыковой, А.М. Матюшкина, Я.И. Пономарева, С.Л. Рубинштейна и других.

Феномен одаренности действительно нуждается в серьезном психолого-педагогическом и логико-философском исследовании. Причинами такой неотложности являются текущая экономическая ситуация в стране, социально-политическая ситуация и духовно-духовный кризис, и перестройку педагогической науки. Однако интуитивно понятая одаренность не может быть объектом педагогического управления, поэтому теоретическое обоснование и характеристика феномена одаренности является необходимой логической отправной точкой для любого анализа, тем более что речь идет об интеллектуальном таланте. Нам кажется, что процесс творческой самореализации зависит от ряда дидактических условий. К ним относятся те, которые целенаправленно внедряются в учебный процесс и призваны обеспечить наиболее эффективную реализацию процесса обучения талантливых подростков.

Основные практические условия эффективного управления процессом обучения одаренных студентов можно выразить следующими практическими рекомендациями:

а) усиление гуманистической направленности педагогической деятельности - наряду с выявлением индивидуальных особенностей студентов - уровней познавательных интересов и наклонностей, наклонностей и способностей, мотивов познавательной деятельности, в полной мере способствующих их интеллектуальному развитию и саморазвитию;

б) в соответствии с уровнем познавательных интересов и интеллектуального развития одаренных учащихся желательно организовать их обучение с учетом принципов внешней и внутренней (индивидуальной) дифференциации;

в) личностно-ориентированный, особенно индивидуально-творческий подход требует значительных изменений в характере педагогической работы - обуславливает необходимость серьезной научной, теоретической и психолого-педагогической подготовки, совершенствования технологии обучения, стимулирования творческого развития стажеры и установление педагоги совместного творчества между учителем и студентами;

г) учитель, руководитель учебно-воспитательного учреждения, родители и все, кто вовлечен в этот процесс, должны быть чрезвычайно вдумчивыми и компетентными, уметь тактично полагаться на материалы глубокого анализа индивидуальных качеств личности учащегося и будьте готовы применять самые разумные технологии обучения, развития школьников. Однако важно сочетать традиционные и инновационные методы и приемы, стимулирующие интеллектуальное развитие одаренных студентов. Среди них: включение студентов в творческий процесс, постоянное усложнение содержания учебного материала, использование дополнительной информации о программе, получаемой в учреждениях образования и посредством самообразования; всевозможное поощрение желания одаренных студентов участвовать в различных олимпиадах, конкурсах, и т.д.; возможность одаренных студентов представить свои идеи, мысли, знания и навыки разной аудитории студентов; желательность создания в университете органа для разработки научно-методических рекомендаций по дальнейшему развитию личности одаренных студентов; рекомендация разумного участия в работе кружков и секций, научных и культурных учреждений, посещение библиотек, использование НИТ (новые информационные технологии), радио и телевидения и т. д.

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ЛЕЧЕБНЫЕ СВОЙСТВА И ОСОБЕННОСТИ РАСТЕНИЯ КАПЕРСЫ (CAPPARIS SPINOSA L.)

Аннотация: в статье рассматриваются лечебные свойства каперсов и их значение в агротехнологии и сельском хозяйстве. Каперсы — нераспустившиеся бутоны каперсового куста, род растений семейства каперсовые. Наибольшую ценность в кулинарии имеют каперсы до 7 мм в диаметре. Их цвет колеблется от зеленого до голубоватого оттенка. После сбора каперсы маринуют в уксусе и соли или засаливают, в свежем виде их не употребляют.

Ключевые слова: рутин, кверсетин, стаксидрин, капридин, сапонин, флавоноид, кумарин, витамины С (аскорбиновая кислота), астма, геморрой и используется при других заболеваниях.

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MEDICINAL PROPERTIES AND FEATURES OF THE CAPER PLANT (CAPPARIS SPINOSA L.)

Annotation. The article examines the medicinal properties of *Capparis spinosa* and their importance in agricultural technology and agriculture. *Capparis spinosa* - unblown buds of a caper bush, a genus of plants in the caper family. *Capparis spinosa* up to 7 mm in diameter have the greatest value in cooking. Their color ranges from green to bluish. After picking, *Capparis spinosa* are pickled in vinegar and salt or salted, they are not consumed fresh.

Key words: Rutin, quersetin, staxidrin, capridin, saponin, flavonoid, coumarin, vitamins C (ascorbic acid), asthma, hemorrhoids and is used for other diseases.

Вступления. Одна из ведущих отраслей фармацевтической промышленности страны также занимается выращиванием лекарственных растений в результате радикальных реформ количество лекарственных растений растет из года, а также развивается внедрение лекарственных

растений для удовлетворения спроса на сырье в фармацевтической промышленности.

Колючие каперсы относятся к семейству Capparidaceae многолетнее травянистое многолетнее лиановидное травянистое растение до 2,5 м высотой. Листья округлые, перевернуто-яйцевидные или эллиптические, располагаются последовательно на стеблях и ветвях полосой. Крупные четырёхлепестные белые цветки расположены в пазухах листьев длинной полосой. Плод многосемянный, перевернуто-яйцевидный, сочный, напоминающий влажный плод. Колючие каперсы цветет в мае-июне, плоды созревают в июле-августе [5]



Рисунок №1 Рисунок №2

Специалисты связывают это название с пустыней Кавир в Иранской степи. Потому что опунции-самое распространенное растение в этом районе. Его выращивают во Франции, Испании, Италии, Алжире, Кипре, Греции и Северной Америке. Колючих кустарников 150 видов, из них 2 вида (*C.spinosa*, *C.rosanoviana*) произрастают в Узбекистане. Естественно растет в горах нашей страны. Этот колючий кустарник, растущий в открытом грунте, не выбирает места, устойчив к засухе и холоду. Произрастает с мая по октябрь. Это лекарственное растение от корня до листа колючего куста. Это также питательный корм для скота. Колючие каперсы ценное сырье в фармацевтической и пищевой промышленности. В народной медицине используют надземную часть коры, плодов и корней.[1]

Верхняя часть растение собирают во время цветения, сушат на земле.

Цветы собирают, когда растение полностью цветет, а плоды созревают. Корень колючих каперсов выкапывают ранней весной или поздней осенью.

Самая полезная часть-кора корня.

Полезные свойства это абсорбирующее очищающее средство. Его кора горькая острая и хрустящая. Фрукты, особенно соленые менее питательны. Свежесобранные плоды питательнее сушеных шипов.

Все части колючего растения содержат питательные вещества, а именно: обычный кверцетин С (аскорбиновая кислота), витамин стахидрин, тиогликозид, сапонины, красители, фруктовый сахар, витамин, флавоноиды, тиогликозид.

Травмы и раны. Кора корня очень полезна при нанесении на раны.

Суставы. Кора корня полезна при болях в паху, иногда очень хорошо пропитаться соком кожи головы, а также при параличе и коагуляции, укрепляет конечности из-за своих морщин. Поэтому он очень полезен при мышечных спазмах, возникающих в области головы и средней части мышц.[2]

Общие свойства. Жевание коры корня удаляет влагу с головы и снимает холодную боль в голове, при зубной боли необходимо пережевывать кору корня особенно свежую или листья.

Органы дыхания и грудной клетки. Физиологический раствор рекомендуется пациентам с астмой.

Органы питания. Сами по себе каперсы очень полезны, особенно когда пьют кору корня при заболеваниях селезенки и когда селезенка затвердевает, или когда ею густо смазывают порошок чего-то вроде ячменя или ячменя. Часто селезенка освобождается от густого вещества, что приводит к ее заживлению.

Органы выделения. Он всасывает сырую густую слизь, циркулирует менструальную кровь, и устраняет рвоту в кишечнике.

Интересные факты. Впервые каперсы упомянуты в «Эпосе о Гильгамеше» – древнейшем памятнике литературы. В Древней Греции бутоны каперсника имели славу эффективного средства против метеоризма.

Зрелые ягоды каперсника использовались древними евреями как афродизиаки.

Каперсы входили в состав оригинального салата «Оливье», придуманного Люсьеном Оливье в конце XIX века. Наибольшую ценность представляют маленькие бутоны каперсника – до 7 мм в диаметре. Каперсы от 14 мм оцениваются низко.

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ПОЛЕЗНЫЕ СВОЙСТВА ПРОДУКТОВ СПОРЫНЬИ (SECALE CORNITUM)

Аннотация: Статья посвящена технологии выращивания спорыньи. Ареал, культивирование Спорынья - «космополит». У нашей стране встречается почти во всех природных зонах, кроме пустыни и тундры. Наиболее благоприятны для развития спорыньи районы с высокой относительной влажностью воздуха (70% и выше) умеренно теплой погодой в период цветения ржи. Оптимальная температура для роста и развития спорыньи 21 С. Для бесперебойного удовлетворения потребностей фармацевтической промышленности и лом виде сырья спорынья введена в культуру.

Ключевые слова: Алкалоиды (Эрготамин, эргометрин, эргозин), ацетилхолин, стенокардия, мигрень, эндоартериит, Государственная фармакопея (ГФ), Дигидроэрготоксин.

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USEFUL PROPERTIES OF ERGOT PRODUCTS (SECALE CORNITUM)

Annotation: Ergot - Secale Cornitum Abstract: This article is about the technology of cultivation of Ergot plant. Habitat, cultivation of Ergot - "cosmopolitan". In our country, it is found in almost all natural zones, except for the desert and tundra. Areas with high relative humidity (70% higher) and moderately warm weather during the flowering period of rye are most favorable for the development of ergot. The optimum temperature for the growth and development of ergot is 21 C. For the uninterrupted satisfaction of the needs of the pharmaceutical industry and scrap as a raw material, ergot is introduced into the culture.

Keywords: Alkaloids (Ergotamine, ergometrine, ergosine), Acetylcholine, State pharmacopoeia, Angina, Migraine, Endoarteritis, Digidroergotoxin.

Вступление. Название растения: Спорынья ржи - *Claviceps purpurea* Tulasne.

Спорынья паразитирует на злаках, преимущественно на ржи. Спорынья как гриб-паразит имеет сложный цикл развития из трех стадий: склероциальную, сумчатую и конидиальную. Стадия I (склероциальная) – образование склероция (покоящаяся стадия гриба). Медицинское значение имеет гриб в склероциальной стадии, когда образуются склероции. Склероции опадают со зрелых колосьев ржи или оказываются на земле с зерном. Они хорошо переносят морозы и на следующий год после всходов ржи начинают сами прорастать. Стадия II (сумчатая) - на прорастающем склероции появляются красные или темно-розовые булавовидные плодовые тела, состоящие из тонких ножек и шаровидных головок, усаженных многочисленными мелкими коническими выступами («бороланочками»). Эта стадия по существу и есть сам производящий организм гриб *Claviceps purpurea*. Борода вочки на головке являются выходами перитециев яйцевидных полостей, образующихся в периферической части головки. В перитециях вырастают многочисленные аскоспоровые сумки булавовидной формы, в каждой из которых развивается по 8 нитевидных аскоспор. К моменту цветения ржи плодовые тела гриба полностью созревают, при этом из ели разбухающих перитециев выдавливаются споровые сумки, которые воз-духом разносятся по цветущей ржи.

Стадия III (конидиальная) начинается с попадания аскоспор на перистые рыльца цветков ржи и их прорастания. Из сплетения гиф на завязи цветка образуется грибница, по мере развития которой начинается бесполое размножение гриба. Одновременно грибницей вырабатывается клейкая жидкость, содержащая сахаристые вещества, называемая медвяной росой. Капли последней стекают по пораженному колосу, унося с собой конидиоспоры. Сладкая жидкость привлекает насекомых, которые, перелетая на другие колосья, разносят конидиоспоры, способствуя тем самым новому (повторному) заражению ржи. Конидиоспоры, попав на здоровые цветки ржи, также прорастают, образуя на завязях грибницу. Постепенно грибницы (образовавшиеся как из аскоспор, так и из конидиоспор).

Разрастаясь, разрушают завязь, и в конечном счете на месте и вместо зерна развивается белое продолговатое плотное грибное тело молодой склероций. К моменту созревания ржи созревают и склероции, гифы уплотняются, наружный слой склероция при этом пигментируется, окрашиваясь в темно-фиолетовый цвет. При сильном поражении ржи отдельных колосьях может быть до 3-1 склероциев. Далее при уборке хлеба склероции самопроизвольно

оппадают на землю или при обмолоте попадают в товарное или семенное зерно. Ареал, культивирование Спорынья - «космополит». У нашей стране встречается почти во всех природных зонах, кроме пустыни и тундры. Наиболее благоприятны для развития спорыньи районы с высокой относительной влажностью воздуха (70% и выше) и умеренно теплой погодой в период цветения ржи. Оптимальная температура для роста и развития спорыньи 21 °С. Для бесперебойного удовлетворения потребностей фармацевтической промышленности и лом виде сырья спорынья введена в культуру. Производство спорыньи в специализированных хозяйствах состоит из нескольких стадий:

1. Полученные инфекционного материала.
2. Заражение ржи.
3. Уборка спорыньи.

Заражение производите помощью специальных машин в начале колошения ржи выращенным на искусственных средах инфекционным материалом, содержащим конидио-споры спорыньи. Возможности искусственного разведения спорыньи позволила выращивать склероции с повышенным содержанием алкалоидов, а также проводить селекционные работы, направленные на получение штаммов гриба, продуцирующих определенный набор алкалоидов.

В настоящее время имеется четыре штамма спорыньи: эрготаминовый, эрготоксиновый, эргокриптиновый и Эргометриновый. За рубежом освоена промышленная сапрофитная культура спорыньи.

I Потребность в сырье спорыньи эрготаминового штамма определена в 65 т, эрготокси нового штамма - 7 т, эргокриптинового штамма 75 т в год.

Заготовка, сушка.

Заготовку склероциев осуществляют по мере их созревания с помощью специальных машин. Сушат в сушилках при температуре 40-60 °С. Более высокая температура приводит к разложению алкалоидов.

Лекарственное сырье.

В качестве лекарственного сырья используют собранные по мере созревания и высушенные рожки (созревшие склероции — покоящаяся стадия гриба, паразитирующих на ржи) культивируемой спорыньи эрготаминового (эрго-

токсинового) штамма *Claviceps purpurea* (Pries) Tulasne.

Внешние признаки

Рожки продолговатые, почти трехгранные, несколько изогнутые, суживающиеся к обоим концам, обычные гребни продольными бороздками. Длина 5-30 мм. ширина 3-5 мм. цвет снаружи черно- или коричнево-фиолетовый, иногда сероватый, со стирающимся налетом. Вкус сырья не определяется, так как оно ядовито. В изломе склероции должны быть желтовато-белые с узкой фиолетовой каймой по периферии.



Спорынья (*Claviceps purpurea* T u L.)

Химический состав: Продукт содержит 0,05%, свежие сорта содержат 0,3-0,4% алкалоидов. Согласно ХГФ, содержание алкалоидов в продукте не должно быть менее 0,05%. Алкалоиды спорыньи состоят в основном из алкалоидов эрго и кальвина. Кроме того, присутствуют амины (гистамин, триамин), аминокислоты (валин, лейцин), бетаин, эргостерин. Из-за содержания жира в продукте

Применение: Лекарства, полученные из спорыньи, в основном используются в акушерстве и гинекологии, а также при сокращении матки и повышении ее активности при кровотечениях. Дигидроэрготоксин и дигидроэрготамин А препарат Редергам, производимый в Венгрии, используется при лечении гипертонии, стеснения в груди, мигрени, эндо артериита, спазма сосудов, быстрого ухудшения состояния, поэтому жир в продукте отделяется от бензина. Лекарства: порошок, порошок, таблетка, ампула Смесь тартрата эрготамин и малеата эргометрина выпускается под названием «Неогинофорт (Венгрия), Секабревин (Германия). Эта смесь алкалоидов также входит в состав препарата Бекллоид, производимого в Венгрии. sclerotia, который паразитирует в спокойном состоянии и зимует. Спорынья хорошо растет во влажном климате. *Sesale cornutum* используется в медицине. Он содержит эрготамин, эргометрин, алкалоиды эргозина, аминокислоты, воду. т кислота, красители. Продукт в основном используется в акушерстве и гинекологии для остановки кровотечения из матки при кровотечении, ослабления и повышения активности матки. Дигидроэрготоксин дигидроэрготамин применяют при гипертонии, ангине, мигрени, эндо-артериите, спазме сосудов.

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ТЕХНОЛОГИЯ ВЫРАЩИВАНИЯ ПОМИДОРОВ ГИДРОПОННЫМ МЕТОДОМ В ЗАЩИЩЕННЫХ МЕСТАХ

Аннотация: В условиях гидропоники самые длинные стебли и многоветвистые рассады помидоров наблюдались в экспериментах, где материалы гидропоники обернуты пленкой перлитовых волокон и опилкой + навоз, в которых длина стебля составляла 634-624 см, количество связок - 12,5-12,0. Среднее количество ежедневных поливов помидоров, выращиваемых в условиях гидропоники, за сезон составляет 4-7 раз, норма сезонных поливов - 3829 м³ / га. Среднесуточный расход воды на каждое растение не должно превышать 0,350-0,425 л. В ходе эксперимента было установлено, что быстрый рост и развитие помидоров в течение последней декады декабря, а также в январе и феврале происходит медленнее, чем в сезоне- сентябре-ноябре и марте-мае.

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TECHNOLOGY OF GROWING TOMATOES BY HYDROPONIC METHOD IN PROTECTED AREAS

Abstract: Under hydroponic conditions, the longest stems and multi-branched tomato seedlings were observed in experiments where hydroponic materials were wrapped with a film of perlite fibers and sawdust + manure, in which the stem length was 634-624 cm, the number of bundles was 12.5-12.0. The average number of daily irrigations of tomatoes grown under hydroponics conditions per season is 4-7 times, the seasonal irrigation rate is 3829m³/ha. The average daily water consumption for each plant should not exceed 0.350-0.425 liters. During the experiment, it was found that the rapid growth and development of tomatoes during the last ten days of December, as well as in January and February, is slower than in the season - September-November and March-May.

Ключевые слова: Гидропоника, препарат, капельное орошение, материал, компьютер, Кокос, Гравий, Вермикулит, Перлитовые зерна, Перлитовое волокно, Опилка + навоз, Сорты помидоров Индетерминантного типа.

Введение. Для непрерывного обеспечения населения мира томатной продукцией, наряду с выращиванием помидоров в открытом грунте внедряется гидропонное выращивание помидоров в современных, полностью автоматизированных теплицах с компьютерным управлением. В последние годы в республике приняты комплексные меры по увеличению выращивания наиболее широко потребляемой овощной культуры-помидоров и по обеспечению населения этим продуктом. В результате принятых мер совершенствуется технология выращивания помидоров в открытых и тепличных условиях и достигается высококачественный урожай многих томатных сортов.

Основная часть. Применение материалов, используемых в гидропонике при выращивании помидоров, минеральных удобрений, различных препаратов, оборудования для капельного орошения даёт эффективный результат при выращивании помидоров в тепличных условиях. В теплицах при уходе за помидорами едино стеблевые растения томатов выводят на нить, боковые веточки растений, не доводя до длины 7-8 см, рекомендуется вырезать. После того, как рассады помидоров в течение вегетационного периода будут обтянуты на нить, основные стебли растения следует скручивать и формировать на нить один раз в неделю. Боковые ветви обрезают, оставляя 2 листа и 3 плода. Для плодотворного роста и развития помидоров в нынешние дни в теплице температура должна быть днем около 24-26 градусов и ночью около 18 градусов

Высокая урожайность, нормальный рост и развитие овощных культур определяет насколько растение обеспечено водой и питательными веществами.

Водой и питательными веществами равномерно и ежедневно до конца вегетационного периода должны снабжаться маленькие площадки. Для приготовления питательного раствора лучше использовать хорошо растворимые в воде удобрения.

Концентрация раствора для помидоров в начале вегетации должна составлять 1,8 г / л и при созревании урожая 3,0 г / л. рН рабочего питательного раствора может составлять 5,5-6,3. В период вегетации на подкормку посевов помидора расходуется 150-200 л / м² питательных растворов и 550-750 л / м² поливной воды.

Оптимальная температура воздуха для помидоров в ясные дни должна быть 26 ° С, в пасмурные дни на 2-4 ° С ниже и ночью около 18 ° С. Относительная влажность не должна превышать 60-65%. Повышенная влажность приводит к опаданию цветков растений, плодов, растрескиванию кончиков плодов, появлению гнили. Поэтому при уходе за помидорами следует уделять особое внимание вентиляции, то есть наряду с вентиляцией сверху должна быть вентиляция сбоку. Достижение влажности 70-75% создает благоприятные условия для развития на растениях коричневых пятен, серой гнили и болезни фитофторы. Обычно в теплицах выращиваются сорта помидоров Индетерминант, вырастающие в высоту до 2 м и более. Для этого их нужно подвешивать и ухаживать за ними на специальных подвесках. В тепличных условиях с каждого м² таких помидоров можно собрать урожай на 10-15 кг больше обычного.

В эксперименте используется специальная небольшая модель гидропоники (рассчитанная на 25-50 растений) для изучения минеральных удобрений, разработанных в Узбекистане в условиях гидропоники. Эксперименты проводились с использованием небольшой гидропонной модели, разработанной для изучения удобрений и

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Научные данные, полученные в результате эксперимента, представлены в таблице 2. В течение вегетационного периода помидоров, выращиваемых в гидропонных условиях (сентябрь-май), количество потребляемой воды варьировалось в зависимости от фаз роста растений помидора. На начальном этапе выращивания растений в контрольном варианте, то есть в сентябре использовалось 351-363 м³ / га, а в октябрь-ноябре водопотребление было несколько выше - 381-386 м³ / га.

В остальные месяцы, то есть от начала созревания томатов до конца вегетации, расход воды составлял 416-516 м³ / га.

Количество ежедневных поливов в начальной фазе роста помидоров составляло 4 раза, 5-6 раз зимой (декабрь, январь, февраль) и 6-7 раз весной.

Заключение. Суточные нормы полива составляют 11,3-16,4 м³ / га, разовые нормы полива помидоров в зависимости от потребности периода роста составляют 2,45-3,2 м³/га. Количество воды, поступающей из каждой капельницы на очередной полив составляет 0,376-0,550 л / сутки и 0,080-0,100 л. Вышеуказанные суточные нормы полива помидоров составляют (11,3-16,4 м³ / га), нормы очередных поливов составляют (2,45-3,2 м³ / га), орошение через систему капельного орошения до 4-7 раз, достигая в гидропонных материалах корней растения в виде капель, обеспечивая этим постоянное увлажнение и нормальный рост и развитие помидоров.

Использованные источники:

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РЕГИОНАЛЬНЫЕ ОСОБЕННОСТИ УПРАВЛЕНИЯ СИСТЕМОЙ СОЦИАЛЬНОЙ ЗАЩИТЫ И ПОДДЕРЖКИ СЕМЕЙ С ДЕТЬМИ В РОССИИ

Аннотация: В статье рассматриваются сущность и механизмы управления системой социальной защиты и поддержки семей с детьми в России, раскрываются виды социальной поддержки детства и материнства, основные меры национального проекта «Демография», направленные на повышения качества жизни семей с детьми. Освещаются особенности функционирования системы социальной защиты семей с детьми на региональном уровне. Делается вывод о значимости финансовых инструментов социальной поддержки семей с детьми и необходимости их совершенствования с учетом лучших региональных практик.

Ключевые слова: социальная защита детства и материнства, социальная поддержка семей с детьми, семейная политика, национальный проект, финансовые меры, регион.

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**REGIONAL FEATURES OF THE MANAGEMENT OF THE SOCIAL
PROTECTION AND FAMILY SUPPORT SYSTEM
WITH CHILDREN IN RUSSIA**

Abstract: The article examines the essence and mechanisms of managing the system of social protection and support for families with children in Russia, reveals the types of social support for childhood and motherhood, the main measures of the national project "Demography" aimed at improving the quality of life of families with children. The features of the functioning of the social protection system for families with children at the regional level are highlighted. The conclusion is made about the importance of financial instruments of social support for families with children and the need to improve them taking into account the best regional practices.

Keywords: social protection of childhood and motherhood, social support for families with children, family policy, national project, financial measures, region.

Государственная поддержка в системе социальной защиты населения является одним из инструментов, направленным на снижение рисков бедности и улучшение материального положения населения в целом и, в том числе, семей с детьми. В условиях негативных экономических тенденций последних лет, выражающихся в снижении реального уровня заработной платы и пенсии, уменьшении доходов населения, росте инфляции и безработицы, значимость и необходимость усиления социальной защиты наиболее уязвимых групп, семей с детьми, бесспорна.

В соответствии с Конституцией РФ материнство и детство, семья находятся под особой защитой государства [1]. Следовательно, система социальной защиты семей, материнства и детства выступает базовой частью государственной социальной политики РФ и предполагает удовлетворение базовых потребностей семьи, связанных с ее материальным благосостоянием, охраной здоровья, получением образования, обеспечением безопасности и прочими аспектами.

Система социальной защиты семьи с детьми представляет собой многоуровневую систему государственных мер по обеспечению минимальных социальных гарантий, прав и льгот семьям в ситуации социально-экономического риска. В значительной степени меры социальной помощи семьям с детьми носят характер материально-финансовой поддержки.

С 2007 года Правительство Российской Федерации активно реализует комплекс мер государственной помощи семьям с детьми, представленный посредством четырех основных форм [2]: 1) денежные выплаты; 2) транспортные, жилищные, трудовые, медицинские и другие льготы семьям с детьми, родителям и детям; 3) различные бесплатные выдачи семье и детям (одежда и обувь, детское питание, лекарства и др.); 4) оказание конкретной педагогической, психологической и юридической помощи, социальных услуг.

Под действие норм федерального и регионального законодательства в сфере социальной защиты детства и материнства попадают следующие социально незащищенные категории граждан, оказавшиеся в трудной жизненной ситуации: дети-сироты, дети, оставшиеся без попечения родителей и семьи, в которых они проживают; дети с девиантным поведением; дети-инвалиды; малообеспеченные семьи с детьми; многодетные семьи; одинокие матери.

В зависимости от категории различают следующие виды мер социальной поддержки семей с детьми: детям (различные пособия семьям с детьми; услуги, предоставляемые семьям и детям), многодетным семьям (выдача удостоверений многодетной семьи, различные пособия, денежные выплаты, оплата услуг ЖКХ и др.); малоимущим семьям с детьми; молодым семьям (программы улучшения жилищных условий и др.) и др.

С 2019 года для достижения целей демографического развития страны, стимулирования рождаемости, повышения ожидаемой продолжительности жизни и улучшению качества жизни семей с детьми Правительством России реализуется национальный проект «Демография» на период до 2024 года. Из входящих в состав нацпроекта 5 приоритетных федеральных проектов на повышение уровня жизни семей с детьми и усиление их социальной защиты наиболее значимы два: «Финансовая поддержка семей при рождении детей» и «Содействие занятости женщин — создание условий дошкольного образования для детей в возрасте до трех лет» [3].

В рамках приоритетного федерального проекта «Финансовая поддержка семей при рождении детей» реализуется значительный комплекс мер, направленный на усиление материальной поддержки семей с детьми. В него включены основные мероприятия, которые предоставлены с 2020 года: 1) осуществление ежемесячной выплаты в связи с рождением (усыновлением) первого ребенка; 2) предоставление материнского (семейного) капитала (в том числе ежемесячная выплата в связи с рождением (усыновлением) второго ребенка); 3) осуществление ежемесячной выплаты в связи с рождением третьего ребенка или последующих детей; 4) дополнительные меры, направленные на поддержку рождаемости на Дальнем Востоке.

Общий объем финансирования мероприятий национального проекта составляет с учетом увеличения финансирования в 2020 году 4,7 трлн. рублей на период 2019-2024 годы. При этом средства федерального бюджета и бюджетов государственных внебюджетных фондов РФ составляют 2,79 трлн. руб., или 92,0% всех средств федерального бюджета на этот проект [4].

Два федеральных проекта «Финансовая поддержка семей при рождении детей» и «Содействие занятости женщин» включают основной объем финансовых мер поддержки семей с детьми. Объем инвестиций по этим двум федеральным проектам – 2,85 трлн. руб., что составляет 91,8% от всего объема инвестиций по нацпроекту «Демография». При этом 97,9% от совокупных расходов – средства федерального бюджета, а средства консолидированных бюджетов субъектов РФ всего 2,1%. То есть вклад регионов близок к символическому, а инвестиции из внебюджетных источников вообще не предусматриваются.

Материнский капитал с 2020 года выплачивают при рождении первого ребенка, данная программа продлена до 2026 года и включена в нацпроект «Демография». Общий размер материнского капитала увеличивается до 616,6 тыс. руб. (для семьи с двумя детьми), с 466,6 тыс.

Семьи с детьми от трех до семи лет, живущие на доходы ниже прожиточного минимума на человека, получают право на ежемесячную выплату в размере половины прожиточного минимума, а с 2021 года — целого прожиточного минимума.

В федеральном бюджете на 2019-21 годы запланированы расходы на выплату пособий гражданам, имеющим детей, включая не подлежащих обязательному социальному страхованию, на случай временной нетрудоспособности и в связи с материнством, а также уволенным из-за ликвидации организации.

Прошедший, 2020 год характеризовался значительным ростом расходов федерального бюджета на социальную политику, которые составили свыше 5,0 трлн. руб., что на 2,1 % больше от 2019 года, и заняли 1-е место по объему финансирования (25,7% от общего объема). Данные тенденции на сохранение приоритета социальных расходов в структуре расходов федерального бюджета будут наблюдаться и в 2021и 2022гг. (24,4% и 22,2% от общего объема расходов). Расходы на предоставление государственных пособий гражданам, имеющим детей (их около 1,5 млн. человек ежегодно), в федеральном бюджете предусмотрены на 2020 год в размере 88,7 млрд. руб., на 2021 год – 92,2 млрд. руб. [5].

Действующим законодательством РФ разграничены полномочия между федеральными органами государственной власти, органами государственной власти субъектов РФ и органами местного самоуправления в сфере обеспечения семьи, детей и матерей мерами социальной поддержки, особенно в части их финансирования. При этом разграничение полномочий

проходит не по мерам соцподдержки, а по категориям лиц, которым предоставляются эти меры.

Именно федеральный бюджет гарантирует денежные выплаты семьям с детьми в отношении пенсий, пособий по обязательному социальному страхованию, отдельных видов пособий на воспитание детей, ряда выплат семьям военнослужащих с детьми. Регионы же вправе принимать собственные решения о выделении средств дополнительной социальной помощи различным категориям граждан, включая и тех, чья социальная поддержка отнесена к федеральным расходным обязательствам (если региональный бюджет не является дотационным).

В различных регионах применяемые меры социальной поддержки семей с детьми весьма разнообразны. Можно выделить сходный для большинства регионов перечень мер: ежемесячное пособие на ребенка, адресная ежемесячная денежная выплата при рождении третьего и (или) последующих детей, материнский капитал, компенсация родителям (законным представителям) части родительской платы за присмотр и уход за детьми в дошкольных образовательных учреждениях; перечень мер по поддержке детей-сирот и детей, оставшихся без попечения родителей; различные денежные выплаты на содержание ребенка в семье опекуна (попечителя) и приемной семье, а также на вознаграждение, причитающееся приемному родителю. Остановимся на региональных особенностях оказания мер социальной поддержки семьям с детьми, рассмотрим отдельные региональные выплаты.

В соответствии с федеральным законодательством, в российских субъектах были приняты программы регионального материнского капитала. Условия возникновения права на региональный материнский капитал, а также правила его использования закреплены в правовых актах субъектов РФ и период его действия распространяется до конца 2021 года. Воспользоваться поддержкой в виде региональной программы материнского капитала могут семьи с тремя и более детьми, причем на момент обращения всем детям должно быть меньше 18 лет. Выплата регионального материнского капитала осуществляется единовременно и в большинстве субъектов предоставляется семьям при появлении третьего ребенка.

Размер регионального материнского капитала от финансовых возможностей субъекта РФ и колеблется от 25 тысяч рублей до 1 миллиона рублей. В среднем, в большинстве регионов семейный капитал составляет от 100 до 180 тысяч рублей (Самарская, Ростовская, Смоленская, Ленинградская, Свердловская области, Краснодарский, Камчатский края) [6]. В некоторых регионах размер данной меры поддержки семей с детьми дифференцирован в зависимости от очередности рождения ребенка.

Можно отметить, что перечень направлений реализации данных средств во многих субъектах расширен по сравнению с федеральным. Так,

например, в Ленинградской и Ростовской областях конкретизировано основание «на улучшение жилищных условий», которое включает покупку земельных участков, строительство или ремонт жилья, компенсации расходов на проведение бытовых коммуникаций, газификацию жилья. Также в перечень расходов включены: платная медицинская помощь детям, приобретение дорогостоящих лекарств, покупку автотранспортного средства. В Тульской же области областной материнский капитал можно направить на компенсацию оплаты санаторно-курортного лечения ребенка (детей).

Также к общим для всех российских регионов относятся выплаты многодетным семьям, которые разнообразны и ощутимы как меры соцподдержки. К таким мерам относят: различные ежемесячные, ежегодные и единовременные выплаты (ежегодные выплаты для подготовки детей к школе, выплаты на улучшение жилищных условий, выплаты при рождении детей и др.) и поддержку в натуральной форме (бесплатное питание в образовательных учреждениях, предоставление земельных участков, внеочередное предоставление мест в детских садах, бесплатное или льготное дополнительное образование детей, лекарственное обеспечение детей, бесплатное или льготное транспортное обслуживание, оздоровление и отдых детей). Во многих регионах ежемесячное пособие на ребенка предоставляется многодетным семьям в повышенном размере. В число регионов-лидеров по количеству мер помощи многодетным семьям входят Тамбовская область (11 видов мер социальной поддержки), Ульяновская область (9 видов мер), в Архангельской и Новосибирской областях, Хабаровском крае — 8 мер. Наименьшее количество мер соцподдержки многодетным семьям отмечено: в Московской, Амурской, Курганской, Новгородской, Псковской, Ростовской областях; в республиках Калмыкия, Татарстан и Ингушетия, Чувашской Республике и Красноярском крае — по 1-2 меры [7].

Рассматривая региональные практики предоставления мер социальной поддержки семьям с детьми, эксперты [8] отмечают, что в ряде регионов чрезмерно дублируют меры поддержки федеральных категорий льготников. В других на поддержку федеральных льготников расходуется большая часть регионального бюджета социальных выплат (Волгоградская, Кемеровская, Тамбовская, Ярославская области, Республика Крым, С.-Петербург). Если в целом по России охват населения региональными выплатами составляет около 52%, то в некоторых регионах он превышает 70%, например, в Республике Алтай, Республике Башкортостан, Ярославской области. Все это говорит о том, что выплаты носят в значительной степени неадресный характер. Самые низкие показатели охвата демонстрируют Рязанская, Ивановская, Воронежская, Костромская области, Республика Адыгея и Республика Северная Осетия-Алания. При этом доля региональных выплат в денежном доходе населения практически во всех этих регионах очень

низкая. Это говорит о слабой эффективности системы социальной поддержки в этих регионах – и охват маленький, и размер выплат низкий. В противовес им можно привести пример компактных систем социальной поддержки Республики Чувашия и Республики Марий Эл, в которых размеры выплат достаточно существенны.

В субъектах Российской Федерации помимо усиления действующих федеральных мер социальной поддержки семей с детьми были установлены также новые (региональные) выплаты. Например, принимая во внимание реалии новой коронавирусной инфекции и рекомендации Роспотребнадзора, с целью организации летнего отдыха для детей, в Вологодской области была разработана региональная программа всеобщей занятости детей. С 1 июня 2020 года Вологодская область приступила к реализации нового уникального проекта «Вологодские каникулы» [9].

В Севастополе с началом введения режима самоизоляции, в условиях массового перехода школ на дистанционный режим обучения и закрытия детских садов, государственными органами было зарегистрировано большое количество обращений от граждан о нехватке финансовых средств для нахождения дома с детьми и просьбе о помощи. В связи с этим на уровне руководства субъекта было принято решение о предоставлении выплат на каждого ребенка от 0 до 18 лет в размере 3 тысяч рублей вне зависимости от социального статуса семьи. С 22 апреля по 8 июня 2020 года такая выплата была предоставлена 80 тыс. детей [10].

В Рязанской области семьям с безработными родителями и родителями, чья заработная плата ниже минимального размера оплаты труда, была предоставлена единовременная адресная помощь. В период режима ограничительных мер, руководством области было принято решение о продлении срока реализации регионального материнского капитала для семей с детьми 2016-17 годов рождения, благодаря чему около 500 семей смогли реализовать свое право на получение этих средств (72 242 руб.) [11].

В Ханты-Мансийском автономном округе в период пандемии 2020 года были произведены: единовременная выплата в 5 тыс. руб. беременным женщинам из числа малообеспеченных граждан, которых оказалось порядка 700 человек; единовременная выплата, получателями которой стали семьи, воспитывающие детей в возрасте от 16 до 18 лет; выпускникам 11 классов был сделан подарок «Выпускник 2020» в виде кредитной банковской карты, на которую была зачислена сумма в размере 5 тыс. руб. [12].

Существует значительное число мер социальной поддержки малоимущих семей с детьми, специфичных для каждого региона:

— беременных женщин, кормящих матерей и детей до трех лет (Костромская, Томская области, Краснодарский край, Республика Коми);

— студенческих семей - ежемесячное пособие на ребенка в студенческой семье (Еврейская автономная область, Волгоградская, Кемеровская, Курская, Московская, Омская области);

— неработающих трудоспособных родителей, ухаживающих за ребенком-инвалидом (ежемесячная доплата) — г. Москва, Ханты-Мансийский автономный округ, Ямало-Ненецкий автономный округ.

В Ростовской области семьям с детьми предоставляется 18 видов пособий и выплат, из которых 9 видов – согласно федеральному законодательству. Другие 9 видов – это региональные меры социальной поддержки семьям с детьми: выплата на третьего ребенка и последующих детей (назначена более чем на 40,3 тыс. детей); региональный материнский капитал (сертификат выдан 33,4 тыс. семей). Все указанные выплаты и ещё дополнительные предусмотрены также в отношении семей, которые воспитывают приёмного ребёнка или являются опекунами. Всего за 2020 год более чем 200,0 тыс. семей оказаны различные меры социальной поддержки. Основные виды региональных социальных компенсаций и пособий семьям с детьми, которые предоставляет правительство области, отражены в таблице № 1.

В период пандемии коронавирусной инфекции на региональном уровне были реализованы дополнительные меры социальной поддержки семей с детьми. В 2020 году в Ростовской области выплатили 42,5 тысячи многодетных семей по 5 тысяч руб. единовременной помощи. Продлили (без учёта дохода) все детские пособия до 1 октября. Открыли всем должникам по оплате жилищно-коммунальных услуг выплаты льгот и субсидий. Подняли планку оценки нуждаемости на полтора прожиточных минимума, увеличив размер и охват оказываемой адресной социальной помощи. Увеличилось пособие на содержание детей в приёмных семьях до 5 тысяч рублей. На данные цели было выделено 250 миллионов рублей. Также была оказана социальная поддержка 143 237 детей, проживающих на территории области, в виде ежемесячной денежной выплаты на ребенка в возрасте от трех до семи лет включительно в объеме 8 400,6 млн. рублей [13].

Таблица 1

Виды и размеры региональных выплат и пособий семьям с детьми в
Ростовской области [14]

Виды выплат и пособий	2019г. (руб.)	2020г. (руб.)
Ежемесячная денежная выплата, в случае рождения третьего ребенка или последующих детей до возраста 3 лет	8 693	8 954
Ежемесячная денежная выплата на молочные продукты детского питания малоимущим семьям, имеющим детей 1-2 года жизни	841	867
Ежемесячная денежная выплата на полноценное питание беременным женщинам из малоимущих семей, кормящим матерям и детям в возрасте до 3 лет из малоимущих семей	201 до 552	1146
Единовременная денежная выплаты семьям в связи с рождением одновременно 3-х и более детей	66 484	68 479
Ежемесячная выплата при рождении (усыновлении) первого ребенка малоимущим семьям со среднедушевым доходом ниже 2-кратного прожиточного минимума	10501	11 099
Ежемесячное пособие на ребенка малоимущим семьям	423 до 843	436 до 872
Региональный материнский капитал (для малоимущих семей при рождении (усыновлении) третьего ребенка или последующих детей)	117 754	121 287
Адресная социальная помощь на основании социального контракта малоимущим семьям с детьми	до 60 000	
Единовременное денежное поощрение в связи с награждением почетным дипломом Губернатора Ростовской области «За заслуги в воспитании детей» 50 многодетным матерям, достойно воспитывающим 4 и более детей»	50 000	

В целом, исходя из анализа существующих региональных практик по поддержке семей с детьми, можно сделать следующие выводы.

Наблюдаются существенные межрегиональные различия по предоставляемым мерам социальной поддержки семьям с детьми, при этом степень защищенности разных категорий семей с детьми в регионах неодинакова. Мер региональной социальной поддержки много, выплаты зачастую не высоки, не адекватны потребностям семьям с детьми для целей повышения их доходов, отражают распыление средств региональных бюджетов, недостаточно адресны, а также демонстрируют региональное неравенство и зависят от бюджетной обеспеченности региона.

Одним из ключевых условий повышения эффективности функционирования системы социальной защиты семьи и детства является более полный и точный учет их потребностей. При создании на региональном уровне комплексной системы соцзащиты необходимо

учитывать специфику территории, демографические особенности, состояние всех значимых для семьи сфер (здравоохранения, образования, занятости и др.), от которых зависит благополучие семей с детьми.

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ЗАРАБОТНАЯ ПЛАТА В ЭКОНОМИКЕ ОРГАНИЗАЦИИ И РЕГИОНА

Аннотация: в статье представлена информация об уровне оплаты труда в Республике Беларусь, проанализированы показатели средней заработной платы по видам деятельности, а также в разрезе регионов, обозначены основные понятия организации заработной платы в Республике Беларусь, ее роль в эффективной деятельности организации. Изложен методический подход к анализу эффективности использования трудовых ресурсов организации и средств на его оплату.

Ключевые слова: оплата труда, трудовые ресурсы, средняя заработная плата, номинальная заработная плата, реальная заработная плата, рабочая сила.

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SALARIES IN THE ECONOMY OF THE ORGANIZATION AND THE REGION

Annotation: the article provides information on the level of wages in the Republic of Belarus, analyzes the indicators of average wages by type of activity, as well as in the context of regions, outlines the basic concepts of wage organization in the Republic of Belarus, its role in the effective operation of the organization. A methodological approach to the analysis of the efficiency of using the organization's labor resources and funds for its payment is stated.

Key words: wages, labor resources, average wages, nominal wages, real wages, labor.

Заработная плата в Республике Беларусь регламентируется Трудовым Кодексом. Заработная плата - вознаграждение за труд, которое наниматель обязан выплатить работнику за выполненную работу в зависимости от ее сложности, количества, качества, условий труда и квалификации работника с учетом фактически отработанного времени, а также за периоды, включаемые в рабочее время (ч. 1 ст. 57 ТК РБ).

Заработная плата прямо и непосредственно связана с результатами труда. Оптимально организованная система оплаты труда воздействует на итоги работы благотворно, т.е. повышает заинтересованность работников в результатах их труда.

Номинальная начисленная среднемесячная заработная плата за 2020 год по регионам Республики Беларусь представлена в таблице 1[1].

По уровню оплаты труда по всем видам деятельности лидирует Минская область, уровень заработной платы в которой превышает средние показатели по республике. Различие в оплате труда столичного региона и других областей составляет весьма заметную величину. Если сравнивать с показателями Гомельской области, то различие в заработной плате, например, торговых работников составляет 71%, а работников промышленности – 12%.

Таблица 1 – Номинальная среднемесячная заработная плата за 2020 год по регионам Республики Беларусь

Виды деятельности	Брест- ская область	Витеб- ская область	Гомель- ская область	Гроднен- ская область	Минская область	Могилев- ская область
Промышленность	1121,0	1167,8	1245,2	1145,4	1397,8	1068,0
Сельское хозяйство	954,5	837,3	853,3	916,2	1338,4	826,7
Строительство	1128,5	1119,4	1168,1	1346,6	1552,6	1079,5
Торговля	907,5	837,9	818,2	891,8	1399,8	832,0
Транспорт, почта	1006,6	1020,3	1136,0	942,7	1376,6	964,4
Информация и связь	2224,8	2006,4	2304,1	2244,8	4725,5	1775,5
Финансовая, страховая деятельн.	1493,5	1452,6	1470,5	1503,2	2289,0	1452,6
Операции недвижимостью ^с	1013,5	877,4	870,9	893,9	1181,7	767,6
Наука	1196,4	1149,8	1295,0	1183,8	1872,3	1247,0
Административные услуги	841,0	817,0	805,6	892,7	1077,9	841,7
Образование	818,9	811,6	807,9	827,4	1067,7	817,6
Здравоохранение	1011,6	1030,6	1014,9	975,0	1410,9	1035,2
Творчество, спорт	768,7	710,4	745,4	745,3	1165,3	677,0
Прочие услуги	950,7	766,7	846,6	749,4	1062,4	759,5

Самые высокооплачиваемые работники нашей экономики, занятые в сфере информации, в Минской области зарабатывали в 2,05 раза больше, чем в Гомельской области, а финансисты – в 1,56 раза больше. За счет этого в Гомельской области различия в уровнях оплаты труда по видам деятельности меньше, чем в столичном регионе. Самые высокооплачиваемые работники среди гомельчан (информация и связь) зарабатывали в 1,84 раза выше среднего уровня заработной платы по стране, а в Минской области – в 3,8 раза. Самые низкооплачиваемые гомельчане (образование) получали за свой труд на 36 % ниже среднего уровня по республике, а по Минской области – только на 15%.

Имея представление об уровне оплаты труда в соответствующей отрасли и регионе, можно более грамотно подходить к построению системы оплаты труда в конкретной организации: устанавливать формы и системы оплаты труда, уровень премий, надбавок и доплат. Система оплаты труда - механизм начисления заработной платы, обеспечивающий учет количества труда, затраченного работниками. К основным системам оплаты труда относят: повременную, сдельную, а также их производные варианты (повременно-премиальную, сдельно-премиальную и др.).

В соответствии со статьей 63 Трудового кодекса Республики Беларусь формы, системы и размеры оплаты труда работников, в том числе и дополнительные выплаты стимулирующего и компенсирующего характера, устанавливаются нанимателем на основании коллективного договора, соглашения и трудового договора. Под формой оплаты труда понимают способ установления зависимости размера заработной платы от общественно необходимого затраченного им труда.

Общая диагностика использования трудовых ресурсов включает три основных направления: анализ обеспеченности трудовыми ресурсами и использования рабочего времени; анализ производительности труда; анализ эффективности расходования средств на оплату труда.

Проводя анализ по первому направлению, необходимо проанализировать изменение численности и структуры трудовых ресурсов по группам и категориям персонала. Для этого оценивается соотношение численности рабочих, специалистов и руководителей, а также работников основных и вспомогательных производств. Оценивается динамика среднего тарифного разряда рабочих основных специальностей, а также рассчитываются коэффициенты движения рабочей силы: коэффициент текучести, коэффициент необходимого и излишнего оборота рабочей силы. При анализе производительности труда проводится, прежде всего, оценка стоимостных показателей выработки всех уровней. Затем необходим факторный анализ выработки, что позволяет выявить как экстенсивные, так и интенсивные резервы ее роста.

И наконец, анализ оплаты труда включает оценку динамики фонда заработной платы, его состава и структуры, что позволит выявить наличие

необоснованных выплат или занижения оплаты. Одним из главных при оценке использования фонда заработной платы является соотношение между темпами роста заработной платы и темпами роста выработки. С позиции эффективности темпы роста производительности должны опережать темпы роста средней заработной платы.

В заключение обобщаются все выявленные резервы повышения эффективности использования трудовых ресурсов: рационального построения структуры, экономии рабочего времени, роста производительности труда, обоснованного расходования фонда заработной платы. Определяется влияние выявленных резервов на объем продукции, себестоимость, прибыль от реализации. Следует учитывать, что представленные направления взаимосвязаны: продолжительность рабочего времени и состав трудовых ресурсов оказывают влияние на производительность труда. При этом все перечисленные показатели оказывают влияние на уровень оплаты труда.

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ЎЗАРО БОҒЛИҚЛИК МЕТОДИ, ЎРГАТУВЧИ ВА ЎРГАНУВЧИ ТАРМОҒИ

Аннотация: Мақола ўзлуксиз таълимдаги замонавий инновацион педагогик технологиялардан фойдаланган ҳолда таълим олувчининг сифат ва кўникмасини шакллантиришида “Ўзаро боғлиқлик” методи жамоавий таълим олишида турли технологиялардан фойдаланиб ўқитишни ёритиб беради.

Калит сўзлар: Замонавий таълим, ўзаро боғлиқлик, назарий ва амалий билим, технология, метод, ўқитувчи ва ўқувчи (талаба), дарс жараёни.

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INTERACTION METHOD, TEACHER AND STUDENT NETWORK

Abstract: The article describes the method of "Interdependence" in the formation of quality and skills of students using modern innovative pedagogical technologies in continuing education, teaching using different technologies in group learning.

Keywords: Modern education, interdependence, theoretical and practical knowledge, technology, method, teacher and student (student), lesson process.

Замонавий таълимни ташкил этишга қўйиладиган муҳим талаблардан бири ортиқча рухий ва жисмоний куч сарф этмай, қисқа вақт ичида юксак натижаларга эришишдир. Қисқа вақт орасида муайян назарий билимларни талабалар ва ўқувчиларга етказиб бериш асосида маълум фаолият кўникма ва малакаларни шакллантириш, фаолиятни назорат қилиш, улар томонидан эгалланган назарий ва амалий билимлар даражасини баҳолаш ўқитувчидан юксак педагогик маҳоратни, таълим жараёнига нисбатан янгича ёндашувни талаб этади.

Бугунги кунда ривожланган мамлакатларда талабалар ва ўқувчиларнинг ўқув ва ижодий фаолликларини оширувчи, таълим-тарбия жараёнининг самарадорлигини кафолатловчи педагогик технологияларни қўллашга доир катта тажриба тўпланган бўлиб, бу тажриба асосини ўргатувчи методлар ташкил этмоқда.

Бу метод ўз моҳиятига кўра таълим олувчиларда ўқув-билиш фаоллигини ошириш. уларни кичик гуруҳ ва жамоада ишлаш, ўрганилаётган мавзу, муаммолар бўйича шахсий қарашларини дадил, эркин ифодалаш, ўз фикрларини химоя қилиш, далиллар билан асослаш, тенгдошларини тинглайолиш, ғояларни янада бойитиш, билдирилган мавжуд мулоҳазалар орасидан энг мақбул ечимни танлаб олишга рағбатлантириш имкониятига эгаллиги билан алоҳида аҳамият касб этади. Таълим ва тарбия жараёнида ўқитувчи (педагог) лар томонидан “Ўзаробоғлиқ” методининг ўринли, мақсадли, самарали қўлланилиши таълим олувчи (талаба, ўқувчи) да мулоқотга киришувчанлик, жамоавий фаолият юритиш, мантиқий фикрлаш, мавжуд ғояларни синтезлаш, таҳлил қилиш, турли қарашлар орасидаги мантиқий боғлиқликни топа олиш қобилиятларини тарбиялаш учун кенг имконият яратади. Шунингдек, ОТМ, умумий ўрта таълим мактабларида ўқитиладиган бир қатор ўқув фанлари бўйича муайян мавзуларни ўрганишда Ўзаробоғлиқлик методлардан фойдаланишга доир мисоллар келтирамиз.

Масалан манбада ушбу методнинг алфавит тартибида берилганлиги фойдаланувчиларга қулайлик яратади.

Республикамизда узлуксиз таълим тизимининг турли босқичларида фаолият юритаётган ўқитувчи (педагог) ларнинг ўз иш тажрибаларида ўргатувчи ва таълим берувчи тармоқларини қўллашга доир шахсий тажрибаларини ўртоқлашишларига боғлиқ. Бу борадаги таклиф ҳамда иш тажрибасига доир мулоҳазаларни қўйидаги электрон почтага ёзиш орқали билдиришлари мумкин.

Замонавий шароитда таълим самарадорлигини оширишнинг энг мақбул йўли-бу машғулотларнинг ўргатувчи ва ўрганувчи методлар ёрдамида ташкил этиш. Ўргатувчи ва ўрганувчи методнинг ўзи нима? Улар қандай таълим назарияси имкониятларига эга? Таълим жараёнида ўзаро боғлиқлик методининг ўринли, мақсадга мувофиқ қўлланилиши қандай самараларни кафолатлайди?

Қўйида шу каби саволларга қискача жавоб топилади.

Юқоридаги саволларга жавоб топишда энг тўғри қадам таянч тушунча -“ўзаро боғлиқлик” атамасининг луғавий маъноси билан танишишдир.

“Ўзаро боғлиқлик” тушунчаси ўзаро, икки тарафлама, ҳаракат қилмоқ, иш кўрмоқ каби маъноларни англатади

Ўзаро боғлиқлик- таълим жараёни иштирокчиларининг билим, кўникма, малака ҳамда муайян ахлоқий сифатларни ўзлаштириш йўлида биргаликда, ўзаро ҳамкорликка асосланган ҳаракатни ташкил этишга асосланувчи таълим

Ўзаро боғлиқлик таълим жараёни иштирокчиларининг билим, кўникма, малака ҳамда муайян ахлоқий сифатларни ўзлаштириш йўлида биргаликда, ўзаро ҳамкорликка асосланган ҳаракатни ташкил этиш лаёқатига эгалликларидир

Мантиқий нуқтаи- назардан ўзаро боғлиқлик, энг аввало, ижтимоий

Субъектларни суҳбат, ўзаро ҳамкорликка асосланган ҳаракат, фаолиятнинг олиб боришларини ифодалайди.

Таълим соҳасида фаолият юритаётган ҳар бир мутахассис яхши биладики, анъанавий таълим ҳам суҳбатга асосланган ва бу суҳбат қўйидаги ўзаро муносабат шаклларида ташкил этилади:



Анъанавий таълимда ҳам табиий равишда суҳбат асосини ахборот ташкил этади. Аммо ахборот узатишнинг асосий манбаи ўқитувчининг тажрибаси бўлиб, бу жараёнда ўқитувчи етакчилик қилади, яъни у дарснинг асосий вақтида билимларни оғзаки тарзида ўқувчи (талаба)ларга етказиб беришга интилади. Уларнинг асосий вазифаси ўқитувчини тинглаш, зарур вақтларда ёзиш, саволлар билан мурожаат қилинганида жавоб қайтариш, кам ҳолатларда рухсат этилганидагина сўзлашдан иборатдир.

Анъанавий таълимдаги бир томонламалик олий таълим тизимидаги фақат маъруза машғулотларида эмас, семинар дарсларида ҳам устуворлик қилади.

Унга кўра, “етказиб берувчи” ролида энди ўқитувчи эмас, балки ўқувчи

(талаба) намоён қилади. Ўқувчи (талаба), асосан, ўзи ўзлаштирган билимларни намойиш этади, ўқитувчи эса унинг фикрларини тинглайди, зарур ўринларда саволлар билан мурожаат қилади. Ўқувчи (талаба)лар гуруҳи (жамоаси) бу вазиятда бутунлай сушт иштирокчи, тингловчи бўлиб қолади. Бир қарашда ўқувчи (талаба) ёки ўқитувчи томонидан узатилаётган ахборотларнинг қабул қилиниши талабалар гуруҳи (жамоаси) учун билимларни ўзлаштириш имкониятини яратаётгандек таассурот уйғотади. Бироқ, психологик тадқиқот натижаларининг кўрсатишича, шу тарзда қабул қилинган билим (маълумот) лар тез янгиланади. Ўқувчи талабанинг табиий физиологик-психологик имкониятлари муайян шаклларда ўзлаштирилган билимларни турли даражада сақлаб қолиш имконини беради. Яъни шахс: манбани ўзи ўқиганида 10%; маълумотни эшитганида 20%; содир бўлган воқеа, ходиса ёки жараёни кўрганида 30%; содир бўлган воқеа, ходиса ёки жараёни кўриб, улар тўғрисидаги маълумотларни эшитганида 50%; маълумот (ахборот) ларни ўзи узатганида (сўзлаганида, билимларини намойиш этганида) 80%; ўзлаштирилган билим (маълумот, ахборот)ларни ўз фаолиятига татбиқ этганида 90% ҳажмдаги маълумотларни ёдда сақлаш имкониятига эга.

Шунга кўра ўзаро боғлиқлик ўқитиш “таълим жараёнининг асосий иштирокчилари ўқитувчи, ўқувчи ва ўқувчилар гуруҳи ўртасида юзага келадиган ҳамкорлик, қизғин баҳс-мунозаралар, ўзаро фикр алмашиш имкониятига эгалик асосида ташкил этилади, уларда эркин фикрлаш, шахсий қарашларини иккиланмай баён этиш, муаммоли вазиятларда ечимларни биргаликда излаш, ўқув материалларини ўзлаштиришда ўқувчи (талаба)ларнинг ўзаро яқинликларини юзага келтириш, “ўқитувчи-ўқувчи (талаба)-ўқувчилар гуруҳи”нинг ўзаро бир-бирларини ҳурмат қилишлари, тушунишлари ва қўллаб-қувватлашлари, самимий муносабатда бўлишлари, руҳий бирликка эришишлари каби билан тавсифланади”.

Замонавий таълим, шу жумладан, унинг тобора оммалашиб бораётган

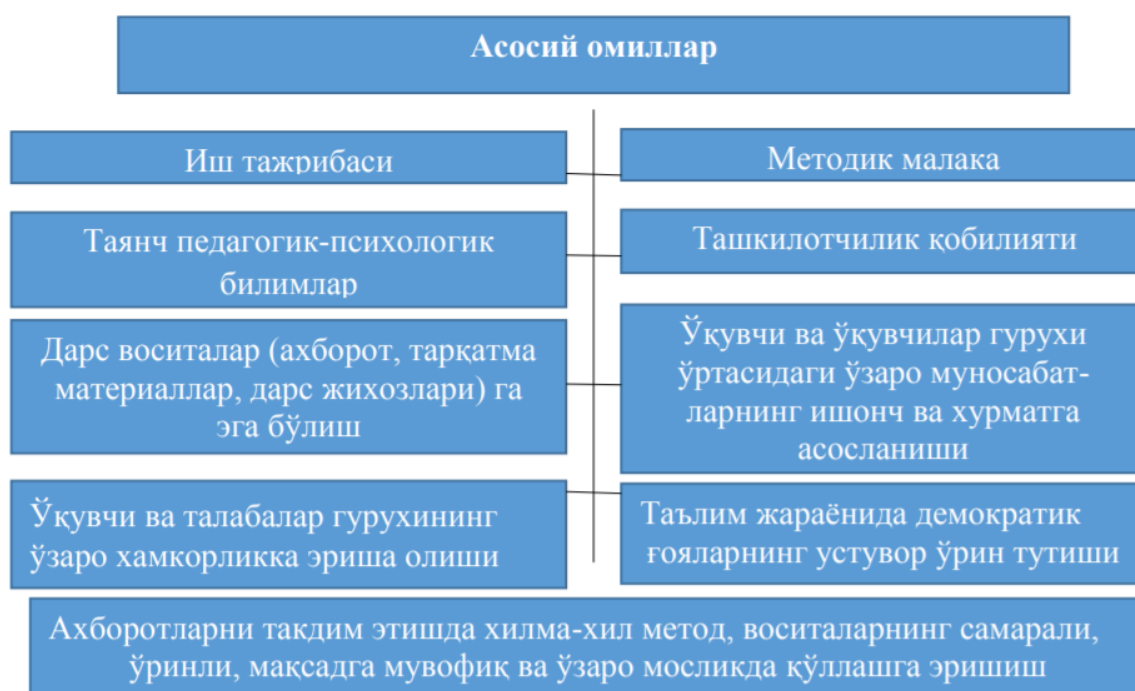
шакли-ўзаро боғлиқлик ўқитишда эса шахслар ўртасидаги суҳбат қўйидаги шахслар ўртасида ташкил этилади.



Ўзаро боғлиқлик таълим моҳиятига кўра суҳбатнинг “ўқувчи - ахборот-коммуникацион технологиялар” шаклида ташкил этилиши ўқувчи (талаба)лар

томонидан мустақил равишда ёки ўқитувчи раҳбарлигида ахборот технологиялари ёрдамида билим, кўникма, малакаларнинг ўзлаштирилишини англатади.

Ўқитишнинг ўзаро боғлиқлик таълимга асосланиши бир қарашда ниҳоятда оддий, содда; ва ҳатто “болалар уйини” каби таассурот уйғотади. Бироқ, бунда ўқитувчининг маълум даражада қўйидаги омилларга эга бўлиши талаб қилинади:



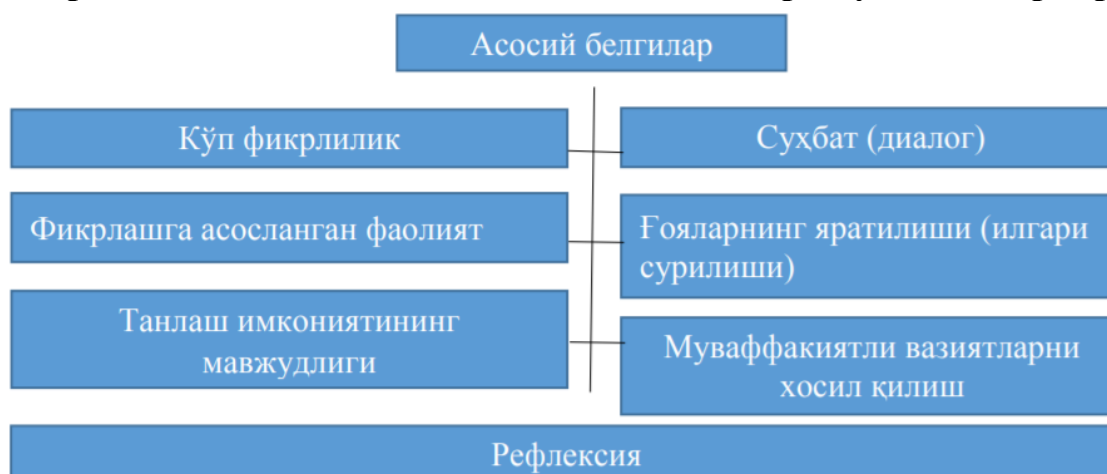
Шу билан бирга таълимда ўзаро боғлиқлик таълимнинг самарадорлиги қўйидаги иккиламчи омилларга ҳам боғлиқ.



Ўқитувчи таълим жараёнида ўзаро боғлиқлик таълим ёрдамида ўқувчи (талаба)ларнинг қобилиятларини ривожлантириш, мустақиллик, ўз-ўзини назорат, ўз-ўзини бошқариш, самарали суҳбат олиб бориш, тенгдошлари билан ишлаш, уларнинг фикрларини тинглаш ва тушуниш, мустақил ҳамда танқидий фикрлаш, муқобил таклифларни илгари суриш, фикр-мулоҳазаларини эркин баён қилиш, ўз нуқтаи назарларини химоя қилиш, муаммонинг ечимини топишга интилиш, мураккаб вазиятлардан чиқа олиш каби сифатларни шакллантиришга муваффақ бўлади.

Энг муҳими, ўзаро боғлиқлик методни қўллаш орқали ўқитувчи ўқувчи (талаба)ларни аниқ таълимий мақсадга эришиш йўлида ўзаро ҳамкорликка асосланган ҳаракатларини ташкил этиш, йўналтириш, бошқариш, назорат ва таҳлил қилиш орқали ҳолис баҳолаш имкониятини қўлга киритади.

Ўзаро боғлиқлик таълимнинг асосий белгилари қуйидагилардир:



Изоҳ: Рефлексия (лотинча “reflexio” - ортга қайтиш, акс этиш): кишининг ўз хатти-харакатлари, уларнинг асосларини тушуниб етиши, фахмлашига қаратилган назарий фаолияти; билишнинг алоҳида фаолият; шахсий кечинмалари, ҳис-туйғулари ва ўй-хаёллари моҳиятини фикрлаш орқали англаш).

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ПРОФИЛАКТИКА АНЕМИЙ У БОЛЬНЫХ COVID-19

Резюме: Анемия – это клиническое состояние, обусловленное снижением содержания гемоглобина в крови ниже 110 г/л. Чаще всего оно сопровождается также снижением количества красных кровяных телец – эритроцитов.

В данной статье представлено течения, эффективные методы лечения и профилактические мероприятия у пациентов, страдающих анемией на фоне COVID-19.

Ключевые слова: анемия, профилактика, COVID-19.

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PREVENTION OF ANEMIA IN COVID-19 PATIENTS

Resume: Anemia is a clinical condition caused by a decrease in the hemoglobin content in the blood below 110 g / l. Most often it is also accompanied by a decrease in the number of red blood cells – erythrocytes.

This article presents the course, effective methods of treatment and preventive measures in patients suffering from anemia on the background of COVID-19.

Key words: anemia, prevention, COVID-19.

Введение. С инфекцией COVID-19 ассоциированы различные гематологические нарушения. Повышенные уровни белков острой фазы (СРБ, фибриногена, D-димера) и аутоантител IgG [4] стимулируют разрушение эритроцитов и развитие аутоиммунной гемолитической анемии [3,7]. Еще одним результатом гипервоспалительного состояния у пациентов с тяжёлым течением COVID-19 является гемофагоцитарный лимфогистиоцитоз [2,5], связанный с патологическим поглощением макрофагами форменных элементов крови. Гематологические факторы,

связанные с госпитализацией и тяжестью COVID-19, были изучены в мультинациональной когорте (n = 689). С повышенным риском тяжелого течения заболевания были ассоциированы не только хронические коморбидные патологии (диабет, гиперхолестеринемия, астма, хроническая обструктивная болезнь лёгких, хронические заболевания почек, остеоартрит), но и такие гематологические нарушения, как анемия, нарушения свертываемости крови и тромбоцитопения [1,4]. Анемия на фоне вирусной пневмонии может переходить в хроническую форму и даже переходить в фазу декомпенсации (вследствие повышенной потребности в кислороде, лихорадки, кровохарканья, снижения снабжения тканей кислородом)[6].

Респираторный дистресс-синдром характерен и для ранних симптомов декомпенсации анемии и для тяжелого клинического течения вирусной пневмонии: и в том и в другом случае отмечается учащённое дыхание с раздуванием крыльев носа, межреберным и надгрудинным западанием кожи, чувством нехватки воздуха, вынужденное положение сидя, полулежа, резкая бледность [5].

Как сообщают исследователи из Франции, серповидноклеточная анемия (СКА) не ухудшает прогноз при COVID-19, по крайней мере, у молодых пациентов, в то же время при COVID-19 часто встречаются вазо-окклюзивные кризы[8].

Считается, что у пациентов с СКА выше вероятность развития осложнений COVID-19, но в настоящее время эти данные не подтверждены.

Dr. Jean-Benoit Arlet (French Sickle Cell Referral Center, George Pompidou European Hospital, Paris) с коллегами исследовали течение SARS-CoV-2 у 83 пациентов с СКА из 24 центров.

В «The Lancet Haematology» сообщают, что возраст пациентов варьировался от 19 до 68 лет (медиана 33.5 года). Большинство имело гемоглобин SS или S β 0 (SS/Sb(0), 86 %), остальные — гемоглобин SC (10 %) или S β + (Sb(+), 5 %).

Вазоокклюзивный криз, связанный с COVID-19, развился у 54 % (44/81) пациентов, а острая дыхательная недостаточность — у 28 % (23/82).

Каждый пятый заболевший (17/83) был переведён в отделение интенсивной терапии (ОИТ), а 9-ти из переведённых потребовалась искусственная вентиляция лёгких. В ОИТ чаще поступали пациенты с генотипом SC (5/8, 63 %) чем с SS/Sb(0) (12/71, 17 %).

Интенсивная терапия гораздо реже требовалась пациентам младше 45 лет (9/68, 13 %), чем представителям старшей возрастной группы (8/15, 53 %).

По сравнению с другими заболевшими COVID-19 из той же возрастной группы, молодые пациенты с СКА на 56 % реже нуждались в

интенсивной терапии (15-44 года, $P=0.039$). Пациентам старшего возраста интенсивная терапия требовалась на 76 % чаще (45-65 лет, $P=0.28$), однако эти различия не достигли статистической значимости.

Цель исследования. Улучшить профилактику и эффективное лечение анемии при COVID-19.

Методы исследования. Для проведения научного исследования мы использовали клинические лабораторные методы у пациентов, страдающих COVID-19.

Обсуждение. Для профилактики/терапии ЖДА следует использовать препараты на основе особых фармацевтических форм железа, дополненные синергидными витаминами. Использование неорганических форм железа (сульфаты железа, оксиды железа и т. п.) либо неэффективно, либо приводит к перегрузке организма железом. Например, длительное (2 мес) применение сульфата железа или оксидов железа в смеси с сахарами в эксперименте приводило к гистологически подтвержденной хронической перегрузке железом и к гемосидерозу, лечение которого требует использования специальных полипептидных препаратов. Сульфат железа, помимо высокой токсичности плохо переносится беременными (тошнота, рвота) и может усиливать воспаление при COVID-19. Приемлемым вариантом коррекции является препарат Ферретаб, содержащий органическую соль железа – фумарат железа (154 мг, 50 мг элементного железа) и фолиевую кислоту (500 мкг). Сочетание органической формы железа с синергидным компонентом (фолиевая кислота – витамин В9) способствует усвоению железа в кишечнике, нормализации характеристик эритроцитов (которые ухудшаются на фоне дефицита фолатов) и препятствует повышению уровней гомоцистеина и D-димера, отягчающих течение COVID-19. Дотации 20–80 мг в сутки железа в виде фумарата железа не проявляют клинически значимого побочного действия на желудочно-кишечный тракт у беременных и весьма эффективны для терапии ЖДА. Препарат Ферретаб характеризуется обширной доказательной базой. Например, метаанализ 11 клинических исследований ($n = 943$) позволил установить достоверное снижение риска ЖДА на 71 % (относительный риск OR = 0,29; 95 % ДИ = 0,21–0,42; $p = 6,9 \times 10^{-11}$), риска микроцитоза – на 68 % (OR = 0,32; 95 % ДИ = 0,20–0,50; $p = 1,2 \times 10^{-5}$), риска сниженного (менее 110 г/л) уровня гемоглобина – на 62 % (OR = 0,38; 95 % ДИ = 0,20–0,50; $p = 1,1 \times 10^{-3}$), риска сниженного (менее 20 мкг/л) содержания ферритина – на 63 % (OR = 0,37; 95% ДИ 0,24–0,56; $p = 7,1 \times 10^{-5}$) и риска сниженной (менее 20 мкмоль/л) концентрации железа сыворотки – на 71 % (OR = 0,29; 95 % ДИ = 0,19–0,45; $p = 5,3 \times 10^{-7}$). Не было установлено побочных явлений, ассоциированных с приемом препарата Ферретаб. Средний возраст участниц исследования составил 30 ± 5 лет; пациентки принимали препарат в среднем по 58 ± 21 мг/сут.

Согласно рекомендациям ВОЗ, препарат железа в дозе 60 мг/сут применяют во II и в III триместрах беременности и, как минимум, в течение 3 мес лактации. Препараты железа применяются внутрь сроком 3–6 мес в зависимости от степени тяжести ЖДА (уровень убедительности доказательства А). Нормализация концентрации гемоглобина не является основанием для прекращения терапии или снижения дозы препарата железа на 50 %. Критериями эффективности лечения ЖДА препаратами железа являются:

1) ретикулоцитарная реакция (на 7–10-й день от начала лечения количество ретикулоцитов повышается на 2–3 %);

2) повышение концентрации гемоглобина к 4-й неделе терапии (не менее чем на 10 г/л).

Вывод. Гипоксия у больных, развивающаяся вследствие COVID-19 и анемии, снижает уровень насыщения крови кислородом и стимулирует развитие гипоксии организма.

На фоне коронавирусной пандемии необычайную актуальность приобрела необходимость своевременной профилактики лечения коморбидных патологий у беременных. Дотации органического железа в сочетании с витаминами играют важную роль в решении этого комплекса проблем здоровья больных.

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ТРУДОВЫЕ РЕСУРСЫ: РАЗНЫЕ ПОДХОДЫ К ОПРЕДЕЛЕНИЮ ПОНЯТИЯ

Аннотация: В представленной статье сделан краткий обзор научных изысканий отечественных и зарубежных ученых в части определения понятий «трудовой ресурс». Рассмотрены разные интерпретации понятия «трудовые ресурсы», такие как «трудовой потенциал», «рабочая сила», «человеческий капитал», «персонал», «человеческие ресурсы». Выявлены общие и отличительные черты понятия «трудовые ресурсы». Предложено авторское понятие трудовых ресурсов.

Ключевые слова: трудовые ресурсы, рабочая сила, трудовой потенциал, человеческие ресурсы, персонал, человеческий капитал, трудоспособное население.

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LABOR RESOURCES: DIFFERENT APPROACHES TO DEFINING THE DEFINITION

Annotation: The presented article provides a brief overview of the scientific research of domestic and foreign scientists in terms of the definition of the concept of "labor resource". Various interpretations of the concept of "labor resources" are considered, such as "labor potential", "labor force", "human capital", "personnel", "human resources". The general and distinctive features of the concept of "labor resources" are revealed. The author's concept of labor resources is proposed.

Keywords: labor resources, labor force, labor potential, human resources, personnel, human capital, able-bodied population.

Ключевым фактором эффективной организации производства на предприятии являются люди и рациональное их использование. Поэтому все работодатели прилагают огромные усилия по поиску и привлечению к себе работников, обладающих наиболее полным набором благоприятных и ценных характеристик и качеств: профессионально-квалификационных, личностных, деловых и др. При этом возникает разноречивость в терминологии для обозначения этого ресурса для производственной деятельности.

Рассмотрим разные подходы научных деятелей к определению понятия «трудовые ресурсы».

Одним из первых кто сформировал в своей статье понятие «трудовые ресурсы» был академик С.Г. Струмилин в 1922 году – это та часть населения, обладающая физическим развитием и интеллектуальными (умственными) способностями, необходимыми для трудовой деятельности [1].

Экономист Остапенко Ю.М. считает, что это «трудоспособная часть населения, обладающая физическим развитием, умственными способностями и знаниями, необходимыми для осуществления полезной трудовой деятельности в народном хозяйстве» [2].

О.В. Баскакова отмечает, что трудовые ресурсы, с точки зрения экономики, определяют отношения трудоспособного населения, обладающего физической и интеллектуальной способностью к труду, к определенным государством условиями воспроизводства рабочей силы [3].

А.Т. Романова отмечает, что трудовыми ресурсами в качестве планово-учетного показателя выступает численность трудоспособного населения страны, а также незанятого в трудовом процессе трудоспособного населения рабочего возраста [4].

Ремизов К. С., Слезингер Г. Э., Адамчук В. В. категорию «трудовые ресурсы» определяют как часть населения, обладающего соответствующими профессиональными знаниями, физическими и интеллектуальными способностями и навыками для работы в какой-либо сфере приложения труда, т. е. рассматривают с точки зрения участия трудоспособного населения в общественном секторе экономики [5].

В соответствии с существующей сегодня в России методикой понятие «трудовые ресурсы» - часть населения страны, обладающая физическим развитием, умственными способностями и знаниями, необходимыми для работы в народном хозяйстве[6].

Систематизирую различные подходы к определению понятия «трудовые ресурсы» можно выделить несколько трактовок его интерпретации. Одна из которых, это рассмотрение трудовых ресурсов как одной из форм выражения «человеческие ресурсы». В трудах известного российского специалиста в области управления персоналом А.Я. Кибанова утверждается, что «человеческие ресурсы – это понятие, отражающее главное богатство любого общества, процветание которого возможно при создании условий для воспроизводства, развития и использования этого ресурса с учетом интересов каждого человека [7].

Во-вторых, расширительная трактовка понятия «трудовые ресурсы», которая отождествляет их с категорией «трудовой потенциал». Трудовой потенциал работника – это «мера наличных ресурсов и возможностей, непрерывно формируемых в процессе всей жизни личности, реализуемых в трудовом поведении и определяющих его реальную плодотворность. На основе своего трудового потенциала взрослый человек становится членом общества» [8].

Однако следует отметить, что трудовой потенциал в отличие от трудовых ресурсов, т. е. трудоспособного населения в трудоспособном возрасте, включает в себя и тех людей, которые вышли за пределы рабочего возраста или же не вошли еще в его пределы, но фактически участвуют в общественном труде. В отличие от трудовых ресурсов, определяющих количество и структуру труда, трудовой потенциал характеризует его качество и потенциальные возможности.

В-третьих, в современной научной литературе довольно часто употребляется термин «человеческий капитал», а «трудовые ресурсы» выступают составной его частью. Основы формирования концепции человеческого капитала были заложены в работах основоположников классической экономической теории: У. Петти, А. Смита, Д. Рикардо.

Они первыми ввели в науку идеи важности рабочей силы, способности человека, его образования в росте богатства страны и ее населения.

Первое определение человеческого капитала принадлежит Т. Шульцу. Т. Шульц писал: «Концепция капитала исходит из наличия нечто реально существующего, что обладает экономическим свойством оказывать будущие услуги, имеющие некоторую стоимость. Понимание капитала, как нечто такого, что оказывает будущие услуги, позволяет приступить к последующему делению целого на две части: на человеческий и нечеловеческий капитал».

В отечественной науке теорией человеческого капитала фундаментальным образом начала заниматься лишь с начала девяностых годов прошлого столетия, с момента начала осуществления радикальных экономических реформ в России. Например, С.А. Дятлов человеческий капитал определил как «сформированный в результате инвестиций и накопленный человеком определенный запас здоровья, знаний, навыков, способностей, мотиваций, которые целесообразно используются в той или иной сфере общественного воспроизводства, содействуют росту производительности труда и эффективности производства и тем самым влияют на рост заработков (доходов) данного человека» [9].

В-четвертых, понятие «трудовые ресурсы» отождествляют с понятием «рабочая сила». Так, М.Я. Озеров раскрывает значение термина «рабочая сила» как совокупность врожденных и приобретенных физических, интеллектуальных и духовных способностей человека к труду, необходимых и непосредственно предназначенных для использования при производстве товаров и оказания услуг [10].

Л.А. Андросова утверждает, что под рабочей силой принято понимать способность человека к труду, т.е. совокупность его физических и интеллектуальных данных, которые могут быть применены в производстве [11].

В-пятых, отождествление понятий «трудовые ресурсы» и «персонал». Понятие «трудовые ресурсы» охватывает всех фактических и потенциальных работников, обладающих способностью к труду. В рамках отдельной компании наиболее употребляемым понятием является «персонал».

Персонал (от лат. *personal* – личный) – постоянный состав работников организации, составляющих группу по профессиональным или иным признакам с указанием должностей и присвоенных по каждой должности окладов; совокупность всех работников организации, занятых трудовой деятельностью, а также состоящих на балансе (входящих в штатный состав), но временно не работающих в связи с различными причинами (отпуск, болезнь, и т. д.) [12].

В результате анализа различных трактовок понятия «трудовые ресурсы» были выделены пять подходов к его определению, которые, в свою очередь, являются основой научной концептуализации изучаемого понятия.

Проведем теоретический обзор понятий «трудовые ресурсы», выделим общие и отличительные черты, результаты оформим в таблицу 1.

Для отображения полной сущности понятия «трудовые ресурсы», мы предлагаем следующее определение трудовых ресурсов. Трудовые ресурсы реальная (то есть активная) часть трудового потенциала, которая выражается в численности трудоспособных работников, обладающих совокупностью физических, умственных и духовных способностей,

которые могут быть реализованы только в процессе создания материальных благ и услуг в конкретный период времени.

Таблица 1 – Теоретический обзор понятий «трудовые ресурсы»

Автор, источник	Определение	Общие признаки	Отличительные черты
С. Г. Сирумилин	Трудовые ресурсы – планово-учетная категория, характеризующая часть населения, которая находится в трудоспособном возрасте. В качестве финансово-экономической категории это понятие означало часть населения, обладающую необходимым физическим развитием, умственными способностями и знаниями	Трудоспособный возраст, физическое развитие	Трудовые ресурсы рассматривались как планово-учетная категория
И. А. Минаков	Трудовые ресурсы как ключевая и производительная сила представляет собой значительный фактор производства, рациональное внедрение которого гарантирует рост производства в АПК и его экономической эффективности	-	Трудовые ресурсы рассматривались как производительная сила, как фактор производства и его экономической эффективности
Н. Я. Коваленко	В состав трудовых ресурсов включаются как сотрудники, занятые в общественном производстве, так и часть населения, которая не принимает участие в процессе труда, но при соответствующих условиях может быть применена для изготовления сельскохозяйственной продукции	Трудоспособное население	В трудовые ресурсы включены и сотрудники, занятые в общественном производстве
Н. К. Долгушкин и В. Г. Новиков	Трудовые ресурсы – это часть населения страны, которая обладает важным физическим развитием, здоровьем, образованием, культурой, возможностями, квалификацией, профессиональными знаниями для работы в	Отдельная категория населения. Физическое развитие	Обладающие здоровьем, образованием, культурой, квалификацией, профессиональными знаниями для работы в сфере общественно-

	сфере общественно-полезной деятельности		полезной деятельности
Современный экономический словарь	Трудовые ресурсы – экономически активное, трудоспособное население, часть населения, обладающая физическими и духовными способностями для участия в трудовой деятельности	Трудоспособное население, физические способности	Данное понятие определяло категорию населения, обладающую не только физическими, но и духовными способностями для участия в трудовой деятельности
Е. В. Касимовский	Трудовые ресурсы – это конкретная совокупность трудоспособного населения, участвующего в общественном производстве	Трудоспособное население	Совокупность трудоспособного населения, участвующего в общественном производстве
Ю. П. Кокина и П. Э. Шлендер	Трудовые ресурсы занимают промежуточное место между общественностью и общей рабочей силой. Авторы определяют трудовые ресурсы как отдельную категорию, отсеченную от прочего населения	Рабочая сила	Трудовые ресурсы рассматривались как отдельная категория, отсеченная от прочего населения

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АСПЕКТЫ УПРАВЛЕНЧЕСКОГО УЧЕТА БИОЛОГИЧЕСКИХ АКТИВОВ ЖИВОТНОВОДСТВА

Аннотация: В статье рассмотрены актуальные вопросы необходимости ведения управленческого учета среди сельскохозяйственных организаций. Отражены главные преимущества ведения управленческого учета, обоснована необходимость ведения бухгалтерской отчетности внутри предприятия.

Ключевые слова: Управленческий учет; биологические активы; животноводство; сельское хозяйство; справедливая стоимость; бухгалтерский учет; отчетность.

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ASPECTS OF MANAGEMENT ACCOUNTING OF BIOLOGICAL ASSETS OF LIVESTOCK

Abstract: The article deals with topical issues of management accounting among agricultural organizations. Reflected the main responsibilities of accounting within the enterprise.

Keywords: Management accounting; biological assets; animal husbandry; Agriculture; fair value; Accounting; reporting.

Животноводство является важнейшей отраслью сельского хозяйства, значение которой для населения каждого государства достаточно велико. В настоящее время роль мирового животноводства в обеспечении населения продовольствием неуклонно растет. Это определяется не только высокой долей в валовой продукции (56%), но и большим влиянием на экономику сельского хозяйства.

В условиях жесткой рыночной конкуренции крайне важно иметь на предприятии систему управления, способную адекватно и своевременно реагировать на происходящие вокруг изменения. Сельскохозяйственные организации осуществляют многоотраслевую деятельность, имеют свою специфику и особенности, поэтому вопросы постановки управленческого учета являются весьма актуальными [4].

Не существует единого определения управленческого учета. В широком смысле управленческий учет – это система управления предприятием, охватывающая все функции управления: планирование, организацию, учет, контроль, анализ и принятие решений. Он дает возможность получения оперативной информации для разработки стратегии и тактики внутреннего управления деятельностью предприятия.

Эффективно организованный управленческий учет позволяет:

- более эффективно организовывать учет затрат по биологическим активам и получаемой от них сельскохозяйственной продукции;
- выявлять оптимальные пропорции между переменными и постоянными затратами, ценой и объемом реализации;
- минимизировать предпринимательский риск;
- более точно определять финансовые результаты от процесса биотрансформации биологических активов;
- определять качество работы, как организации в целом, так и отдельных его структурных подразделений;
- экономить имеющиеся в распоряжении организации различные виды ресурсов;
- планировать и контролировать выполнения бюджета;
- вести оперативный учет расчетов с отдельными контрагентами

Основными объектами управленческого учета являются расходы (затраты, издержки) и доходы предприятия, а также результаты их сопоставления.

Оценка биологических активов занимает в процессе подготовки отчетности сельскохозяйственных предприятий ведущую роль. Биологические активы могут составлять до 40-50 % валюты баланса сельскохозяйственного предприятия, а это основной актив, который генерирует выручку. Под биологическими активами животноводства следует понимать животных (взрослый продуктивный и племенной скот, животные на выращивании и откорме, птица, кролики, звери и т. п.),

которые в процессе биологических преобразований (роста) могут давать сельскохозяйственную продукцию (прирост живой массы, молоко, шерсть, навоз, яйца и т.п.) и (или) дополнительные биологические активы (телята, поросята, ягнята и т. д.), а также каким-либо иным способом приносить экономическую выгоду организации.

В аналитическом учете биологические активы отражаются в стоимостном и количественном выражении. Для отдельных видов биологических активов животноводства (крупного рогатого скота, свиней и т. п.) предусматривается дополнительная характеристика — живая масса, если на дату баланса ее можно достоверно определить [2].

Биологические активы отражаются в бухгалтерском учете в случаях приобретения за плату; поступления от учредителей в счет вкладов в уставный капитал; поступления от юридических и физических лиц безвозмездно; получения государственными и муниципальными унитарными организациями при формировании уставного фонда; поступления в порядке приватизации государственного и муниципального имущества организациями различных организационно-правовых форм [1].

Стоимость биологического актива, который выбывает или постоянно не используется, подлежит списанию с бухгалтерского учета. Выбытие объекта биологических активов признается в бухгалтерском учете на дату единовременного прекращения действия условий принятия его к бухгалтерскому учету. Это может произойти в результате: прекращения жизнедеятельности биологического актива при получении сельхозпродукции (убой скота); продажи; списания в случае морального и физического износа; передачи в виде вклада в уставный капитал других организаций; передачи по договорам мены, дарения и др.

Подводя итоги, хотелось бы обозначить актуальность адаптации к российской учетной практике положения МСФО 41 «Сельское хозяйство», отражающего особенности организации бухгалтерского учета биологических активов [3].

В настоящее время управленческий учёт подразумевает под собой отражение биологических активов животноводства по справедливой стоимости за вычетом предполагаемых расходов на продажу. Исключение составляют случаи, когда справедливая стоимость не поддается оценке.

Благодаря данному виду оценки аграрной продукции у отечественных производителей появилась возможность приблизить сложившуюся методику ведения учета к международным стандартам финансовой отчетности.

В дополнение к этому, необходимо обратить внимание на разработку внутренней управленческой отчетности, которая представляла бы более детальные данные о наличии, движении биологических активов, их оценки, ее изменении, а также о результатах их биологического роста, и

создавала бы основу для принятия более эффективных управленческих решений в части учета биологических активов.

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ДИДАКТИЧЕСКИЙ ПОТЕНЦИАЛ ВИРТУАЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

Аннотация: Эта статья о возможностях виртуальной среды обучения в современной системе образования, ее важных факторах в общественной жизни.

Ключевые слова: Информационные и коммуникационные технологии, современные специалисты, образовательная среда, психолого-педагогические исследования, системы образования, социальная среда.

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DIDACTIC POTENTIAL OF VIRTUAL EDUCATIONAL ENVIRONMENT

Annotation: This article is about the possibilities of a virtual learning environment in the modern education system, its important factors in public life.

Key words: Information and communication technologies, modern specialists, educational environment, psychological and pedagogical research, education systems, social environment.

Стремительные изменения в обществе, вызванные развитием информационно-коммуникационных технологий, ставят перед системой образования сложную задачу формирования новой образовательной среды, способной обеспечить качественную подготовку современных специалистов. Среди категорий дидактики понятие «образовательная среда» занимает особое место. Его содержание динамично, носит исторически обусловленный характер, интерпретируется и трактуется в психолого-педагогических исследованиях неоднозначно.

Однако общим исходным пунктом при определении термина «образовательная среда» служит представление об образовательной среде как о совокупности условий, возможностей формирования и развития личности обучаемого в рамках того или иного социального и пространственно-предметного окружения.

Бурное развитие информационных и коммуникационных технологий, их широкое применение в образовательной практике в конце XX - начале XXI века сделало необычайно актуальной проблематику,

связанную с взаимодействием закрытых образовательных систем и социального окружения.

В этих и других работах раскрываются широкие возможности, связанные с применением информационных и коммуникационных технологий, посвященные организации качественного массового профессионального образования, проблеме реализации концепции непрерывного образования (перехода от «образования на всю жизнь» к «образованию на протяжении всей жизни»), практическому воплощению личностно-ориентированной образовательной парадигмы.

В этой связи особую актуальность приобретает задача научно обоснованного определения виртуальной образовательной среды и конкретизации путей, в рамках которых возможно эффективное использование информационных и коммуникационных технологий в образовательных системах.

Одним из таких путей является создание виртуальной образовательной среды - открытой системы, в рамках которой на основе применения технологий виртуальной реальности обеспечивается эффективное интерактивное самообучение в образовательном процессе. Несмотря на то, что виртуальная образовательная среда становится все более значимым социокультурным феноменом реальной действительности, ее дидактический потенциал остается недостаточно раскрытым.

В условиях виртуализации социума XXI века применение технологий виртуальной реальности в образовании способно привести к появлению виртуальной образовательной среды, в рамках которой возможна непрерывная самореализация и саморазвитие свободной, активной и творческой личности при соблюдении следующих условий:

- при организации и функционировании образовательных систем на базе технологий виртуальной реальности будут реализованы открытость и «масштабируемость» этих систем, интегративность и адаптируемость технологий;

- в образовательном процессе будет преобладать интерактивное самообучение при наличии постоянной обратной связи в системе «обучающий -обучаемый»;

- организация самостоятельной работы будет направлена на развитие навыков творчества, познавательной активности и системности мышления субъектов учения;

- будет обеспечена природосообразность обучения (за счет соблюдения приоритета учения перед преподаванием; доминирования деятельностного типа учения; организации самостоятельной учебной деятельности; повышения мотивации обучения при помощи использования современных средств комплексного представления и манипулирования аудиовизуальной информацией; повышения уровня эмоционального

восприятия информации и формирования умений реализовывать разнообразные формы самостоятельной деятельности по обработке информации);

- технологии виртуальной реальности будут обеспечивать движение студента от одного результата к другому, создавая при этом положительный эмоциональный фон образовательного процесса.

Виртуальная реальность, основанная на широком применении телекоммуникационных технологий в образовании, порождает интерактивную образовательную виртуальную среду, использующую совокупность средств и методов порождения и реализации виртуальных образов для активного взаимодействия с ними или внутри них, и обладающую высоким уровнем достоверности.

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Физика-математика фанлари номзоди
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Мактабгача таълим факультети декани

ТАЪЛИМ СИФАТИ НАЗОРАТИНИ ТАШКИЛ ЭТИШНИНГ МАЗМУНИ МОХИЯТИ ВА АХАМИЯТИ

Аннотация: Иқтисодиётда маъмурий-буйруқбозликка асосланган бошқарув тизимидан мутлақо воз кечилиб, бозор ислохотлари босқичма-босқич амалга оширилгани ҳамда айни вақтда мамлакатимиз босиб ўтган тараққиёт йўлининг чуқур таҳлили, бугунги кунда жаҳон бозори конъюнктураси кескин ўзгариб, глобллашув шароитида рақобат тобора кучайиб бораётгани давлатимизни янада барқарор ва жадал суръатлар билан ривожлантириши учун мутлақо янгича ёндашув ҳамда тамойилларни ишлаб чиқиши ва рўёбга чиқаришини тақозо этмоқда. Олиб борилаётган ислохотлар самарасини янада ошириши, давлат ва жамиятнинг ҳар томонлама ва жадал ривожланиши учун шарт-шароитлар яратиши, мамлакатимизни модернизация қилиши ҳамда ҳаётнинг барча соҳаларини либераллаштириши бўйича устувор йўналишларни амалга ошириши лозимлигини кўрсатмоқда.

Таянч сўзлар: таълим сифати, назорат, таълим жараёнини ташкил қилиши, илгор технологиялар.

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THE SIGNIFICANCE AND IMPORTANCE OF THE CONTENT OF THE ESTABLISHMENT OF EDUCATIONAL QUALITY CONTROL

Annotation: The complete abandonment of the command-and-control system in the economy, the gradual implementation of market reforms, as well as an in-depth analysis of the development path of our country, the sharp changes in the world market today and competition in the context of globalization. Increasingly, it requires the development and implementation of a completely new approach and principles for the more stable and rapid development of our country. It shows the need to further increase the effectiveness of reforms, create conditions for the comprehensive and rapid development of the state and society, modernize the country and implement priorities for the liberalization of all spheres of life.

Keywords: quality of education, control, organization of educational process, advanced technologies.

Мамлакатимизда ўтказилаётган демократик ва ҳуқуқий ислохотлар, фуқаролик жамиятини шакллантиришнинг юксак талаблари ва замонавий халқаро стандартларига жавоб берадиган юқори малакали кадрларни тайёрлаш тизимини янада такомиллаштириш таълим тизимини тубдан ислох қилиш ва модернизация жараёнларини чуқурлаштириш илғор технологиялар, инновацияларни таълим ва тарбия жараёнларига тадбиқ этишни кун тартибига қўймоқда.

Ўзбекистон Республикасида фаолият олиб бораётган олий таълим муассасаларида таълим сифатини назорат қилишни ташкил этиш энг аввало таълим ва тарбия жараёнларини бошқарадиган ваколатли давлат органлари зиммасига бир қатор маъсулият юклайди. Жумладан, Ўзбекистон Республикасининг Таълим тў-рисида”ги қонунини 4-бўлимида таълим тизимини бошқариш масалаларига яъни, Ўзбекистон Республикаси Вазирлар Маҳкамасининг таълим соҳасидаги ваколатлари; Таълимни бошқариш бўйича махсус ваколат берилган давлат органларининг ҳуқуқ доираси; Маҳаллий давлат ҳокимияти органларининг таълим соҳасидаги ваколатлари; Таълим муассасасини бошқариш; Таълим соҳасидаги давлат бошқаруви органлари билан нодавлат таълим муассасалари ўртасидаги ўзаро муносабатларга алоҳида эътибор қаратилган.

Қонуннинг 25-моддасида Ўзбекистон Республикаси Вазирлар Маҳкамасининг таълим соҳасидаги ваколатлари:

- таълим соҳасида ягона давлат сиёсатини амалга ошириш;
- таълим соҳасидаги давлат бошқаруви органларига раҳбарлик қилиш;
- таълимни ривожлантириш дастурларини ишлаб чиқиш ва амалга ошириш;
- таълим муассасаларини ташкил этиш, қайта ташкил этиш ва тугатиш тартибини белгилаш;
- таълим муассасаларини аккредитациядан, педагог, илмий кадрларни аттестациядан ўтказиш тартибини белгилаш;
- бошқа давлатларнинг таълим муассасаларига Ўзбекистон Республикасининг ҳудудида таълим фаолияти билан шуғулланиш ҳуқуқини берувчи рухсатномалар бериш;
- қонун ҳужжатларига мувофиқ хорижий давлатларнинг таълим тўғрисидаги ҳужжатларини тан олиш ва ҳужжатларнинг эквивалент эканлигини қайд этиш тартибини белгилаш;
- давлат таълим стандартларини тасдиқлаш;
- давлат томонидан тасдиқланган намунадаги маълумот тўғрисидаги ҳужжатларни тасдиқлаш ва уларни бериш тартибини белгилаш;

-давлат грантлари миқдори ва таълим муассасаларига қабул қилиш тартибини белгилаш;

-давлат олий таълим муассасасининг ректорларини тайинлаш;

-таълим олувчиларни аккредитация қилинган бир таълим муассасасидан бошқасига ўтказиш тартибини белгилаш;

-қонун ҳужжатларига мувофиқ бошқа ваколатлар.

Қонуннинг 26-моддасида таълимни бошқариш бўйича махсус ваколат берилган давлат органларининг ҳуқуқ доираси:

Таълимни бошқариш бўйича махсус ваколат берилган давлат органларининг ҳуқуқ доираси:

-таълим соҳасида ягона давлат сиёсатини рўёбга чиқариш;

-таълим муассасалари фаолиятини мувофиқлаштириш ва услуб масалаларида уларга раҳбарлик қилиш;

-давлат таълим стандартлари, мутахассисларнинг билим савияси ва касб тайёргарлигига бўлган талаблар бажарилишини таъминлаш;

-ўқитишнинг илғор шакллари ва янги педагогик технологияларни, таълимнинг техник ва ахборот воситаларини ўқув жараёнига жорий этиш;

-ўқув ва ўқув-услугият адабиётларини нашр этишни ташкил қилиш;

-таълим олувчиларнинг якуний давлат аттестацияси ва давлат таълим муассасаларида экстернат тўғрисидаги низомларни тасдиқлаш;

-давлат олий таълим муассасасининг ректорини тайинлаш тўғрисида Вазирлар Маҳкамасига таклифлар киритиш;

-педагог ходимларни тайёрлашни, уларнинг малакасини оширишни ва қайта тайёрлашни ташкил этиш;

-қонун ҳужжатларига мувофиқ бошқа ваколатлар.

Қонуннинг 27-моддасида Маҳаллий давлат ҳокимияти органларининг таълим соҳасидаги ваколатлари:

-Маҳаллий давлат ҳокимияти органлари:

-таълим муассасалари фаолиятининг минтақаларни ижтимоий-иқтисодий ривожлантириш эҳтиёжларига мувофиқлигини таъминлайди;

-таълим муассасаларини ташкил этадилар, қайта ташкил этадилар ва тугатадилар, (республика тасарруфида бўлган муассасалар бундан мустасно), уларнинг уставларини рўйхатга олади;

-ўз ҳудудларидаги таълим муассасаларини ваколат доирасида молиялаш миқдорларини ва имтиёзларни белгилайди;

-таълим сифати ва даражасига, шунингдек педагог ходимларнинг касб фаолиятига бўлган давлат талабларига риоя этилишини таъминлайди;

-қонун ҳужжатларига мувофиқ бошқа ваколатларни ҳам амалга ошириши белгилаб берилган.

Ҳозирги давр олий таълим тизимига ва олий таълим муассасаларига янги талаблар қўймоқда, уни меҳнат бозорида талаб этиладиган рақобатбардош дипломли мутахассислар тайёрлашга йўналтирмоқда. Кадрлар тайёрлаш миллий дастури мамлакатимизда таълим тизимини

модернизация қилишни, жаҳон талабларига жавоб берадиган мутахассислар тайёрлашнинг илмий-амалий асосларини яратишни назарда тутди. Бунда юқори малакали кадрлар тайёрлаш кўп босқичли тизими, узлуксиз таълим, бутун таълим тизимини ривожлантиришга нисбатан инновацион ёндашув, олий ўқув юртларининг моддий-техника базасини мустаҳкамлаш, таълим сифатининг халқаро стандартларига ўтиши устувор йўналишлар сифатида белгиланган.

Ҳозирги жамият ривожланишининг янги шароитлари олий таълим тизими олдида янги устувор вазифаларни қўймоқда. Ўз фикрлаш услубига ва қўйилган вазифаларни ечишга нисбатан ўзига хос ёндашувга эга бўлган мутахассисларни тайёрлашнинг бутунлай янги даражасини шакллантириш биринчи даражали аҳамият касб этмоқда. Олий таълимни изчил ривожлантириш ва тизимли ислоҳ қилиш таълим халқаро стандартларига мувофиқликни таъминлашга қаратилган таълим жараёнларининг мазмуни ва уларни ташкил этишга нисбатан янгича ёндашувларнинг қарор топтирилишини тақозо этади.

Таълим соҳасида изчил сиёсат, бир томондан, жаҳон таълим стандартларининг юксак даражасига эришишга қаратилган, иккинчи томондан эса – муайян ижтимоий-иқтисодий шароитларни, шунингдек, халқимизнинг маънавий-маданий қадриятлари ва ўзига хослигини ҳисобга олади. Ўзбекистонда таълим соҳасида амалга оширилаётган ислохотларнинг кенг қўламлилиги, мазкур жараёнда давлат ўрни ва аҳамиятининг кенгайиши ва кучайиши таълим тизимини, шу жумладан, олий таълимни такомиллаштиришга нисбатан оқилона ёндашувларни топиш йўлидаги изланишларнинг аҳамиятини янада кучайтиради.

Давлатимизнинг ушбу соҳада шароитлар ва самарали ҳимоя механизмларини яратишга қаратилган саъй-ҳаракатлари халқаро миқёсда мустақил экспертлар («ИНСЕАД» тадқиқотлари) томонидан эътироф этилди. Тадқиқотларнинг натижалари таълим тизимини ривожлантириш бўйича бир қатор кўрсаткичларга кўра Ўзбекистон жаҳоннинг кўпгина мамлакатларидан устун эканлигини намойиш этади. Хусусан, таҳлилий маълумотлар Ўзбекистоннинг мамлакат таълим соҳасини ривожлантириш, ушбу соҳага давлат харажатлари, капитал қурилиш ва мактабларни янгилаш харажатлари, ўқитувчилар сонининг ўқувчилар сони билан нисбати, аниқ фанлар ва муҳандислик иши соҳасида битирувчилар сони, GMAT (бизнес-мактабларда муваффақиятли ўқиш қобилиятларини аниқлаш учун стандартлаштирилган тест) бўйича ўқувчиларнинг ўртача баҳосига доир ва бошқа кўрсаткичлари жуда баланд эканидан далолат беради.

Истиқлол йилларида олий ўқув юртлари сони икки баравар кўпайди ва 78 тага етди, талабалар сони 230 мингдан ошди. Юртимизда Европа ва Осиёнинг етакчи олий ўқув юртлари, хусусан Халқаро Вестминстер университети, Сингапур менежментни ривожлантириш институти, Турин

политехника университети, Россия нефть ва газ университети, Москва давлат университети, Россия иқтисодий университети, Инха университети (Жанубий Корея) филиаллари самарали фаолият кўрсатмоқда. Мазкур олий ўқув юртлари меҳнат бозорида талаб этилган машинасозлик, нефть-газ иши, ахборот технологиялари, иқтисод ва бизнесни бошқариш, молиявий менежмент, тижорат ҳуқуқи, ахборот коммуникация технологиялари сингари ихтисосликлар бўйича малакали бакалаврлар ва магистрлар тайёрлайди, уларнинг битирувчилари бутун дунёда тан олинадиган дипломлар олади.

Ҳозирги вақтда мамлакатимиз таълим, илмий ва маданий-маърифий муассасаларининг барчаси Ziyonet таълим портали ва Интернетга уланган. Бу масофавий таълим усуллари, ўқувчи-ёшлар учун ахборот-коммуникация хизматларининг кенг мажмуини таълим жараёнига фаол жорий этиш имконини бермоқди.

Давлатимиз раҳбари мамлакатимизни 2016 йилда ижтимоий-иқтисодий ривожлантириш якунлари ва 2017 йилга мўлжалланган иқтисодий дастурнинг энг муҳим устувор йўналишларига бағишланган Вазирлар Маҳкамасининг мажлисидаги маърузасида 2017 йилдан бошлаб олий таълим муассасаларига қабул қилишнинг такомиллаштирилган тизими жорий этилиши, ва қабул квоталарини кўпайтирган ҳолда, энг яхши тайёргарлик кўрган абитуриентларни саралаб олиш имконини беришини таъкидлади.

Таълимни модернизация ва ислоҳ қилиш жараёнлари олий таълим тизимида айниқса яққол намоён бўлади. Бу ерда дарс бериш жараёнида янги технологиялар таълим сифатини ошириш мақсадида доимий равишда жорий этилади. Ўз-ўзидан равшанки, таълим тизимини ислоҳ қилиш жараёни ва унда талабаларни баҳолаш ва назорат қилиш механизмларини янада кучайтириш мамлакатда амалга оширилаётган ижтимоий-иқтисодий ислохотларнинг зарур омили ҳисобланади.

Сифатни таъминлаш тизими таълим олувчилар ва битирувчиларнинг жамият томонидан қўйилган ва ўқув юртлари бажаришга ҳаракат қиладиган талабларга мувофиқлигини таъминловчи омилдир.

Таълим сифати жамият талабларига мослик ва мослашувчанлик билан узвий боғлиқ, касб-ҳунар таълимининг сифат тизимини таъминлаш вазифаси эса уларни кафолатлашдан иборатдир.

Олий ўқув юртларида олий таълим халқаро тизимларининг ўзаро алоқасининг таъсирчан воситаси сифатида таълим модуль тизимининг жорий этилиши мутахассислар тайёрлаш сифатини оширишга қаратилди. Маълумки, таълим жараёнида модуль технологиялари аудиторияга ажратилган соат ҳажмини қисқартиришни, талаба мустақил ишининг аҳамияти ва мақомини оширишни назарда тутди.

Бундай технологиялар талабалар мустақил ишлашини фаоллаштириш, ўқув материални мазмунини бойитиш ва

мустаҳкамлашга, янги касбий билимларни ўзлаштиришга, ижодий фаолият (креативлик) ва интерфаолликни ривожлантиришга, амалий кўникмаларни шакллантиришга кўмаклашади.

Хулоса ўрнида шуни таъкидлаш жоизки таълим сифатини назорат қилиш ва баҳолашда ваколатли давлат органлари фаолиятини янада такомиллаштириш уларни маъсулиятини ошириш ва амалдаги аълим сифатига таъсир кўрсатадиган хужжатларни танқидий кўриб чиқиш ва тегишли қўшимчалар ва ўзгартиришлар киритиш лозим.

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Аннотация: В статье рассматриваются вопросы совершенствования организационно-экономического механизма управления бизнесом. Также разработаны перспективные направления совершенствования механизма управления, в том числе организационно-экономического механизма управления бизнесом на основе интегрированной активной системы формирования «интерактивных единиц развития», обеспечивающих интересы отрасли.

Ключевые слова: предпринимательство, механизм, организационно-экономический, системный, координация, совершенствование механизма, развитие предпринимательской деятельности.

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ORGANIZATIONAL AND ECONOMIC MECHANISM OF BUSINESS MANAGEMENT

Annotation: The article discusses the issues of improving the organizational and economic mechanism of business management. Also, promising directions for improving the management mechanism have been developed, including the organizational and economic mechanism of business management on the basis of an integrated active system for the formation of "interactive development units" that ensure the interests of the industry.

Key words: entrepreneurship, mechanism, organizational and economic, systemic, coordination, improvement of the mechanism, development of entrepreneurial activity.

Исследования роли малого бизнеса и частного предпринимательства в обеспечении социально-экономического развития и устойчивости проводятся во всем мире. Малый бизнес играет важную роль в

стабилизации экономики в таких развитых странах, как США, Германия, Китай, Франция, Япония, Италия. «По данным Международного совета по малому бизнесу (ICSB), малые предприятия составляют более 90% всех предприятий, 60-70% занятых и 50% ВВП». Как правило, эти предприятия, на которых работает менее 250 человек, составляют основу экономики развитых стран, играют важную роль в стимулировании экономического развития и занятости женщин, молодых предпринимателей и групп с низкими доходами.

Основными направлениями совершенствования организационно-экономического механизма управления бизнесом в мировой практике являются формирование комплексного механизма управления, создание концептуальных основ эффективной организации отношений между государством и субъектами хозяйствования, совершенствование организационно-экономической системы. механизм управления бизнесом на основе современных управленческих стратегий. Проведены научные исследования по рациональному использованию эффективных методов. В настоящее время проводится ряд научных исследований по совершенствованию организационно-экономического механизма управления бизнесом в мире, в том числе разработка организационно-экономического механизма управления с учетом потенциала регионов и отраслей, создание механизма управления на основе креативность, принципы аутсорсинга и франчайзинга. Исследования ведутся по приоритетным направлениям, таким как формирование кластеров в управлении бизнесом.

Предпринимательство и факторы, на него влияющие, давно находятся в центре внимания ученых в области экономики и финансов. Понятие «предпринимательство» начало привлекать внимание экономистов, психологов, политологов еще в XVI веке. Дж. Б. Сэй, А. Маршалл, В. Зомбрамб, Дж. Шумпетер, Ф. Найт - основоположники науки о предпринимательстве, и их вклад во внедрение категории «предпринимательство» в научный оборот велик. Первое научное определение категории «предпринимательство» дал английский ученый Р. Кантилон в начале XVIII века. «Предприниматели - это новый слой людей, которые хотят перевернуть рынок, даже если это делается ради прибыли», - сказал он. Итак, согласно Р. Кантилону, предприниматель - это человек, который видит рыночные возможности. Он использует эти возможности по-предпринимательски для получения прибыли. Р. Кантилон считал риск важнейшим показателем предпринимательства.

Современные экономисты считают, что на практике термины «предприниматель», «малый бизнес» и «малый бизнес» имеют одинаковое значение. В экономической литературе встречаются разные определения понятий «предприниматель», «малый бизнес» и «малый бизнес». Еще говорят, что «до капитализма бизнеса не было». Это равносильно

утверждению, что экономики нет. В некоторых литературных источниках поясняется, что «категория бизнеса была введена в повседневный научный оборот в период перехода к капитализму», тогда как экономисты С.С. Гулямов, А.Ф. Догиль, Б.А. Семенов говорят, что бизнес имеет более широкое значение, чем предпринимательство. «Предпринимательство как форма деловой активности осуществляется в различных секторах экономики», - сказал И.А. Архипов. «Бизнес - это производство, занятость, предпринимательство с целью получения прибыли».

Предприниматель - индивидуальный предприниматель, лицо, владеющее акциями компании.

Предприниматель (собственник) знает, что заниматься бизнесом полезно, сочетая инициативу, трудовые и финансовые ресурсы для производства товаров и услуг. Принимает решения для выполнения сложных задач, связанных с предпринимательской деятельностью.

Предприниматель - гражданин или группа граждан, которые по инициативе представляют гражданина или группу граждан, получающих прибыль или личный доход на основании ответственности.

Предприниматель является основным субъектом рыночной экономики и осуществляет имущественные экономические отношения в своей собственности через юридически известные организационные механизмы посредством своей деятельности. Итак, нужно понимать, что развитие малого бизнеса и частного предпринимательства - это основа экономического развития. Предпринимательство выражается в смысле «управления» производственным процессом, «наведения порядка в труде», «управления определенной производственной деятельностью», «контроля за деятельностью сотрудников».

Предпринимательская деятельность или предпринимательство - это деятельность независимого лица или предпринимательского предприятия под собственной имущественной ответственностью, осознающая риск получения прибыли или личного дохода. Основными направлениями бизнеса являются производство (продукция, услуги), торговля (торговля) и коммерческое посредничество. Предпринимательство - это занятие любой экономической деятельностью с целью заработка денег и принятия на себя ответственности.

В экономической литературе, исследованиях получили большее распространение понятия «экономический механизм», «механизм управления», «механизм социально-экономического развития», «финансовый механизм». Понятие «механизм» по-разному трактовалось в разных литературных источниках. Некоторые авторы трактуют экономический механизм как взаимосвязанную систему методов и форм управления производственными процессами в обществе и их составляющими. В этом процессе механизм проявляется как особая форма производственных отношений (планирование, нормы, стандарты и т. Д.),

Так и как форма управления. В других случаях понятие «механизм» интерпретируется как совокупность состояний системы (например, механизм управления, финансовый механизм), иногда как движущая сила развития.

В научных исследованиях понятие «механизм» выражается в таких словосочетаниях, как рыночный механизм, производственный механизм, организационный механизм, экономический механизм, экономический механизм, организационно-экономический механизм. В процессе управления соблюдаются те же процессы, что и работа механизма, цель достигается в результате работы механизма. Механизм управления - это набор инструментов и инструментов управления, используемых менеджерами и менеджерами для выполнения своих обязанностей и достижения цели. Механизм управления заключается в координации и мотивации деятельности сотрудников. Это также обеспечивает согласованность действий субъектов управления.

Заключение

Таким образом, механизм управления - это метод направления и организации деятельности систем управления к целям системы, сочетание взаимосвязей, форм и средств, обеспечивающих функционирование организационно-экономической системы. Он координирует отношения между объектом управления и субъектом. Механизм управления сформирован таким образом, чтобы влиять на деятельность объектов.

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ОРГАНИЗАЦИОННО-ЭКОНОМИЧЕСКИЙ МЕХАНИЗМ

Аннотация: обсуждается понятие «организационно-экономический механизм» часто сравнивают с понятиями «экономический механизм», «организационный механизм» и «экономический механизм». Самым распространенным из этих понятий, имеющим более широкий охват, является экономический механизм.

Ключевые слова: организационный механизм, экономический механизм, производственное отношение.

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ORGANIZATIONAL AND ECONOMIC MECHANISM

Annotation: The concept of “organizational and economic mechanism” is discussed and is often compared with the concepts of “economic mechanism”, “organizational mechanism” and “economic mechanism”. The most common of these concepts, with a broader scope, is the economic mechanism.

Key words: organizational mechanism, economic mechanism, production relation.

Л.И. По словам Абалкина, экономический механизм - это совокупность форм и способов работы, которая включает в себя не только базовые, но и взаимодействующие между собой элементы надстройки. По мнению Г.С. Сеяловой, экономический механизм - это система, формирующая производственные отношения как способ организации производства, форма управления (план, экономические нормы, цены, прибыль, заработная плата, финансы, кредит, принятие решений), а также в производственных отношениях, но и в организации сил и структуры производства. Е.Е. Вершигора подчеркивает, что экономический механизм возникает в результате взаимодействия и координации планирования, экономических стимулов, рыночных механизмов и организационной

структуры. Учитывая вышесказанное, можно сказать, что экономический механизм более специфичен для макроэкономики.

Определения организационно-экономического механизма можно увидеть в исследованиях многих ученых и специалистов. А.А. Кульман утверждает, что «организационно-экономический механизм - означает определенный набор или последовательность экономических событий». Б.З. Мильнер, А.В. Кочетков, Д.Г. Как совместимость экономических методов. Они утверждают, что организационно-экономический механизм управления должен выполнять такие функции, как чувство ответственности, постановка целей, мотивация и мотивация участников, предоставление и распределение ресурсов для достижения ощутимых результатов.

Следовательно, механизм организационно-экономического управления представляет собой совокупность взаимосвязанных элементов, которые связаны между собой небольшими системами организационного, экономического, а иногда и технологически низкого уровня. Результат активности каждой ссылки или элемента на нижнем уровне системы служит исходной информацией или источником для ссылок более высокого уровня. Отличительной чертой экономической системы любого уровня является наличие четкой взаимосвязи экономических факторов.

Таким образом, организационно-экономический механизм предпринимательской деятельности можно разделить на 2 блока (рисунок 1).



Рисунок 1. Основные элементы организационно-экономического механизма предпринимательской деятельности

- организационный механизм включает в себя, административно-правовое регулирование, организационную структуру, функции и методы управления, организацию труда, информационное обеспечение и др.;

- экономический механизм, который включает планирование и прогнозирование, ценообразование, финансирование и кредитование, страхование, мотивацию и т. д.

Наманганская область - один из самых развитых регионов Республики Узбекистан. В результате принятых мер по развитию малого бизнеса и поддержке предпринимательства в Наманганской области доля малого бизнеса в валовом региональном продукте в 2020 году составила 70,6%. По состоянию на 1 января 2020 года в области было зарегистрировано 16 928 малых предприятий, что на 102,4% больше, чем в 2019 году. По итогам 2020 года доля малого бизнеса в промышленности области составила 68,4%, в строительстве - 93,9%, в услугах - 73,7%, в экспорте - 66,7%.

В результате принятых мер по развитию малого бизнеса и поддержке предпринимательства в Наманганской области доля малого бизнеса в валовом региональном продукте в 2020 году составила 74%. По состоянию на 1 января 2020 года в области зарегистрировано 1864 малых предприятия, что на 102,4% больше, чем в 2017 году. По итогам 2020 года доля малого бизнеса в промышленности области составила 56,7%, в строительстве - 91,3%, в услугах - 71,2%, в экспорте - 68%.

Численность трудоспособного населения - 1574,3 человек, численность экономически активного населения - 1205,3 тыс. Человек, из которых 988,1 тыс. Человек или 82% заняты в малом бизнесе.

В Наманганской области в 2013 году производство промышленной продукции малыми предприятиями составило 1629,5 млрд сумов. сумов, производство товаров народного потребления - 1013,9 млрд. сум. сумов, производство продуктов питания (без водки и вина) составило 529,4 млрд. сум. сумов, валовой продукции сельского хозяйства - 2429,1 млрд. сум. сумов, оборот розничной торговли - 2898,5 млрд. сум. В 2020 году производство промышленной продукции составило 5471,3 млрд сумов. сумов, производство товаров народного потребления - 3715,5 млрд. сум. сумов, производство продуктов питания - 1934,7 млрд. сум. сумов, валовой продукции сельского хозяйства - 3493,1 млрд. сум. сумов, оборот розничной торговли - 5575,4 млрд. сум. сумов.

Таблица 1

Доля малого бизнеса в объеме продукции, работ и услуг в основных отраслях экономики Наманганской области (в процентах)

Основные отрасли региональной экономики	2011г.	2012г.	2013г.	2014г.	2015г.	2016г.	2018г.	2019г.	2020г.
Промышленность	39,0	47,0	48,8	56,9	61,9	68,8	71,5	68,5	56,7
Сельское хозяйство	99,1	99,0	99,2	99,2	99,2	99,0	99,3	99,2	98,5
Инвестиции	55,2	57,0	52,4	39,9	43,8	48,7	42,2	43,5	44,1
Строительство	87,1	87,8	92,5	93,4	95,2	95,1	93,9	93,2	91,3
Торговля	92,3	86,4	87,3	89,5	90,2	92,4	91,9	90,6	90,8
Сервис	60,0	54,7	62,4	64,7	70,0	73,7	71,8	69,5	71,2

Источник: таблица, подготовленная автором на основе данных Наманганского областного управления статистики.

Заключение

Результаты исследования показывают, что в последовательном развитии предпринимательской активности в регионах необходимо эффективно использовать экономический потенциал отрасли. Потому что при формировании организационно-экономического механизма управления бизнесом важно определить и учесть цель отрасли, основные функции бизнеса, его показатели и особенности. Организационно-экономический механизм управления бизнесом, основанный на интегрированной активной системе формирования «интерактивных цепочек развития», обеспечивающих интересы отрасли, обеспечивает территориальную интеграцию производств.

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ГЛОБАЛЛАШУВ ШАРОИТИДА ХАЛҚАРО ТУРИЗМ БОЗОРИНИ РИВОЖЛАНТИРИШ

Аннотация: Мақолада ижтимоий-иқтисодий ўзгаришлар шароитида халқаро туризм бозорининг шаклланиши ва ривожланишининг умумий масалалари кўрилган. Халқаро туризм бозорининг асосий шартлари ва салоҳияти умумлаштирилган ва гуруҳлаштирилган, унинг функциялари тизимлаштирилиб, эволюцион ривожланиш омиллари таснифланган, шунингдек, жаҳон иқтисодиёти ва уни ташкил этувчи миллий иқтисодиётнинг барқарор ривожланиши учун платформани шакллантиришда халқаро туризм бозорининг роли кўрсатиб берилган..

Калитли сўзлар: ижтимоий-иқтисодий ўзгаришлар, халқаро туризм бозори, дунё мамлакатлари, миллий иқтисодиёт, дунё минтақалари, жаҳон ҳудудлари, глобаллашув жараёнлари, хорижлик туристлар, туризм имконияти, билимларга асосланган иқтисодиёт, барқарор ривожланиш.

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INTERNATIONAL IN THE CONDITIONS OF GLOBALISM TOURISM MARKET DEVELOPMENT

Abstract: The article discusses the general issues of the formation and development of the international tourism market in the context of socio-economic transformations. In the course of the presentation of the work, the main conditions and potentials of the international tourism market are summarized and structured, its functions are systematized, the factors of its evolutionary development are classified, as well as the role of the international tourism market in the formation of a platform for sustainable development of the world economy and its constituent national economies.

Key words: socio-economic changes, international tourism market, world countries, national economy, world regions, world regions, globalization processes, foreign tourists, tourism opportunities, knowledge-based economy, sustainable development.

Ижтимоий-иқтисодий ривожланиш жараёнларини 21 аср бошларидаги ҳолати, дунё мамлакатлари ва жаҳон ҳудудларининг бир-

бири билан ўзаро боғлиқлиги кучайган, фан-техника ривожини таъсирида умумпланета миқёсидаги янги муаммоларни юзага келиши ва кескинлашуви ортган шароитда, глобаллашув жараёнларини янада шиддатли равишдаги тезлашиши билан тавсифланади. Интенсивлаштириш жараёнлари ривожланишининг бу босқичдаги энг аҳамиятли хусусиятларидан бири, ишлаб чиқаришнинг турли омилларини давлатларaro аралашиб кетиши ва молиявий капиталларни чегара билмас даражадаги ҳаракатидан иборатдир. Бунинг натижасида глобализация барча иқтисодий муносабатларни қамраб олувчи жараён сифатида намоён бўлиб, унинг барча элементлари бир-бири билан янада мослашган ҳолда ривожланишга сабабчи бўлмоқда.

Жадвалдан кўрниб турганидек, дунё минтақалари бўйича халқаро туристларнинг келиши 1990 йилдаги 435 млн. кишидан 2018 йилга келиб, 1млрд 400 млн кишига етган. Бу ерда етакчилик Европа минтақасига тегишли бўлиб, туристларнинг келишдаги ўсиш суръати юқори даражани ташкил этар экан. Халқаро туризмни ривожланишда ўзига жалб қилувчи, дам олиш, завқланиш учун хизмат қиладиган туристик объектларнинг ҳам мавжудлиги муҳим аҳамиятга эга. Масалан Европада мавзули парклар мавжуд бўлиб, кўплаб туристларни ташриф буюришига сабабчи бўлмоқда. Мана шундай масканлардан бири Ўзбекистон пойтахти Тошкентда ҳам бўлиб, Диснейленд ва Аквапарк фаолияти билан боғлиқдир. Улар 1997 йилдан бошлаб фаолият кўрсата бошлади ва нафақат Ўзбекистонда, балки Марказий Осиёда энг кўзга кўринган парк ҳисобланади. Унинг менежменти ва рекламаси билан яхши шуғулланилса, хорижлик туристларни кўплаб жалб этиш мумкин. Буни амалга ошириш учун паркнинг техник имкониятларини янада кенгайтириш ва объектлар сонини кўпайтириш, қўшимча инвестицияларни жалб қилиш лозим. Чет эл мамлакатлари тажрибаси бу йўлни энг самарали ва ютуқли эканлигидан далолат беради. Бунинг учун хорижий туристларни туристик маҳсулотларга бўлган талабини ўрганиш мақсадга мувофиқдир.

1-жадвал

1990-2018 йилларда дунё минтақалари бўйича халқаро туристларнинг келиши (млн.киши)²⁹

Кўрсаткичлар	1990	1995	2000	2005	2010	2015	2016	2017	2018
Дунё	435	527	674	809	951	1,189	1,235	1,323	1,400
Европа	261,5	304,5	386,6	453,2	489,4	607,7	619,7	671	713
Осиё	55,9	82,1	110,4	154	205,5	279,2	302,9	324	343
Америка	92,8	108,9	128,2	133,3	150,2	192,6	200,9	208,7	217
Африка	14,8	18,7	26,2	34,8	50,4	53,5	58,2	62	67
Яқин Шарқ	9,6	12,7	22,4	33,7	54,7	53,3	53,6	58,1	64

²⁹ Составлено автором на основе статистических данных барометра ЮНВТО, 2019 год

Глобаллашув шароитида Ўзбекистонда туризмни ривожлантириш чора-тадбирлари ҳукумат томонидан белгиланган ва жуда кўп давлатлар билан иқтисодий алоқалар, турли битимлар, келишувлар амалга оширилган ва оширилмоқда. Шу билан бир вақтда халқаро туризмда амалга оширилиши муҳим бўлган ишларни қуйидагилардан иборат деб биламиз.

1. Халқаро туризмда маркетинг фойдаидан кенг фойдаланиш ва халқаро бозорларни эгаллаш учун интилиш;

2. Ўзбекистоннинг туризм имкониятини бевосита чет элларнинг ўзида ахборот агентликлари орқали тарқатиш ва оммалаштириш учун ҳаракат қилиш;

3. Туризм соҳасида ишлайдиган мутахассисларни тайёрлаш, ўқитиш, улар учун барча имкониятларни яратиб туристларга сифатли хизмат кўрсатишни йўлга қўйиш;

4. Халқаро туризм ярмаркаларида сурункали тарзда иштирок этиш;

5. Ўзбекистоннинг халқаро туризм бозорида амалга ошириш учун керакли бўлган фаолият турлари ва сифати бўйича буклетлар, проспектлар ва ҳақозаларни тарқатиш;

6. Халқаро туризмда биргаликда фаолият юрита оладиган қўшма корхоналар, компаниялар ва ҳақозаларни тузиш ва уларни фаолиятини кенг йўлга қўйиш.

7. Турли кичик шаклга эга бўлган туристлик комплексларда рақобат муносабатларини янада кучайтириш ва бошқа тадбирлар муҳим аҳамиятга эгадир.

Ўзбекистон Республикаси ҳам бошқа ҳамдўстлик мамлакатлари қатори халқаро туризмни ривожлантириш чора-тадбирларини кўриб, ўзининг миллий моделига асосланган туризмни шакллантириш учун ҳаракат қилмоқда. Бу модел ички имкониятларга, ўзбек халқининг менталитетига ва жаҳон стандартларига мос келадиган талабларни ҳисобга олган ҳолда амалга оширилиши лозимлиги таъкидланмоқда. Яна шу нарсани ҳисобга олиш лозимки, инсонларни туризмга ундайдиган ҳолатлар нималардан иборат? Нима учун улар айрим ҳолларда асаб тарангликларига дучор бўлиб, ўз пуллари ва куч-ғайратларини сарфлаб туристик сафарга отланадилар? Қаерга бориш, нима мақсадда боришни танлаш ҳозирги шароитда жуда ҳам беҳисоб бўлиб, улардан санокли йўналишларнигина у ёки бу шахс аниқлаши мумкин. Шу билан бир вақтда халқаро миқёсда қаул қилинган йўналишлар бўйича туризмни ривожлантириш ҳам муҳим масалалардан ҳисобланади.

Таъкидлаш жоизки, глобаллашув шароитида туризм тармоғини бошқаришнинг илмий-назарий асослари, унга таъсир этувчи омиллари мега трендлар ҳамда билимларга асосланган иқтисодиётнинг шаклланиш жараёнида ўзгариб бормоқда. Жумладан, миллий иқтисодиётимизнинг ҳар бир корхонаси ички ва ташқи рақобат шароитида фаолият олиб боради.

Жаҳонда юз бераётган инновациялар таъсирида ишлаб чиқаришда янги билимларга асосланган инновацион технологияларни жорий этиш зарурати ортиб бормоқда. Ўз навбатида ишлаб чиқаришдаги инновациялар харидорларнинг ҳатти ҳаракатини олдиндан башорат қилиб бўлмайдиган даражада ўзгаришига сабаб бўлмоқда. Айниқса, бундай ўзгаришлар туризм тармоғига ва унинг корхоналарига хосдир. Жумладан, туризмда оммавий туризмдан индивидуал туризмга ўтиш зарурати туғилмоқда. Бундай шароитда глобал тенденцияларнинг туризм корхоналарини бошқаришга таъсирини комплекс ўрганиш, туризм корхоналари фаолиятини миқдор ва сифат жиҳатидан тизимли таҳлил этиш, бу жараёнда интернет тизимидан, АКТ ва иқтисодий математик усуллардан кенг фойдаланиш зарурати туғилмоқда.

Тадқиқотлар шундан далолат берадики, замонавий туризм тармоғи ва мажмуасининг мазмун моҳияти, ривожланиш мезонлари тубдан ўзгариб бормоқда. Демак, туризм тармоғи ёки унинг корхонасини бошқариш услублари, маркетинг стратегиялари ва ривожланиш парадигмалари ҳам глобаллашув таъсирида такомиллаштиришни талаб этади. Пировард натижада туризм тармоғини бошқаришда стратегик қарорларни қабул қилишда жаҳон молиявий иқтисодий инқироз таъсирини инобатга олишни, рақобат муҳитининг чигаллашганини, ишлаб чиқаришни модернизациялаш заруратини ҳисобга олмоқ даркор. Бундай шароитда туризм тармоғи корхоналарини бошқаришда маркетинг стратегияларини шакллантиришнинг илмий ёндашувларини янада такомиллаштиришни талаб этади.

Изланишлар натижаси шуни кўрсатмоқдаки, халқаро туризм бозорини ривожлантиришда меҳмонхона комплекслари билан биргаликда, меҳмонхона ҳисобланмаган, аммо унинг функциясини бажарадиган объектлардан ҳам кенг фойдаланиш мақсадга мувофиқдир. Меҳмонхоналарда жойлашиш ягона тунаш жойи эмас. Кемпинглар, пансионатлар, ётоқхоналар, шунингдек кўплаган хусусий квартираларда, хонадонларда ҳам туристлар учун тунаш жойини ташкил қилиш имконияти бор. Ўзбекистонда хусусий меҳмонхоналар сонини кўпайтириш ҳам шу куннинг муҳим талабларидан биридир. Унинг ҳиссаси Ўзбекистондаги жами меҳмонхоналарнинг 5 фоизини ташкил этади ҳалос. Жаҳон тажрибаси шуни кўрсатадики, туристларни жойлаштиришда 25 фоиздан кўпроқ туристик фондлар ҳиссаси айнан хусусий меҳмонхоналарга тўғри келар экан. Туристларни жойлаштиришда, одатда бундай объектлар жуда қулай ва содда бўлиб уларни самарадорлиги юқоридир. Кемпинглар шахсий хонадонлар, дам олиш уйлари, ёшлар уйи, туристик масканлари, оилавий клублар ва ҳакозалар туристлар учун жуда қулай бўлган масканлардир. Туризмда буларнинг ичида кенг тарқалгани ва арзони кемпинглардир. Лекин Ўзбекистон шароитида кемпингларни ривожланиши учун кенг имкониятлар шарт-шароитлар мавжуд бўлсада,

аммо уларни куриш, фойдаланиш ишига катта аҳамият берилмаяпти. Ваҳоланки халқаро туризм йўналиши бўйича ташриф буюрадиган туристларнинг кемпинг каби масканлардан фойдаланиши улар учун жуда қулайлик туғдиради. Айниқса ҳозирги бозор иқтисодиёти шароитида мавжуд бўлган иқтисодий қийинчиликлар даврида ички туристларимиз учун бундай масканлардан фойдаланиш арзон ва қулайдир. Бундай масканларда одатда одамлар гавжум, фақат халқаро туристлар эмас, балки Ўзбекистон фуқаролари бўлган туристларни ҳам тез-тез ташриф буюрадиган жойларида қурилиши ва фойдаланишини мақсадга мувофиқ деб ҳисобланади. Масалан, Фарғона водийсининг "Шоҳимардон" деган қадамжо жойлари шулар жумласига киради. Ёз ойларида бу маскан кўпчилик учун оромбахш жой ҳисобланади ва бу ерга кўплаб дам олувчи, саргузашт қилувчи, табиат манзараси бўлган тоғ, дарё, кўллар ва ҳакозалардан завқланиш мақсадида туристлар кўплаб ташриф буюришади. Аммо бу ерда замонавий арзон кемпингларни йўқлиги хориждан ташриф буюрадиганлар учун йўл берк эканлигидан далолат беради. Ваҳоланки бу ерда ҳар йили ва ҳатто қиш ойларида ҳам валюта ишлаш имконияти мавжуд бўлиб, бу масалага чуқур ёндашмаслик, ва бу соҳада тадбиркорлик масалаларига бепарволик натижасида катта имкониятлар бой берилмоқда. Бу ерда асосан ички туристлар ташриф буюришади. Улар учун ҳам бу ерда кўп ҳолларда етарли сервис кўрсатилмаяпти.

Туризм бозорини ўрганишда у ёки бу халқнинг урф-одати, самимийлиги, турмуш тарзи, меҳмондўстлиги ва яна бошқа кўплаб омиллар ҳам муҳим роль ўйнайди. Ўзбекистон диёрига бир марта келган туристлар, қандай йўналиш бўйича бўлмасин, ўзбек халқи учун муқаддас ҳисобланган меҳмондўстлиги туфайли яна бир бор бу диёрга ташриф буюришни орзу қилар экан. Олиб борилган социологик кузатишлардан маълум бўлдики, аксарият туристлар Ўзбекистонга яна келиш истагингиз борми? деган саволга "Мен албатта яна келаман, бу ернинг одамларидаги меҳмондўстлик, самимият, одамларга диққат-эътибор мени лол қолдирди", деб жавоб берилган. Яна қўшимча қилиб, Ўзбекистонда ҳам кўрадиган, биладиган, таҳсинлар айтадиган жойлар кўп экан деб фикр билдиришган. Шу билан бир вақтда сервис талаб даражасида эмаслиги қайд қилинган. Бу шу нарсада намоён бўладигани, халқаро туризм йўналишидаги шаҳарларнинг катта меҳмонхоналаридаги айрим ходимларнинг қўполлиги, ўз хизмат вазифаларини суиистеъмол қилишлари ва ниҳоят сафардан кўнгли тўлмаганлигини ҳам қайд қилишган. Бундай ҳолат албатта туристлар оқимини нафақат халқаро йўналишда, балки ички йўналишда ҳам кескин камайишига сабаб бўлаяпти.

Ўзбекистон Евроосиёнинг йўллари чорраҳасида жойлашган бўлиб, Осиёга, Европага чиқиш учун қулай имкониятларга эгадир. Бу ҳолат келажакда республика ташки иқтисодий фаолиятини кўплаб давлатлар билан амалга ошириш имкониятларини туғдиради ва технологияларни,

сармояларни, маданий бойликларни давлатлараро ўзаро алмаштириш имконини беради.

Ўзбекистонда туризм индустрияси ва инфраструктураси, шу жумладан, туристик хизмат соҳаси умуммамлакат миқёсида олиб борилган хусусийлаштириш ҳамда бозор иқтисодиёти тизимига ўтиш жараёни талабларига мос ҳолда қайта ислоҳ қилинди. Аммо бу соҳада ҳануз қатор муаммолар, ҳатто унинг ривожига ғов бўлиб турган "тўсиқлар" ҳам мавжуд. Мамлакатимиз туризм тизими тараққиётининг жадал ривожланишига салбий таъсир кўрсатиб турган омиллардан бири туристик хизматлар бозорининг талаб даражасида эмаслигидир. Бу эса, ўз навбатида, туризм индустрия-сининг катта туристик ресурсларга эга бўлган ҳудудларда соҳани ривожлантириш имкониятини чегаралаб қўяди.

Ўзбекистонда амалга оширилган иқтисодий ислохотлар нафақат туризм соҳаси ривожланишининг жадаллашишига, балки мамлакатимизнинг жаҳон ҳамжамиятида алоҳида ўрин тутганлиги сабабли, олдин имкони бўлмаган янги туристик хизмат турларининг яратилишига олиб келмоқда. Умуман олганда, Ўзбекистондаги туризм индустриясини ҳали ҳам шаклланиш жараёнини бошидан кечираётган индустрия - т&п! тёшйу, деб ҳисоблаш мумкин. Бу ҳолат туризм хизмат бозори ривожланиши ва бошқариш стратегиясига ҳар томонлама режалаштирилган ҳамда чет эллик ва маҳаллий турмахсулот етказиб берувчиларнинг қизиқишлари балансига амал қиладиган ёндашувни талаб этади. Бир томондан, ўзбекистонлик тадбиркорлар қизиқишларининг ҳимоясини таъминлаш, иккинчи томондан эса, туризм бозорида чет эллик тадбиркорлар иштирокида рақобатли муҳит яратиш керак. Буларнинг барчаси, сўзсиз, бозорда ўзбекистонликларнинг фаолиятини рағбатлантиришга олиб келади. Иқтисодиёт инфратузилмасининг асосини ташкил этган транспорт, телекоммуникация, молиявий хизматлар ривожланишининг давом этиши туризм хизмат бозори ривожланиши учун ҳам катта аҳамиятга эга. Шунини ҳам айтиб ўтишимиз лозимки, туризм соҳаси катта маблағ сарфланишини талаб этмайдиган, ижтимоий барқарорлик омили сифатида хизмат қиладиган ва ҳудудда янги ишчи ўринларнинг яратилишини таъминлайдиган хизмат секторларидан биридир.

Халқаро туризм бозорини ривожланиши карвон йўлларини қайта тиклаш масалалари билан ҳам бевосита боғлиқдир. Чунки Ўзбекистон авваллари ва ҳозир ҳам бу қадимий йўлларнинг марказида турибди ва уларни тиклаш бўйича ўтказиладиган тадбирларда унинг иштироки жуда ҳам зарурдир. Айниқса, бу жараён йўл тизимини қандай даражада ривожланганлиги билан боғлиқдир. Шунини ҳисобга олиб, республикада йўл тармоқларини қурилишига катта эътибор берилмоқда.

Шу билан бир вақтда Ўзбекистонни жаҳон бозорига чиқиши учун янги йўл тармоқлари қурилмоқда ва қайта таъмирланмоқда. Масалан, «Андижон - Тошкент - Нукус - Қўнғирот», «Тошкент - Андижон - Ош - Қашғар» тез юрар магистраллари лойиҳаси Буюк Ипак йўлини тиклаш дастурининг асосини ташкил этиб, Европани Хитой Халқ Республикаси ва барча Жанубий-Шарқий Осиё мамлакатлари билан боғлайди. Бу йўллардан фойдаланиш натижасида автомобиль транспорти орқали халқаро туризмнинг ривожланиши, савдо-сотиқни мамлакатлараро йўлга қўйилиши таъминланиб, ҳудудлар иқтисодиётини кўтариш ва аҳоли турмуш фаровонлигини яхшилаш учун катта имкониятлар яратилади.

Бутун жаҳон туристик ташкилотининг башоратига кўра 2025 йилгача туризмнинг ўртача йиллик ўсиш суръати Европада - 4,1%, Яқин Шарқда 7,8%, Жанубий Осиёда 7,5%, Шарқий Осиёда - Тинч Океани ҳудудларида - 8,2% бўлиши керак. Бу рақам Ўзбекистон учун 15% қилиб аниқланган ва Осиё қитъасига қараганда 2 баробар юқори қилиб белгиланган. Бунинг асосий сабабларидан бири Ўзбекистон Марказий Осиё мамлакатлари ичида ҳудудий жойлашиши, транспорт қатновини жуда кўплаб давлатлар учун мавжудлиги ва ниҳоят Ўзбекистонга айнан фақат туризм мақсадида келувчилар сонининг ортиб боришини назарда тутган ҳолда амалга оширилишидан иборатдир.

Истиқболли ривожланиш масалалари ҳақида тўхталиб, шунини таъкидлаш лозимки, унинг ҳаммабоп ягона усули йўқлигини таъкидлаймиз. Халқаро туризмнинг ривожланиш истиқболини аниқлашда статистик истиқболни белгилаш усулларида фойдаланган ҳолда туристик мақсадларда Ўзбекистонга халқаро йўналишда ташриф буюрган туристлар сонини 2015-2020 йиллардаги ўсиш суръатини ҳисобга олиб 2021 йилда бу ерга ташриф буюрадиган туристлар сони 6 млн. дан кўпроқ, шу жумладан узоқ хориждан келадиганлар сони 2 млн. кишидан кўпроқ бўлиши ҳисоблаб чиқилди. Ҳар бир турист учун сарфланадиган ҳаражатлар асосида валюта тушумларининг ҳам тахминий ҳисоб-китобини қилиш мумкин.

Ўзбекистонда халқаро туризм бозорини ривожлантириш шарт-шароитлари ва имкониятлари ҳақида тўхталиб, шунини таъкидлашимиз керакки, Буюк Ипак йўлининг марказида жойлашган республикамиз қуйидаги ҳолатлар туризм учун энг қулайдир:

жуда ҳам кўп тарихий обидаларнинг мавжудлиги ва тарих ғилдирагининг ранг-баранглиги;

Ўзбекистонда ҳали оммавий туризмни йўқлиги;

аҳолининг менталитети, меҳмондўстлиги, бошқалар учун ҳар доим яхши самимиятда бўлиши;

табiiй-муҳитнинг софлиги, тоғ, сув, ўрмон, гул ва бошқа фауналарни мавжудлиги;

спорт, дам олиш, соғликни тиклаш каби жараёнлар билан шуғулланиш имкониятларини мавжудлиги;

йўл инфратузилмасини яхшиланиб бораётганлиги ва транспорт алоқаларини ўрнатишни қулайлиги.

Халқаро туризм маркетинги жараёни мамлакатга имкони борица кўп ҳорижлик туристларни жалб қилишга қаратилган бўлиши керак. Айниқса, ҳаражат борасида туризм учун кўп сарфлайдиган туристларни мамлакатга жалб қилиш муҳимдир. Бизга маълумки, жаҳон бозорида Япониядан ташриф буюрадиган туристларга эга бўлиш учун ўзига хос рақобат мавжуд бўлиб, кўп давлатлар айнан уларни ўз юртларига ташриф буюришини исташади. Чунки япониядан ташриф буюрган турист ўзининг сафари чоғида амалга оширган ҳаражатлари билан биринчи ўринда туради. Агар Япониялик турист Европага келса, у бошқа туристларга қараганда 2-3 марта кўп пул сарфлайди. Айрим мамлакатларда ундан ҳам кўп миқдорда пул сарфлашади. Шунинг учун ҳам Ўзбекистонга япониялик туристларни кўпроқ жалб қилиш масаласига эътиборни қаратишимиз лозим.

Ўзбекистон диёрида хорижликларни ўзига жалб қиладиган ерлардан бири, бу Фарғона водийси бўлиб, унинг Наманган, Фарғона, Андижон, Қўқон шаҳарлари ЮНЕСКО томонидан Жаҳон меъроси умуминсоний қадриятлар рўйхатига киритилгандир. Бу ердаги маданий ва тарихий ёдгорликларнинг бебаҳолигини ва умуминсоний мулкни томоша қилишга кўплар ҳавас қилишади.

Ўзбекистоннинг Фарғона водийсини ўзига жалб қилувчи жиҳатлари шундаки: биринчидан, унинг 30 фоиздан ортиқ ҳудудида тоғ-ўрмон, текислик, боҳаво жойларнинг борлиги туфайли дам олиш, сайр қилиш мумкин; иккинчидан, унинг ҳудудида 1000 мингдан ортиқ меъморчилик ва археологик объектлар бўлиб, уларнинг 400 га яқини давлат томонидан қўриқланади; учинчидан, кўплаб санъат объектлари ва музейлари мавжуд бўлиб, туристларнинг фойдаланиши учун ҳам доим имконият етарличадир. Шунингдек, турмаршрутларни Андижон, Наманган, Фарғона, Қўқон, умуман Фарғона водийси шаҳарлари ҳисобига ҳам кўпайтириш имкониятлари мавжуддир. Айниқса, Марғилон шаҳри бўйича «Атлас ва ипак шаҳри» йўналиши туристлар учун бебаҳо турмаршрут ҳисобланиши мумкин. Бу эса халқаро туризмни ривожлантириш натижасида, туризм тизимининг молиявий кўрсаткичларини яхшиланиш имкониятларини беради.

Умуман туризмни ривожлантириш йўллари жуда ҳам турли-тумандир. Уларнинг қайси биридан фойдаланиш инсонларнинг ўзига боғлиқ. Ўзбекистон аҳолиси учун, бозор иқтисодиёти шароитида кўпроқ савдо сайёҳлиги аҳамиятли бўлиб қолди. Албатта бундай сайёҳликда импорт сайёҳлигига қараганда экспорт сайёҳлиги устун туради. Бу эса маълум даражада Ўзбекитонни иқтисодий салоҳиятига салбий таъсир кўрсатади. Шунинг учун ҳам, ҳозирги куннинг асосий мақсади, талаби -

республикамизга четдан келувчилар учун хизмат даражасини кучайтириш зарурлигидир. Шу тадбир орқали мамлакатимиз хазинасини валюта билан кўпроқ таъминлаш имконияти туғилади.

Республикамиз туризм индустриясининг охириги йиллардаги ривожланиш таҳлили шуни кўрсатмоқдаки, Ўзбекистоннинг бой табиий ва маданий мероси ҳамда миллий салоҳиятидан тўла фойдаланган ҳолда, унинг барқарор ривожланишини таъминлаш, тармоқ корхоналарининг рақобатбардошлигини ошириш имкониятлари мавжуд. Таъкидлаш жоизки, бугунги кунда республикамизнинг ялпи ички маҳсулотида туризм индустриясининг улуши жуда фоизни ташкил этади.

Ўзбекистон иқтисодиёти глобаллашув шароитида кўпгина ишлаб чиқариш структураларига хос бўлган таъсирлар доирасида ривожланиб бормоқда. Иқтисодий ислохотларнинг биринчи босқичида макроиқтисодий таъсирларнинг структураларидаги кескин ўзгаришлари туфайли тармоқ тузилмаларининг деформацияси рўй берди. Бу вазиятда бозор талаби ва миллий ишлаб чиқаришнинг қотиб қолган нисбати ўртасидаги қарама-қаршиликни йўқотишни мақсад қилиб қўйган қайта таркибий ишлар муҳим аҳамиятга эга бўлди. Ижтимоий мақсадга йўналтирилган бозор иқтисодиётига ўтишнинг талабларидан бири иқтисодий муносабатларнинг муҳим ижтимоий объекти бўлган ноишлаб чиқариш тармоқларининг ривожланишидир. Шу боисдан мамлакат иқтисодиётида салмоқли ўринга эга бўлган ва Ўзбекистонда мезоишлаб чиқариш жараёнининг табиий режимини тикланиши учун хизматлар соҳасини ривожлантириш орқали хўжалик фаолиятини диверсификация қилиш муҳим аҳамият касб этади.

Ўзбекистон Республикаси иқтисодиётида туризм соҳаси ҳам бошқа ишлаб чиқариш соҳалари каби ихтисослашган хўжаликлар қаторига кириб, мамлакатни иқтисодий ривожлантириш воситаси сифатида муҳим аҳамият касб этади. Иқтисодиётнинг реструктуризацияси бозорни ўрганиш натижаларига асосланган маркетинг стратегияларини ишлаб чиқариш билан бир қаторда олиб борилишини ҳисобга оладиган бўлсак, туристик хизматлар, айниқса, уларнинг бозор тармоғидаги соҳаси бўлмиш стратегик маркетингни ўз ичига олган бошқарувнинг прогрессив усулларига катта эҳтиёж сезмоқда.

Ҳозирги иқтисодиёт хўжалик фаолиятининг амалда барча соҳаларида интенсив тарзда ривож топаётган инновацион жараёнларнинг фаол таъсирида шаклланиб бормоқда. Туристик бизнес ҳам бундан истисно эмас. Шунинг учун туристик хизматларнинг жаҳон бозоридаги рақобатчилик фақат мамлакатимиздаги компанияларнинг хўжалик фаолияти амалиётига кўпчилик ҳолларда йирик инвестиция харажатлари билан боғлиқ бўладиган инновацияларни доимий тарзда жорий этган ҳолда таъминланиши мумкин. Бунда инновацион фаолият бир тизимли асосда юритилиши, туристик компанияларни ривожлантиришнинг стратегик режаларидан зарурий таркибий қисм сифатида ўрин олиши лозим. Бироқ

тадқиқотларнинг кўрсатишича, Ўзбекистондаги туристик бизнес компаниялари шу пайтгача ҳам кўп жихатдан тактик мақсадларни йўналиш қилиб олишади, стратегик менежментнинг ҳозирги имкониятларидан фойдаланишмайди, инновацион хизматларни ишлаб чиқариш ва жорий этшга лозим даражада эътибор беришмайди.

Милий туристик корхоналардаги менежмент сифатини жиддий яхшилаш талаб қилинади. Истеъмолчиларнинг уларга кўрсатилаётган хизматлар сифатига нисбатан тақдим этиётган рекламацияларнинг юқори даражада эканлиги шунинг оқибати бўлмоқда. Бироқ глобаллаштириш даврида туристик бизнесни бошқариш соҳасидаги инновацион стратегияни ишлаб чиқариш муаммоси республикадаги ва жаҳондаги ҳозирги иқтисодий шарт-шароитларни ҳисобга олиб, янада тадқиқ қилишни тақозо этади.

Бизнинг фикримизча, туризм хизматлар бозорида турмахсулотларни самарали амалга ошириш учун биринчи навбатда унинг имиджи катта аҳамиятга эга. Турмахсулот имиджига таъсир килувчи омиллар эса қуйидагилар бўлиши мумкин: мураккаб экологик шароитлар, сиёсий вазиятлар, аҳоли ўртасидаги тили, дини, миллати бўйича зиддиятлар, паст даражадаги хизмат турлари, қизиқ бўлмаган меъморий қурилишлар ва бошқалар. Юқоридаги фикрларни умумийлаштириб биз бу омилларни иқтисодий, сиёсий, ижтимоий-маданий, маиший ва инфратузилмавий омиллар даражасида кўришимиз мумкин (2-жадвал).

2-жадвал

Турмахсулот имиджига таъсир этувчи омиллар

Сиёсий	Мамлакатдаги сиёсий вазият. Криминал ҳодисалар. Давлат органлари томонидан ўрнатилган назорат.
Маиший	Турбазалар ва шу каби жойларда тозалик ва санитария-гигиенани юқорилиги. Турмарказлардаги туристлар сони. Табиат, атроф-муҳит ва шаҳар ландшафтининг ўзига жалб қилиш хусусияти.
Иқтисодий	Кўрсатиладиган хизматларнинг сифати ва нархларнинг ўзаро мослиги.
Ижтимоий-маданий	Маҳаллий жамиятнинг ўзига хос хусусияти ва маданияти. Миллий санъат, ҳунармандчилик ва урф-одатларнинг ўзига хослиги. Маҳаллий аҳолининг аҳиллиги.
Инфратузилмавий	Коммунал хизматларнинг халқаро стандартларга мувофиқлиги. Транспорт хизматларини стандартларга мувофиқлиги. Бошқа турдаги объектлар ва хизматларнинг халқаро стандартларга мувофиқлиги.

Манба: Муаллиф тадқиқотлари бўйича тузилган

Шулардан келиб чиқиб айтиш жоизки, туризм индустриясида энг катта ўз таъсирини ўтказувчи омил - бу унинг мавсумийлигидир. Демак, мавсум бўлмаган вақтда туризм талабларининг оқимларини тебранишини турғун ҳолатда сақлаб қолиш учун қуйидагиларга асосий эътиборни қаратишимиз лозим:

ёшларбоп тадбирлар, рок-концертлар, ўзига хос фестивалларни ўтказилишига;

диний туризмга кўпроқ эътибор берилишига (бунда мавсум деган тушунчага кам аҳамият берилади);

маълум бир соҳалар бўйича олимлар ва тадқиқотчи экспертлар учун илмий анжуманлар, илмий тадбирларни ташкил этилишига;

театрни, санъатни, фольклорни хуш кўрувчиларга махсус тадбирларни, яъни миллий чолғу асбоблар бўйича танловлар, картина кўргазмалари, театр, фестиваллари, “Наврўз” сайиллари ва ҳосил байрамларини ташкил этилиши ва бошқаларга эътиборни қаратишимиз лозим.

Туризмда хизматларни сертификатлаш, лицензиялаштириш ва халқаро стандартларга мувофиқлаштирсагина корхонанинг рақобатбардошлиги ошади. Туристик хизматларни сертификатлаш – аҳоли саломатлигининг ҳавфсизлигини таъминлаш мақсадида ишлаб чиқилган тур маҳсулотлар ёки хизматлар сифатини тартибга солиш жараёнидир. Шунини алоҳида қайд қилиш лозимки, сертификатлаштириш нафақатгина хориждан келаётган маҳсулот ва хизматларга, шунингдек, ишлаб чиқарилган маҳаллий товар ва хизматларга ҳам тегишлидир. Экспертлар тамонидан Ўзбекистонда 2,5 мингдан ортиқ маҳсулот ва хизматлар тури сертификатлаштирилган.

Чет эллик ва маҳаллий тадбиркорлар фаолияти учун рақобатли муҳит яратиш ва назорат чораларининг оптимал уйғунлигини таъминлайдиган туризм хизмат бозорининг бундан кейинги шаклланишига эҳтиёж, айниқса, Ўзбекистоннинг жаҳон бозорига чиқиш муҳитида яққол сезила бошлади. Чет эл сармоясининг келиши сабабли туристик бизнеснинг кейинги ривожланиши учун жуда зарур бўлган молиявий ресурслар, илғор технологиялар, хизмат ва бошқарувни амалга оширишнинг самарали усуллари эга бўлади. Ҳозирги пайтга қадар Ўзбекистоннинг сиёсий, иқтисодий ва ижтимоий ҳаётида туризм хизмат бозорининг тутган ўрни ҳали тўла эътироф этилмаган. Бироқ, жаҳон молиявий-иқтисодий инқирози шароитида Ўзбекистонда айнан ички туризм хизмат бозорига бўлган қизиқиш кузатилмоқда. Эҳтимол, айнан туризм соҳаси келажакда мамлакатимизнинг иқтисодий ўсиш суръатларини жадаллаштирадиган соҳа бўлиши мумкин. Ҳали ҳам хорижга чиқувчи туризм бозори кирувчи туризм бозоридан устун бўлмоқда, натижада валюта келиб тушишининг муҳим манбаи ва экспорт савдосининг фойдали шакли бўлган кирувчи туризм бозори

яхши ривожланмай қолмоқда. Бугунги кунда Ўзбекистон дунё туристларининг атиги 1% дан ҳам кам қисмини қабул қиляпти.

Чиқувчи туризм бозори қўшимча рағбатлантирилишга муҳтож эмас, аммо кирувчи туризм бозорининг ҳозирги ҳолати талаб даражасида эмас, уни қўллаб-қувватлаш ва рағбатлантириш лозим, зеро, у мамлакат иқтисодиётини юксалтиришга жуда катта фойда келтирадиган сердаромад соҳалардандир. Ўзбекистонда кирувчи ва чиқувчи туризм бозори асосида ривожланаётган туристик бизнес нафақат туризм индустриясига, балки ноишлаб чиқариш соҳасига тегишли бўлган бир қатор бошқа соҳаларнинг ривожланишини ҳам таъминлайди. Бу эса тармоқларда ҳамда туристик инфраструктурага тегишли корхоналарда янги иш ўринларининг яратилишига ёрдам беради.

Туризм ташқи бозор конъюктурасининг асосий хусусиятларини ҳамда унинг мазкур соҳанинг устувор йўналишларини аниқлашга бўлган таъсирни Ўзбекистонга келаётган фуқаролар оқимининг таркибий тузилиши орқали аниқлаш мумкин. Бунини аниқлаштириш учун қўшимча равишда чегараларни кесиб ўтиш ҳақидаги ҳамда саёҳат мақсадлари тўғрисидаги маълумотлар керак бўлади.

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ПРЕДПРОЕКТНОЕ ИССЛЕДОВАНИЕ ОЦЕНКИ ЖИЛОЙ НЕДВИЖИМОСТИ ДЛЯ ЕЕ АВТОМАТИЗАЦИИ

Аннотация: в данной статье проводится анализ предметной области – жилая недвижимость и производится выбор программного обеспечения для дальнейшей автоматизации оценки недвижимости.

Ключевые слова: недвижимость, программный продукт, автоматизация.

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PRE-DESIGN STUDY OF RESIDENTIAL REAL ESTATE VALUATION FOR ITS AUTOMATION

Abstract: This article analyzes the subject area - residential real estate and makes a choice of software for further automation of real estate appraisal.

Keywords: real estate, software product, automation.

Недвижимое имущество как товар — это объект сделок (дарения, купли-продажи, залога и др.), имеющий определенные качественные и количественные характеристики и удовлетворяющий различные реальные, либо потенциальные потребности. Традиционно в России недвижимость делится на 3 группы: жилищный фонд, нежилой фонд, земля (Табл.1).

Таблица 1 - Основные типы недвижимости

Земля	Жилищный фонд	Нежилой фонд
свободные земельные участки (под застройку или иные цели)	элитное жилье	офисные помещения
	типовое жилье	складские помещения
природные комплексы для эксплуатации природных ресурсов и т.д.	городское жилье	торговые помещения
	загородное жилье	производственные помещения и т.д.

Оценка недвижимости — особая профессиональная сфера деятельности на рынке недвижимого имущества и в то же время - необходимый элемент процедуры совершения практически любой операции с недвижимостью, от купли продажи и сдачи в аренду до принятия решений о реализации проектов строительства или реконструкции объектов недвижимости. В приложении А приведен алгоритм процесса оценки недвижимости.

Оценка – сложный процесс, требующий высокой квалификации оценщика, понимания принципов, подходов и методов оценки, свободной ориентацией на рынке недвижимости, знания состояния и тенденций спроса и предложения в различных сегментах этого рынка.

В общем виде подход – это способ определения стоимости, в рамках которого используется один или несколько методов оценки. В рыночных условиях хозяйствования используются три общепринятых подхода к оценке стоимости объектов недвижимости: затратный, доходный, сравнительный (или рыночный), на основе которых определяют различные виды стоимости объекта – рыночная, инвестиционная, восстановительная, стоимость замещения и так далее. В рыночных условиях хозяйствования используются три общепринятых подхода к оценке стоимости объектов недвижимости: затратный, доходный, сравнительный (или рыночный), на основе которых определяют различные виды стоимости объекта – рыночная, инвестиционная, восстановительная, стоимость замещения и так далее.

Рыночная стоимость (Market Value) - это наиболее вероятная цена, по которой может быть продан объект на конкурентном и открытом рынке с соблюдением всех условий справедливой торговли, когда продавец и покупатель действуют разумно, располагая всей необходимой информацией, а на величине цены не отражаются какие-либо чрезвычайные обстоятельства и при этом реализуются следующие условия: мотивы покупателя и продавца имеют типичный характер, т.е. они действуют, не испытывая незаконного давления или чрезвычайных жизненных обстоятельств; обе стороны хорошо проинформированы о предмете сделки и действуют с учетом своих интересов; объект оценки был выставлен на продажу на рынке заранее, чтобы с информацией о продаже недвижимости мог ознакомиться любой покупатель; оплата производится в денежной форме; цена является разумной, незатронутой специфическими условиями финансирования и продажи и каких-либо особых скидок или уступок с чьей-либо стороны.

Концепция рыночной стоимости основывается на том, что типичный покупатель на рынке недвижимости имеет возможность выбрать альтернативные объекты недвижимости. Рыночная стоимость является объективной, независимой от желаний отдельных участников рынка недвижимости и отражает реальные экономические условия, складывающиеся на этом рынке.

Данная ИС должна автоматизировать работу, а также предоставить ему возможность работы с данными (ввод, редактирование, хранение, удаление) имеющимися в базе, ускорить заключение договоров и взаимодействие с клиентами.

С целью улучшения контроля информации необходимо внедрить информационную систему со следующими требованиями, а именно:

- предоставлять пользователю интерфейс способный удовлетворить запросы пользователя;
- предоставлять возможность создания, редактирования и удаления информации о недвижимости;
- быть надёжной;
- предоставлять возможность составления договоров;
- возможность ведения клиентской базы;
- включать четыре подсистемы: предприятие, продажи, каталог и справочная информация.

Разработка осуществлялась с помощью программы 1С: Предприятие. На этой платформе можно автоматизировать деятельность подразделений компании, разных компаний и направлений бизнеса, покупая соответствующие конфигурации программ и интегрируя их в единое информационное пространство.

Платформа «1С: Предприятие 8.2» учитывает многолетний опыт применения системы программ «1С: Предприятие» предыдущих версий, которые используют десятки тысяч разработчиков и на которой работают сотни тиражных и сотни тысяч заказных прикладных решений.

Документы предназначены для хранения основной информации о всех событиях, происходящих на предприятии, и, разумеется, имеющих смысл с точки зрения экономики. При помощи документов отражаются и платежи с расчетного счета, и операции по кассе, и кадровые перемещения, и движения по складу, и прочие подобные события. В системе 1С: Предприятие документ является основной учетной единицей. Данные, вводимые в документ (реквизиты документа), обычно содержат информацию о произошедшем событии: например, в накладной - информацию о том, с какого склада, каких товаров и сколько отгружено; в приказе о приеме на работу - информацию о сотруднике, оклад, другие сведения. Кроме собственно записи, для документа весьма важным свойством является его проведение. При проведении документ может отразить зафиксированное им событие в механизмах, реализуемых компонентами.

Для того чтобы пользователь мог просматривать и изменять данные, содержащиеся в документах, система поддерживает несколько форм представления документа. Система может автоматически генерировать все нужные формы документа. Наряду с этим разработчик имеет возможность создать собственные формы, которые система будет использовать вместо форм по умолчанию.

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МЕВА ДАРАХТЛАРИНИНГ СПУР НАВЛАРИ ВА УЛАРНИ ВУЖУДГА КЕЛИШ ТАРИХИ

*Аннотация: Ушбу мақолада мева экинларини спур навлари, уларнинг
вужудга келиши ва ривожланиш тарихи, Республикамиз ҳудудларда
тарқалиши, уларининг аҳамияти ҳамда маҳаллий навлар спурларини олиш
истиқболлари ҳақида сўз боради.*

*Калит сўзлар: Мева; резавор мева; нав; спур; спур нав; иссиқ
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SPORK TYPES OF FRUIT TREES AND THE HISTORY OF THEIR FORM

Annotation: The article examines spur varieties of fruit crops, the history of their formation and development, distribution in the regions of the republic, their significance and prospects for obtaining local spurs.

Keywords: Fruit; berry fruit; nav; spur; spur nav; hot wave; cold wave; buds; adventive buds; mutation; spdaiplar.

Мева экинлри спур навлари — бу уларнинг дастлабкисидан кескин фарқ қилувчи янги типдаги ўсимликлардир. Ҳозирги пайтда мева экинларидан олма, гилос, шафтоли ва грек ёнғоқларининг спур навлари яратилган бўлиб буларни ичида олманинг спурлари энг биринчи аниқланган ва кўп тарқалгандир. Спур ибораси французча сўз бўлиб пих деган маънони англатади. Гап шундаки спур навлар дастлабкисидан кучсиз ўсиши, ўзида қисқа ўсувчи пихсимон, ҳалқали ва бошқа ҳосил новдаларни кўплаб шаклантириши ва шох-шаббаларини ихчамлиги билан кескин фарқ қилади. Ирсий жиҳатдан “спур” ҳодисаси мева ўсмликлари новдаларидаги куртакларнинг мутацияга учраши натижасида вужудга келган. Мева ўсмликлари навларининг бу хусусияти биринчи бўлиб АҚШда 1915 йилда Олманинг Делишес навида табиий мутацияга учраганлиги аниқланган ва 1927 йилда бу мутант нав Ричард Делишеси деб номланган. Бундан ташқари 1920 йили шу ерда Делишес навининг ихчам шох-шаббали, паст бўйли – кучсиз ўсувчи, спурлари аниқланди ва уни Оконома Делишес деб номланди. 1921 йили Старкинг Делтшес спур нави яратилди, шундай қилиб 1950 йилларга келиб Делишес ва Старкинг навларининг 20 та спурлари яратилди. Ана шундан кейин бир қатор давлатлар олимлари ихчам шох-шаббали пакана бўйли спур типдаги шаклларни аниқлашади масалан: Австралияда Грэнни Смит, Англияда Кокс, Пепин Орезндж, Канадада Мекинтош навларининг спур шакллари ёки типлари аниқланди.

Олимлар ва етакчи мутахассислар фикрларига кўра мева экинлари новдаларида куртаклар табиий мутациясини фавқулотда намоён бўлиши ҳодисасини кўп ҳолларда қишки ҳароратни ўта илиқ (“иссиқ тўлқин”) ёки ўта совуқ (“совуқ тўлқин”) келиши сабабли вужудга келган бўлиши мумкин деб ҳисоблашади. Шунингдек, қишки совуқдан зарарланган дарахт

тупларини кучли кесиш ёки каллаклаш натижасида адвентив куртаклардан кўплаб янги ёш новдалар чиқишига рағбатлантирилади, айнан мана шу новдалар ва уларда шаклланадиган куртаклар, одатдаги нормал шароитда ҳосил бўлган новда ва ундаги куртакларга нисбатан мутацияга йўлиқишга мойил бўлиши мумкин деб ҳисоблашади. Бироқ куртаклар мутациясини фавқулотда намоён бўлиши ҳодисаси юзасидан бир хил фикрлар йўқ ва бу ҳодиса ҳали тўлиқ илмий асосланмаган.

Ҳозирги пайтда мева экинларини табиий куртаклари мутациясини танлаб олишдан ташқари, сунъий куртаклар мутациясини содир этиш тартиби ҳам ишлаб чиқилган бўлиб, бунда ҳар-хил кимёвий мутаген агентлардан фойдаланилади. Мутаген агентлар сифатида колхицин, этиламин метасульфатэтил, диэтилсульфанатэтил, диэтилсульфат каби кимёвий моддалардан кенг фойдаланилади. Булардан ташқари, куртак ва новдаларни ёки бутун бошли дарахт тупига гамма ва рентген нурлари, иссиқлик нейтронлари таъсир эттириш билан мутацияга учратиш йўли билан кўзланган мақсадга эришилмоқда. Мақсадга эришиш учун ретердантлардан ҳам фойдаланилмоқда.

20-асрнинг ўрталарида кўплаб олимлар томонидан сунъий мутация йўли билан паст бўйли ихчам шох-шаббали куртаклар мутациясига учраган асосий ва истиқболли спур навлар яратишга ҳаракатлар қилинган. Узоқ изланишлардан сўнг Канадалик олимлар гилос бўйича олиб борилган ишлари юзасидан йирик муваффақиятларга эришишади, 1965 йилга келиб К. Лэпинз олма устида олиб борилган изланишлари натижасида Со радиактив элементи манбаидан нурлантириш эвазига ихчам шох-шаббали Мекинтош навини яратади. Бу нав баландлиги, дастлабки стандарт навдан 2\3 қисмга паст эканлиги ва куртакларининг жойланиши уч баробар ихчамроқ эканлиги билан ажралиб турган. Голландялик олим Т. Виссер олиб борган изланишлари натижасида олманинг Боскоп гўзали (Боскопская красавица) навини чиқаршга муваффақ бўлади, бу нав дастлабкисидан муҳим белгиларининг устунлиги — яъни тупининг хчам ўсиши, меваларининг ёрқин, ажойиб ранглилиги билан ажралиб турсада, бироқ даслабки навда мавжуд бўлган пўстининг пўкакли тўрланиши каби белгиларини сақланиб қолган.

Шунингдек Англияда А. Кемпбелл, Польшада С.Загайя томонидан мутант навлар яратиш борасида ўтқазилган олма новдаларини ионловчи радиация билан ишланган тадиқотларида диққатга сазовор натижаларни қўлга киритилган. Берилган хабарларда айтилишича гамма мутацияга индукцияланган олманинг Сарик Кокс (Киокс Оранж) ва Брамлей Сидлинг спур навлари олинаган бўлиб, улар ҳам ўзларининг кучсиз ўсувчанлиги ва бошқа ижобий ишлаб чиқариш белгиларига эга эканлиги билан ажралиб турарди. Бошқа кўплаб тадиқотлар (191, 199, 208, 2137) кўрсатишича дурагайлаш йўли билан ҳам спдаиплар олиш мумкин экан. Собик Югославияда Zcrfiudska Bana/iaxJa/pesGaLve навларини бир-бири билан

дурагайлаш йўли билан спур типдаги -РгюНи v DefrcWL нави олинган/s /537.

Кримдаги мевачилик тажриба станциясида А.Г. Усов Уайнсеп навини Мелба нави билан дурагайлаш бўйича олиб борган тадқиқотлари натижасида Садгарское, К-2606 спур навлари яратилди ва Россия Ўсимликшунослик илмий тадқиқот Институти коллекциясга Россияда яратилган спур нави сифатида киритилган.[597]. Орлов худуд мева-резвор мева ўсимликлари тажриба станциясида С.П. Кедрин Олманинг Жигулевский навининг 129 та мутант клонлари орасидан кўчатзордаёқ ўсиш кучи суслиги, бўғим оралари қисқа эканлиги билан ажралиб турадиган, ҳосилга кирган туплари паст бўйли, хўжалик белгилари бўйича ишлаб чиқарувчилар талабларига жавоб бера оладиган, қишга чидамлилиги бўйича дастлабки Жигулевский навидан фарқ қилмайдиган, тез ҳосилга кирадиган кўплаб клонларини танлаб олган. Шимолий Кавказ Мевачилик ва узумчилиқ илмий тадқиқот институти селекционери С.Н. Артюх Кубан нави дарахти туплрининг ўсиш кучи чегараланган “спур” типдаги нави клонларини купайтиришга муваффақ бўлганлиги ҳақида хабар берган.[129]

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ПОЛУЧЕНИЕ ПРОИЗВОДНЫХ НЕСИММЕТРИЧНЫХ ДИАЦЕТИЛЕНОВ

Аннотация: В данной статье рассматриваются методы получения производных несимметричных диацетиленов.

Ключевые слова: Диацетиленовые соединения, пропаргильные эфиры, перекристаллизация, метод Ходкевича – Радио.

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OBTAINING ASYMMETRIC DIACETYLENE DERIVATIVES

Abstract: this article discusses methods of obtaining derivatives of diacetylenes.

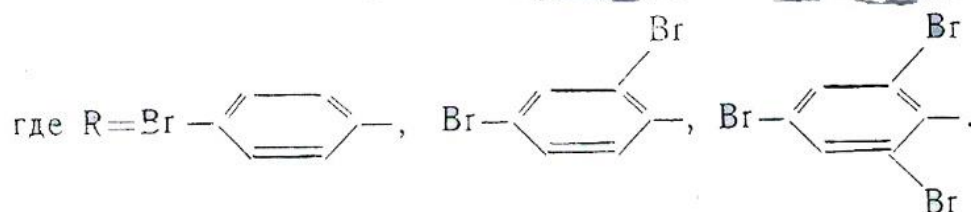
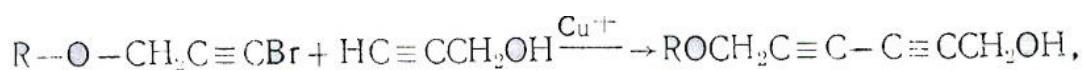
Keywords: dicetylene compound, propargyl ethers, recrystallization, Chodkiewicz-Kadio method.

Диацетиленовые соединения – промежуточные продукты в синтезах пятичленных и шестичленных гетероциклов [1,2.]. Синтез симметричных и несимметричных диацетиленов описан в работах [3,4].

Пропаргиловые эфиры замещенных фенолов (5), 1-бромпропаргиловый эфир 0-йодфенола (6) и некоторые аналоги обладают физиологической активностью и бактерицидным действием.

Соединения диацетиленового ряда ранее получали окислением медных натриевых и магнибромпроизводных однозамещенных ацетиленов различными окислителям в присутствии раствора полухлористой меди.

Для получения бромпроизводных несимметричных диацетиленов мы применили метод Ходкевича – Кадио. Реакцию 1-бромпропаргилового эфира, бром фенолов с пропаргиловым спиртом произвели по общей схеме. Установлено, что наиболее подходящим растворителем явился



метанол. Катализатором служила однохлористая медь, комплексообразователем – изо – пропил – амин. Температура реакции 20-25.

Для восстановления двухвалентной меди до одновалентной использовали гидроксилламин солянокислый, который добавляли до появления характерной окраски. Гидроксильная группа в этинильных соединениях увеличивает растворимость ацетиленида меди

Состав и строение синтезированных соединений доказаны химическим методом (гиратация), элементарным анализом, ИК- и ЯМР спектроскопией. В ИК – спектрах отсутствуют полосы поглощения в области 3300-3290 см – 1 (С – Н) и 3238-2221 см-1 (С - В). Присутствуют полосы валентных колебаний 3410-3390 см -1 (- ОН) и С=С в области 2180 – 2145 см -1 и для связи С- О –С –в области 1260 – 1220 см- 1

В ЯМР – спектрах сигналы ароматических протонов расположены в области 7,23 м.д. Наличие двух сигналов с интенсивностью две протонные единицы в области 4,20 – 4,87 м.д. говорит о димеризации ацетилена.

Экспериментальная часть Получение 2,4 дибромфенокси гексадиин 2,4 ола- 6. В трехгорлую колбу помещали смесь 0,056 г однохлористой меди и 12 мл изо-пропиламина. Через нее продували сухой азот в течение пяти минут (до образования медного комплекса синего цветв).

После этого в реакционную смесь добавили при энергичном перемешивании через капельную воронку в течение 20 мин. 2,4 дибромфенола, растворенного в

Физико-химическая характеристика производных несимметричных диацетиленов

Соединение	Выход, %	Т. пл. °С	Найдено, %			Брутто формула	Вычислено, %		
			С	Н	Br		С	Н	Br
$\text{Br}-\text{C}_6\text{H}_3(\text{Br})-\text{O}-\text{CH}_2-\text{C}\equiv\text{C}-$ $-\text{C}\equiv\text{CCH}_2\text{OH}$	76	56—58	54,37 54,41	3,29 3,31	30,16 30,20	$\text{C}_{12}\text{H}_9\text{BrO}_2$	54,54	3,40	30,30
$\text{Br}-\text{C}_6\text{H}_3(\text{Br})-\text{O}-\text{CH}_2-\text{C}\equiv\text{C}-$ $-\text{C}\equiv\text{CCH}_2\text{OH}$	81	87—89	41,68 41,72	2,19 2,21	46,29 46,32	$\text{C}_{12}\text{H}_8\text{Br}_2\text{O}_2$	41,87	2,30	46,50
$\text{Br}-\text{C}_6\text{H}_2(\text{Br})_2-\text{O}-\text{CH}_2-\text{C}\equiv\text{C}-$ $-\text{C}\equiv\text{CCH}_2\text{OH}$	90	126—128	33,81 33,90	1,51 1,56	56,62 56,65	$\text{C}_{12}\text{H}_7\text{Br}_3\text{O}_2$	34,07	1,65	56,74

20 мл метанола. Перемешивание продолжали полчаса. В ходе реакции периодически добавляли гидроксамин солянокислый. По окончании реакции смесь обработали 5% - ным раствором соляной кислоты, экстрагировали эфиром два раза, эфир выпарили, сухой остаток очистили тонкослойной хроматографией с безводным Al_2O_3 (бензол: этанол 15:1). Перекристаллизованное из гексана белое вещество имеет т. пл. 87 - 89. Выход – 2,75 г (80% от теории)

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ВИДЫ РАСТЕНИЙ АДОНИСА И ЛЕКАРСТВЕННЫЙ ПРЕПАРАТ

Аннотация. В нашей стране существует многовековая традиция лечения различных заболеваний на основе лекарственных растений. На основе нашего богатого наследия, рекомендованного нашими великими соотечественниками Аль-Беруни, Аль-Хорезми, Абу Али ибн Синодеком для использования в древней медицинской практике, сегодня Институт биоорганической химии Академии наук Республики Узбекистан Институт химии растений, Ташкентский фармацевтический институт и ряд других вузов. Научно обоснованные и подтвержденные клиническими исследованиями образцы богатой флоры нашей республики нашли сегодня свое место в медицинской практике.

Ключевые слова: Адонис весенний, многолетник, корневище, коврик, цветок, лист, стебель, корень, кора, сухой экстракт, капельница.

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ADONIS PLANT SPECIES AND MEDICINAL PREPARATION

Annotation. In our country, there is a centuries-old tradition of treating various diseases based on medicinal plants. Based on our rich heritage, recommended by our great compatriots Al-Beruni, Al-Khorezmi, Abu Ali ibn Sinodek for use in ancient medical practice, today the Institute of Bioorganic Chemistry of the Academy of Sciences of the Republic of Uzbekistan Institute of Plant Chemistry, Tashkent Pharmaceutical Institute and a number of other universities. Specimens of the rich flora of our republic, scientifically grounded and confirmed by clinical studies, have found their place in medical practice today.

Key words: Spring adonis, perennial, rhizome, rug, flower, leaf, stem, root, bark, dry extract, dropper.

Вступление. Бахорги адонис - *Adonis vernalis* L.; Ranunculaceae принадлежит к семейству Ranunculaceae.

Адонис весенний - многолетнее короткокорневое многоглавое травянистое растение. Стебли несколько, прямостоячие, ветвистые или редко ветвящиеся, листопадные, гладкие, длиной 5–20 см до цветения, 30–40 см после цветения. Лист простой, когтистый, разделен на 5 частей, расположенных в ряд без стебля. Листовые пластинки тонкие, линейные, с заостренным концом. Цветки одиночные, желтые, чашечковые 5-8 листочков, кроны 10-30. Фрукт - фруктовый шарик с несколькими орехами.

Цветет в апреле-мае (местами июнь), плоды созревают в июле.

Все части растения ядовиты.

Географическое распределение. Произрастает это растение в основном на черноземах, в различных травянистых пустынях, на березках, среди кустарников. Адонис весенний в основном встречается на Украине, в Беларуси, Молдове, в пустынной и лесной зоне европейской части России, в Сибири, на Северном Кавказе, в Поволжье и в других местах. Основные направления обучения - Кемеровская, Челябинская и Новосибирская области, Алтайский край, Башкортостан, Украина, Северный Кавказ и Поволжье.

Подготовка продукта. С момента цветения растения до осыпания семян собирают верхний слой почвы. Тень сушат на земле или в сушилках при температуре 50-60 ° С.

Цветет адонис в возрасте 15–17 лет. Большинство адонисов в возрасте 80–100 лет производят много. На плантациях выращивать практически невозможно. Поэтому при приготовлении этого ценного лекарственного растения собирают только надземную часть, а не выкорчевывают и не выкапывают. В противном случае горичцвет может исчезнуть естественным путем [2].

Внешний вид товара. Готовый продукт состоит из смеси стеблей, листьев, цветов и плодов растения. Стебель длиной 10–30 см с цветками или более плодами. Лист разделен на 5 клешней, из которых 2 нижние части короткие, остальные 3 части равны друг другу. Две нижние части - пацимон, остальные - двойной пацим. Листья тонкие, линейные, продолговато-заостренные, с прямыми краями, 1-2 см длиной и 0,5-1 мм шириной. Цветок крупный, диаметром 3,5 см в сушеном виде. Лепестков 5–8, венчика 10–20, золотистого цвета, отец и мать многочисленные, не сросшиеся. Плод многожильный (состоит из 30-40 орехов), продолговато-шаровидный, длиной 20 мм. Гайка длиной 4–5 мм перевернуто яйцевидной формы. На конце гайки сохранился крючковидный материнский столбик. Продукт без запаха, горький вкус.

Согласно XI ДФ, влажность продукта составляет 13%, общая зола 12%, коричневые части 3%, измельченные части, прошедшие через сито с

диаметром отверстия 0,5 мм 2%, рассыпанные фрагменты листьев 5%, коричневые листовые листы. стебли 2%, органические соединения не должны превышать 2% и минеральные соединения 0,5%. Для нарезанного продукта крупные части с диаметром отверстия 7 мм, которые не проходят через сито, не должны превышать 10%, а мелкие части, которые проходят через сито с диаметром отверстия 0,25 мм, не должны превышать 10%.

Volga adonis - Adonis wolgensis Stev, который оказывает незначительное биологическое воздействие на продукт и растет вместе с горицветом яровым. не должно мешать. Volga adonis отличается от горицвета весеннего тем, что он меньше по размеру, а фрагменты листьев тонко-ланцетные и опушенные [1].

Химический состав. Поверхность растения содержит сердечные гликозиды и флавоноиды. Продукт содержит цимарин (гидролизованный до сахара цимарозы и строфантин агликоний), адонитоксин (гидролизованный до сахара рамнозы и адонитоксигенина агликония), строфантиндингиталозид, дезглюкогеротоксин и другие сердечные гликозиды и сердечные гликозиды.

Согласно XI DF, биологическая активность 1 г продукта должна составлять 50–66 светодиодов или 6,3–8 KED.

Быть использованным. Препараты растения Адонис используются при лечении сердечных заболеваний. Из-за отсутствия кумулятивных свойств препараты Адониса всегда можно использовать при лечении хронических заболеваний сердца (в отличие от растения ангишвонагул).Доривор препаратлари.

Новый галеновый препарат - адонизид (выпускается в стеклянном флаконе по 15 мл), адонизид сухой (выпускается в таблетированной форме), сухой экстракт, настойка. Сухой экстракт адониса входит в состав таблеток Бектарева (драже) и адонис-бромных таблеток (драже) и других комплексных препаратов, применяемых при сердечных заболеваниях [3].

Существует так много видов адониса, что они недостаточно изучены. Все виды адониса могут обладать биологической активностью (сильное действие на сердце). Виды адониса, биологические эффекты которых были изучены и одобрены для использования в медицине:

1. **Адонис туркестанский (гулидардак, желтый цветок) - Adonis turkestanica Adolf.** В горных районах республик Средней Азии растет на мягких почвах склонов гор, иногда в сосновых лесах.

Адонис туркестанский - многолетнее травянистое растение до 30-80 см высотой. Стебли множественные, неразветвленные или менее ороговевшие. Листья ланцетные, с острым концом, разделены на 1-2 лопасти, дважды сидячие, расположены в ряд без стебля. Цветки желтые, одиночные, расположены на кончике стебля. Fruit - фрукт, состоящий из ореховых шариков.

Вся часть растения токсична.

Изделие готовится аналогично весеннему адонису.

Поверхность растения содержит сердечные гликозиды (цимарин, К-строфантин-б, адонидин и др.), Флавоноиды, сапонины. Фармакологические эффекты этого растения были изучены на кафедре фармакологии Ташкентской медицинской академии, и было обнаружено, что оно имеет 70 светодиодных эффектов.

2. Адониси амурские - *Adonis amurensis* Rgl. Многолетнее травянистое растение - растение, произрастающее на Дальнем Востоке. Значительно выше биологическая активность амурского адониса, из которого выделены сердечные гликозиды.

3. Адонис сибирский - *Adonis sibiricus* Patr. Многолетнее растение, произрастающее в южных регионах европейской части бывшего Советского Союза и в Сибири. Хотя биологическая активность этого растения намного ниже, чем у горцивета весеннего, его готовят для использования в медицине.

4. Адонис тяньшанский - *Adonis tianschanica* (Адольф.) Липшиц растет в горных пустынях Центрального Тянь-Шаня. Очень похож на горцивет туркестанский. Он отличается в основном тем, что стебель разрастается редко, а лист более обособлен.

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(CYNARA SCOLYMUS L.) БИОЭКОЛОГИЯ РАСТЕНИЙ И АГРОТЕХНИКА РОСТА

Аннотация. По данным Всемирной организации здравоохранения, только в 2015 году от этих болезней умерло 1,34 миллиона человек, и эта цифра явно растёт. При лечении этих заболеваний препараты на основе натурального сырья обладают более широким спектром фармакологического действия, чем синтетические препараты, с минимальными побочными эффектами на организм. Особое внимание уделяется разработке новых препаратов на растительной основе и их применению в медицинской практике. Одна из важных задач – выход [3].

Ключевые слова: многолетнее лекарственное растение, лекарственные растения, Cynara scolymus L., семена, цветы, листья, стебель, корень, кора, цинга, гепатит, ревматизм, опухоли, сердце, сосудистые заболевания, выращивание, урожай и другие.

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(CYNARA SCOLYMUS L.) PLANT BIOECOLOGY AND GROWTH AGROTECHNICS

Annotation. Cording to the World Health Organization, 1.34 million people died from these diseases in 2015 alone, and this figure is clearly growing. In the treatment of these diseases, drugs based on natural raw materials have a wider spectrum of pharmacological action than synthetic drugs, with minimal side effects on the body. Particular attention is paid to the development of new plant-based drugs and their use in medical practice. One of the important tasks is the way out [3].

Keywords: medicinal, perennial, medicinal plants, Cynara scolymus L., seeds, flowers, leaves, stems, roots, bark, scurvy, hepatitis disease, rheumatism, tumors, heart, vascular diseases, cultivation, harvest and others.

Вступление. Артишок колючий (*Cynara scolymus* L.) травянистое растение, образующее большие корзины, и принадлежит к семейству сложных цветков. У растения большие листья с колючками и шипами и энергичный стебель. Стебли прямостоячие, серо-зеленые, ветвистые, до 2 м высотой. Цветки сине-пурпурные, расположены в больших корзиночках (до 25 см в диаметре). Меваси-дон. Ветви стебля оканчиваются шаровидными, плоскими круглыми или овальными корзинками. Корзинки состоят из голубых, желтых или синих трубчатых и сидячих цветов, окруженных мясистыми цветками и большими выющимися листьями.

Вегетация артишок колючий длится 180-200 дней, цветение - июнь-июль. Артишок колючий цветет и плодоносит на второй год. При хорошем уходе доживает до 14 лет. Каждую зиму верхний слой почвы отмирает, а весной из корневой шейки вырастают новые стебли. Семена серые, крупные, черные, двухполосные. Растение опыляется само и снаружи. *Cynara scolymus* L. теплолюбивое растение, оптимальная температура +15... + 25°C. Молодые растения выдерживают морозы до -3°C. Зимой его могут повредить сильные морозы. В местах с мягкими зимами корневая шейка выдерживает понижение температуры до -17°C. Проросшие семена выдерживают нулевую температуру в течение месяца [2].

Агротехника *Cynara scolymus* L. Результаты, полученные в наших экспериментах, показывают, что артишок колючий также хорош на типичных серых почвах, которые орошаются. Для этого необходимо в разное время года проводить следующие мероприятия:

1. Если поле, отведенное для посадки артишок колючий заражено многолетними сорняками (расколоть, гумай, саломалайкум, осока, тростник и др.), Его поливают осенью (15–30 сентября). После достижения высоты 10-15 см многолетних сорняков поле опрыскивают гербицидом Раундап (36% водный раствор) из расчета 6 л / га (расход воды 600 л / га). Через 12–15 дней почва хорошо вспахивается.

2. Перед посадкой артишок колючий почву весной растачивают, просеивают в продольном и поперечном направлениях, прижимают мульчу. Качественная подготовка почвы к посадке создает основу для качественной посадки и последующего ухода.

Срок посева семян. Лучшее время для посева семян артишок колючий март. Влажность почвы составляет 60-70% от максимальной влагоемкости поля, а температура воздуха 18-22 ° С, что наиболее подходит для посева семян. Первые всходы появляются через 7–8 дней после посадки. Это можно делать на адаптированных сеялках или сеялках.

Артишок колючий высаживают с междурядьем 70-90 см для получения биомассы, в которой накапливается большое количество флавоноидов. В унификации междурядье 40-50 см.

Норма высева зависит от экономической пригодности семян, типа и степени засоренности полей сорняками. Масса 1000 семян фртишок

колючий составляет 20-30 г. Норма высева семян 4,0-6,0 ц / га. Глубина посадки 2-3 см. Артишок колючий высаживают с помощью агрегата SON [1].

Из-за неблагоприятных зимних условий весной рекомендуется высаживать по два всхода из семян на участках, где встречаются редкие всходы артишок колючий.

Вегетативное размножение лучше проводить осенью (октябрь, ноябрь) и весной (март, апрель). В этом случае растения, образовавшиеся из почек, образовавшихся в хвостатой части растения, отделяют и пересаживают отдельно.

Удобрение Результаты наших многолетних экспериментов на серых почвах показывают, что совместное использование мочевины, особенно сульфата аммония, фосфора и калия (N150, P110, K75), позволяет накапливать биомассу, богатую флавоноидами.

Внесение органических удобрений из расчета 20-30 т / га в сочетании с минеральными удобрениями в указанных выше дозах также дает хорошие результаты. Если запасов навоза недостаточно, его норму можно снизить до 10-12 т / га. Перед вспашкой желательно внести навоз с фосфорными удобрениями.

Орошение. Это растение требовательно к воде. Требуется много воды, особенно во время прорастания семян, прополки, цветения, формирования семян и созревания.

Летом полив нужно проводить каждые 8–10 дней. Влажность почвы (0-50 см) должна составлять 75-80% относительно ХДНС в период от всходов до цветения, 70-75% при формировании семян и 65-70% при созревании семян. Рекомендуется частый полив артишок колючий в небольших количествах.

Междурядье - одна из основных агрономических мер при уходе за артишок колючий При первом выращивании защитная зона расширяется до 8-10 см, а при втором и третьем выращивании до 15 см в зависимости от роста самых широких листьев. Возделывание следует проводить после каждого полива с обработкой почвы. Тогда не будут образовываться комочки или комочки.

Сбор урожая проводится после полного созревания семян. Этот период обычно приходится на конец октября. Урожай артишок колючий собирают непосредственно с помощью двух самоходных прицепов СК-3 и СК-4.

Сбор биомассы лучше всего проводить, когда растение полностью цветет. Биомасса *Synapsis scolymus* L., собранная с помощью комбайнов, используется в фармацевтической промышленности как сырье для производства лекарств, а в животноводстве - как еда.

Защита артишок колючий от вредителей и болезней Основными вредителями *Synapsis scolymus* L. в Узбекистане являются осенний

долгоносик, болотный молот, черная тля, паутинный клещ, болезнь - черная корневая гниль.

Предпосевная обработка семян *Synapa scolymus* L. - эффективный способ защиты растения от вредителей и болезней, обеспечивающий увеличение биомассы и урожая семян и их биологически активных веществ (лютеолин, рутин, кверцетин) на 26-33%.

Заключение. Выращивания артишок колючий по схеме 90х40-1 и внесение минеральных удобрений N150 P110 K75 и N180P 110 K75 обеспечат урожай синей массы 486,8 и 520,4 ц / га соответственно. Артишок колючий Посев минеральных удобрений по схеме 90х50-1 дает 454,2 ц / га в варианте N120P110 K75, 480,4 ц / га в варианте N150P110 K75 и 510,5 ц / га в варианте N180P 110 K75. Дает возможность.

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ҚИШЛОҚ ХЎЖАЛИК ЭКИНЛАРИДА ҒОВАКЛОВЧИ ПАШШАЛАРНИНГ РИВОЖЛАНИШИ

Аннотация: Ушбу мақолада сабзавот биоценозида учрайдиган ғовакловчи пашшанинг *Liriomyza sativae* тури ҳамда фазалар бўйича ривожланиши ва ўсимликни зарарлаш майдонлари бўйича олиб борилган кузатув ва тадқиқот натижалари келтирилган. Ғовакловчи пашшаларнинг 5 кун давомида ўсимлик баргини зарарлаш фоизлари ва зараркунанданинг ривожланиш фазаларини давомийлиги ўрганилди.

Калит сўзлар: Ғовак ҳосил қилувчи пашшалар, паразит, зараркунанда, *Liriomyza sativa*.

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DEVELOPMENT OF POOR MOSQUITOES IN AGRICULTURAL CROPS

Abstract: The article presents the results of observations and studies of the development of *Lyriomyza sativae* species and phases of a minner flies found in plant biocenosis and plant damage zones. The percentage of damage to plant leaves by porous mosquitoes for 5 days and the duration of the phases of pest development were studied.

Keywords: Minner flies, parasites, pests, *Lyriomyza sativa*.

Кириш: Сабзавот экинларининг асосий кемирувчи зараркунандаларидан бири ғовакловчи пашшалардир. Ушбу зараркунанда ўсимлик барги мезофили билан озиқланиб, ҳосил сифати ва салмоғига жиддий хавф солиши мумкин. Ғовакловчи пашшаларнинг *Liriomyza* авлоди дунё бўйича ўсимликларга сезиларли зарар етказади. Ушбу авлоднинг 300 туридан 24 таси иқтисодий жиҳатдан муҳим саналади (Spenser, 1973). Уларнинг ичида 3 тури қишлоқ хўжалик экинларига жиддий зарар етказади: 1. *Liriomyza huidebrensis* (Blanchard)

2. *Liriomyza sativae* Blanchard 3. *Liriomyza trifolii* (Burgess)

Ғовакловчи пашшаларнинг 2 тури Республикамиз ҳудудида учраши аниқланган. (А.Анорбоев, Б.А.Сулаймонов ва б). *Liriomyza sativae* Blanch

нинг келиб чиқиши шимолий,марказий ва жанубий Америка ҳисобланади.Ҳозирда Осиё, Африка ва Тинч океани ҳудудларида тарқалган. Аммо Европа ва Австралияда қайд этилмаган.*Liriomyza sativa*еполифаг ҳашарот бўлиб 25 дан ортиқ оилага мансуб ўсимликларни зарарлайди (Spencer,1990). Ушбу ҳашарот дунёнинг Эрон, Исроил, Франция, Италия, Испания каби мамлакатларида кенг тарқалган.*Liriomyza sativa*енинг ривожланиши ҳаво ҳарорати билан узвий боғлиқ. 28°C ҳароратда бир авлоди 14-15 кунда ривожланади. 16°с ҳароратда эса диапаузага тайёрлана бошлайди. Имагоси 12°C гача бўлган шароитга бардош бера олади. Аммо озикланмайди ва тухум кўя олмайди (Mason G.and others).*Liriomyza sativa*енинг тухуми 24°C ҳароратда 4-7 кунда ривожланади (Ҳаррис ва Тейт,1933).Тухумдан вояга етгунча 35°C да 12 кун, 20°C да 26кун,15°C да 54 кун керак бўлади. 20-30°Cда 7-14 кунда ғумбадан етук зот чиқади. (Minknenberg O. And others,1991).

Тадқиқот материаллари ва услублари: Тадқиқотда Андижон вилояти Олтинкўл тумани сабзавот далалари тадқиқ этилди. Унга кўра памидорнинг Юсуповсий нави чинбарглаш давридан то пишиш давригача учраган ғовакловчи пашшалар ўрганилди. Тажрибада ҳисоб китоб ишлари ғовакловчи пашшалар тухум кўйиш ва личинка чиқиш вақтида олиб борилди. Тажрибада 4 та қатор (эни 1 м бўлган) кузатилди. Наъмуналар 10 та жойдан 10 та ўсимлик диағнал бўйича танлаб олинди. Ғовакловчи пашшаларнинг 5 кун давомида ўсимлик баргини зарарлаш фоизлари ва зараркунанданинг ривожланиш фазаларини давомийлиги ўрганилди.

Тадқиқот натижалари ва уларнинг таҳлили: Натижаларга кўра сабзавотда турлари ғовакловчи пашшанинг *Liriomyza sativae*учраши аниқланди. Шунингдек ушбу зараркунандани ривожланиш фазалари бўйича давомийлиги ва фазаларининг ўлчамлари ўрганилди.(1-жадвал).

1-жадвал

Liriomyza sativae. нинг ривожланиш давомийлиги ва фазаларининг ўлчамлари

Ривожланиш даврлари	Ривожланиш давомийлиги, кун	Узунлиги, Мм
Тухуми	5,6±0,5	0,25±0,02
Биринчи ёш личинкаси	1,9±0,2	1,3± 0,4
Иккинчи ёш личинкаси	2,4±0,5	1,6±0,2
Учинчи ёш личинкаси	2,6±0,2	2,9±0,1
Ғумбаги	12±0,8	2,2±0,5
Имагоси	4,4±1,2	1,8±0,3

Бизнинг тажрибамизда *Liriomyza satvae*. нинг тўлиқ бир авлоди 18 кун давомида ривожланиб бўлди. Тухумлик стадияси ўртача 5,6 кунда ривожланди. Тухуми ўртача 0.25 мм узунликда бўлди. Биринчи ёш личинкаси ўртача 1,9 кунда ривожланди ва узунлиги ўртача 1,3 мм бўлди. Иккинчи ёш личинкаси ўртача 2,4 кунда ривожланди ва узунлиги ўртача 1,6 мм бўлди. Учинчи ёш личинкаси ўртача 2,6 кунда ривожланди ва узунлиги ўртача 2,9 ммни ташкил қилди. Гумбаги ўртача 12 кунда ривожланди ва узунлиги 2,2 ммни ташкил қилди. Имагоси ўртача 4,4 кунда ривожланди ва узунлиги 1,8 ммни ташкил қилди. Лаборатория шароитида урғочилари ўртача 7 кун, эркаклари эса 4 кун яшайдилар. Тажрибаларимизда урғочи пашшаларнинг серпуштлиги ҳам аниқланди. Урғочи пашшалар ўртача 25 та тухум қўйди. Айрим вариантларда бу кўрсаткич 39 та, энг паст серпуштликда 16 та тухумни ташкил қилди. *Liriomyza satvae* личинкаларининг ривожланиш давомийлиги у озиқланаётган ўсимлик турига ва ҳаво ҳароратига боғлиқ. Личинкалар ғоваклардан асосан соат 9⁰⁰ дан 13⁰⁰ гача чиқиб, авж даври (пик) 10³⁰ ни ташкил қилди. Пашша личинкалари томонидан ўсимлик барги юзасини зарарлаш жадаллигини кузатганимизда қуйидагилар аниқланди (2-жадвал).

2-жадвал

Liriomyza satvae личинкаларини барг юзасига етказадиган зарари

Кун	Зарарланган майдон, см ² да		Зарарланган майдон, % да	
	1 кунлиги	Жами	1 кунлиги	Жами
1	0,04	0,04	5,3	5,3
2	0,12	0,16	16	21,3
3	0,22	0,38	29,3	50,6
4	0,26	0,64	34,6	85,3
5	0,19	0,73	25,3	97,3

Жадвалдан кўриниб турибдики, личинкалар 1-куни умумий зарарланиш майдонининг 5,3% ини, 2-куни 16% ини ва учинчи куни эса 29,3 % ини зарарлар экан. 4 ва 5 – кунлари зарарлаш майдони ўсиб бориб жами зарарланиш майдонининг 34,6 % ни ташкил этади. Битта личинка ўзининг ҳаёти давомида помидор баргини ўртача 0,75 см² юзасини зарарлаб, ўсимликка шикаст етказди. Юқоридаги маълумотлар асосида шуни хулоса қилиш мумкинки, личинкалар биринчи куни озуқага кам талаб бўлиб, улар катталашган сари ўсимликка зарари ошиб боради.

Шунингдек, зарарланиш даражаси баргларидаги личинкалар миқдорида боғлиқ ҳолда ўзгариб боради.

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ИНСТРУМЕНТЫ ПРОВЕДЕНИЯ АУДИТА ЭФФЕКТИВНОСТИ ИНВЕСТИЦИЙ

Аннотация: В статье рассматриваются наиболее оптимальные инструменты проведения аудита эффективности инвестиций и оценки инвестиционных проектов. Отражены понятия, методы проведения аудита, даны недостатки и преимущества каждого.

Ключевые слова: Аудит эффективности, инвестиции, инвестиционный процесс, инвестиционная деятельность, дисконтирование.

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INSTRUMENTS PROVEDENIYA AUDITA EFFECTIVENI INVESTITSII

Abstract: The article discusses the most optimal tools for auditing the effectiveness of investments and evaluating investment projects. The concepts and methods of audit are reflected, the disadvantages and advantages of each are given.

Key words: efficiency audit, investments, investment process, investment activity, discounting.

Современная тенденция расширения, развития бизнеса и выхода на новые рынки сбыта связана напрямую с использованием инвестиций и реализацией инвестиционных проектов. В процессе принятия управленческого решения о необходимости инвестиций и реализацией инвестиционного проекта всегда необходимо учитывать риски и в случае если инвестиционный проект принесет убытки это окажет негативное влияние на деятельность компании в целом. Нам представляется важным, что в целях оптимизации процессов разработки и реализации инвестиционных проектов необходимо проводить аудит эффективности. Аудит эффективности позволяет компании понять насколько экономично

используются инвестиционные ресурсы и результативно компания осуществляет свою финансово-хозяйственную деятельность.

Аудит эффективности – это «системный, целенаправленный и организованный процесс получения и экспертно-аналитической оценки объективных данных о результативности, экономичности и продуктивности экономической деятельности аудируемого лица или программы деятельности с целью установления уровня соответствия этих данных определенным критериям и на основании этого выразить мнение об эффективности аудируемой деятельности или программы и дать рекомендации, направленные на улучшение эффективности»³⁰.

По мнению известного экономиста Макаровой Л.Г.: «Аудит эффективности – это вид аудиторской деятельности, направленный на выражение мнения аудитора об экономичности использования ресурсов, продуктивности и результативности финансово-хозяйственных процессов, процессов управления и программ в государственном и частном секторах»³¹.

Объединяет все понятия наиболее признанная на сегодняшний день трактовка понятия эффективности как совокупности 3 «Е» (таблица 1).

Таблица 1.

Трактовка понятия аудит эффективности инвестиций

Название	Определение
1. Economy («экономичность»)	- наилучшее соотношение между ресурсами и результатами их использования, т.е. снижение затрат при сохранении требуемого качества продукции;
Efficiency («продуктивность»)	- способность экономической системы производить полезные продукты труда и меры реализации этой способност
Effectiveness («результативность»)	- достижение целей функционирования экономической системы в целом и ее элементов.

В республике Узбекистан Закон «Об аудиторской деятельности» от 25.02.20210 года N ЗРУ-677 определяет аудит как «независимую проверку бухгалтерской (финансовой) отчетности аудируемого лица в целях выражения мнения о достоверности такой отчетности»³². Под аудиторской деятельностью понимается предпринимательская деятельность аудиторских организаций по оказанию аудиторских услуг, включают аудиторские проверки и профессиональные услуги.

Законом определено обязательность службы внутреннего аудита:

³⁰ Аудит эффективности в рыночной экономике: учебное пособие/ Е.И. Иванова, М.В. Мельник, В.И. Шлейников; под ред. С.И. Гайдаржи. — М.: КНОРУС, 2009. — 328 с. — ISBN 978-5-390-00302-2.

³¹ Объекты и процедуры аудита эффективности функционирования коммерческих организаций в Федеральных стандартах аудиторской деятельности / Л.Г. Макарова. — Экономический анализ: теория и практика, 2018. — № 43.

³² Закон Республики Узбекистан «Об аудиторской деятельности» от 25.02.2021 года N ЗРУ-677.

- на предприятиях с балансовой стоимостью активов более 1 млрд сум.;

- в акционерных обществах с балансовой стоимостью активов более 100 000 БРВ п. 3 №ПП-475 от 27.09.2006 г.

Нам представляется, что задача сотрудников внутреннего аудита глубоко изучать все сферы деятельности предприятия, оценивать риски и предлагать меры по их уменьшению, тем самым способствуя улучшению бизнес-процессов. В этом ракурсе при проведении аудита эффективности инвестиций необходимо использовать инструменты, которые можно условно разделить на 2 группы: финансовые инструменты (рис.1) и организационно-экономические инструменты (рис.2).

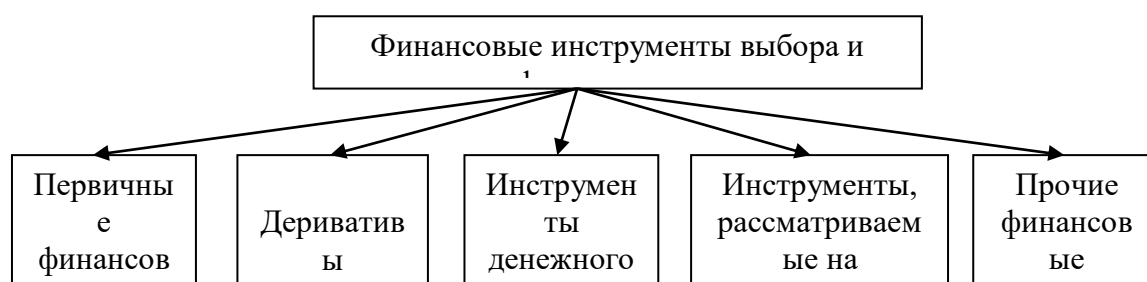


Рис. 1. Финансовые инструменты выбора и реализации финансово-экономических решений

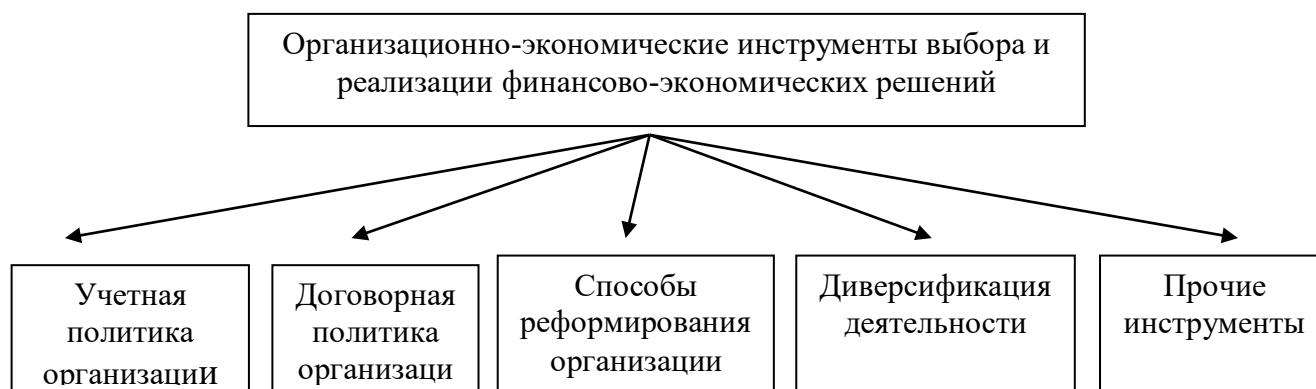


Рис. 2. Организационно-экономические инструменты выбора и реализации финансово-экономических решений

Использование финансовых инструментов заключается в выборе оптимального источника финансирования инвестиционного проекта, который будет соответствовать требованиям проекта и возможностью привлечения для конкретной компании. Основные распространённые критерии аудита эффективности инвестиций и инвестиционных проектов, их преимущества и недостатки приведены в таблице 2.

Таблица 2.

Критерии, основанные на дисконтированных оценках

Название критерия	Преимущества	Недостатки
1. Чистая приведенная стоимость	Простота расчетов; Комплексность оценки; Возможность ранжирования проектов в зависимости от экономических эффектов; Аддитивность – возможность суммирования критерия по различным инвестиционным проектам	Не всегда соответствует оптимальному варианту капитальных вложений; Сильная зависимость итогового результата от ставки дисконтирования; Трудности при принятии управленческого решения если разный объем необходимых инвестиций
2. Чистая терминальная стоимость	Преимущества аналогичны достоинствам критерия NPV	Недостатки аналогичны недостаткам критерия NPV
3. Индекс рентабельности инвестиций	Удобен для использования при формировании инвестиционного портфеля эффективных проектов; Оптимально отражает экономическую эффективность.	Не учитывает масштабность инвестиций; Имеются различия между значениями критерия и чистой приведенной стоимости;
Внутренняя норма доходности	Позволяет определить нижнюю границу прибыльности инвестиционного проекта; Полезен при сравнении инвестиционных проектов с различными уровнями риска; Независим от абсолютного объема инвестиций.	Критерий не пригоден для ранжирования проектов по прибыльности; Существует множественность оценок; Не эффективен при оценке инвестиционных проектов с неординарными денежными потоками
Дисконтированный срок окупаемости	Удобен для использования в компаниях с небольшим денежным оборотом; Позволяет определить время, через которое проект начнет приносить экономические выгоды;	Не учитывает денежные потоки, после срока окупаемости проекта; Присутствует субъективность при установлении нормативного срока окупаемости инвестиционных проектов; Учитывает только срок, после которого проект окупится

Как мы видим из таблицы 2, все критерии оценки инвестиционных проектов не лишены недостатков. Именно поэтому необходимо учитывать данные критерии в комплексе для того, чтобы оптимизировать недостатки.

Внедрение международных стандартов финансовой отчетности, глобализация экономики, возрастание роли интеллектуального капитала, а также распространение в последнее время концепции управления, ориентированной на создание стоимости (value based management – VBM),

привели к необходимости создания новых критериев оценки эффективности ведения бизнеса, которые вполне могут быть применены и к инвестиционному анализу, а именно:

- Экономическую добавленную стоимость (economic value added – EVA) консалтинговой фирмы Stern Stewart&Co.;

- Денежную добавленную стоимость (cash value added–CVA) Бостонской консалтинговой группы³³

Основой данных критериев является расчет добавленной стоимости. Для определения показателей эффективности используется информация, содержащаяся в финансовой отчетности.

Расчёты результатов оценки эффективности инвестиционных проектов с помощью данных критериев показали идентичные результаты с оценкой критерием NPV. Поэтому мы считаем, что традиционные критерии оценки инвестиционных проектов, такие как NPV, PI, IRR и пр., являются предпочтительными для использования в анализе эффективности инвестиций.

Оценка инвестиционного проекта с позиции возможных экономических выгод от его реализации и рисков, сопряженных с ним, является необходимым условием для принятия эффективного финансово-экономического решения.

На наш взгляд, достаточным основанием для принятия финансово-экономического решения будет служить использование критериев, представленных в Таблице 3.

Таблица 4

Критерии оценки финансового состояния компании при проведении аудита эффективности инвестиций

Наименование показателя	Обозначение
Коэффициент абсолютной ликвидности	L_1
Промежуточный коэффициент покрытия (коэффициент быстрой ликвидности)	L_2
Общий коэффициент покрытия (коэффициент текущей ликвидности)	L_3
Коэффициент обеспеченности запасов и затрат собственными источниками их формирования	Y_c
Коэффициент обеспеченности запасов и затрат собственными, долгосрочными заемными источниками их формирования	Y_t
Коэффициент обеспеченности запасов и затрат собственными, долгосрочными и краткосрочными заемными источниками их формирования	Y_s

³³Лукаевич, И.Я. Альтернативные подходы к оценке инвестиционных проектов / И.Я. Лукаевич // Финансы, 2019. - № 9

Коэффициент обеспеченности запасов и затрат собственными источниками финансирования	KOCC
Коэффициент автономии	Y_{icb}
Коэффициент соотношения мобильных и иммобилизованных средств	Y_{zf}
Коэффициент маневренности	Y_{fic}
Коэффициент соотношения заемных и собственных средств ("плечо рычага", коэффициент финансового риска)	Y_k
Рентабельности товарооборота (по данным о прибыли до налогообложения)	R_{pN}
Рентабельность продаж	R_{Px}
Общая (экономическая) рентабельность	R
Рентабельность основной деятельности	R_p
Финансовая (чистая) рентабельность	R_x
Рентабельность собственных средств	R_{ic}

Комплексная оценка инвестиционных проектов по критериям, которые были рассмотрены, дает возможность компании в полной мере осознать целесообразность разработки и реализации того или иного проекта и принять верное финансово-экономическое решение.

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ЭКСПЕРИМЕНТАЛЬНОЕ ИССЛЕДОВАНИЕ ИЗГИБНОЙ ЖЕСТКОСТИ ПИЛЬНЫХ ЦИЛИНДРОВ

Аннотация: В работе приведены сведения по экспериментальной проверке и практическому использованию полученных выше теоретических положений. Исследования проводились на специальном экспериментальном стенде, на котором были установлен наиболее характерный пакетный рабочий орган – пильный цилиндр джина ДП-80.

Ключевые слова: пильный джин ДП-80, пильный цилиндр, жесткость.

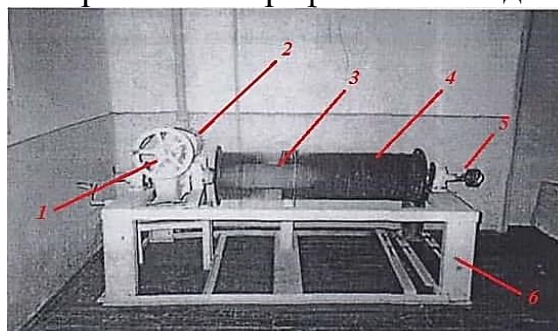
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EXPERIMENTAL STUDY OF THE BENDING STIFFNESS OF SAW CYLINDERS

Abstract: the paper provides information on experimental verification and practical use of the theoretical provisions obtained above. The studies were carried out on a special experimental stand, on which the most characteristic batch working body, the DP-80 gin saw cylinder, was installed.

Key words: saw gin DP-80, saw cylinder, rigidity.

Экспериментальное определение зависимости изгибной жесткости пакета пильного цилиндра джина (рис. 1.) от величины усилия сжатия пакета. Результаты эксперимента в графическом виде - на рис. 1.



1 – червячный редуктор, 2-двигатель, 3- прокладка, 4- пила, 5- вал, 6- недвижимая рама.

Рис 1. Вид специального экспериментального стенда

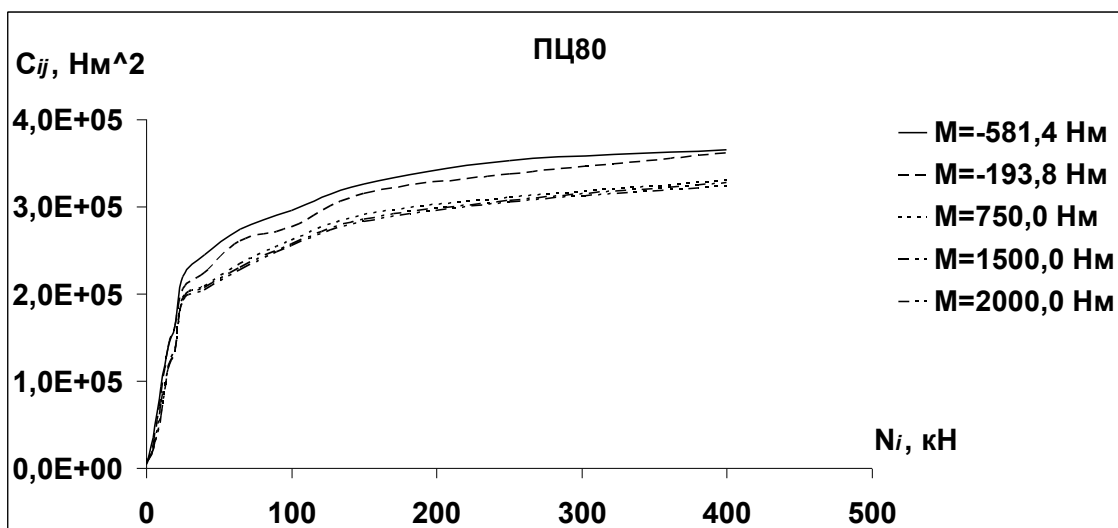


Рис. 2 График зависимости изгибной жесткости пакета от усилия сжатия N при различных изгибающих нагрузках M

Экспериментальное определение величин функций влияния на изгибную жесткость толщины дисков и сил трения между ними и дополнительных продольных деформаций валов при изгибе пильных цилиндров джина.

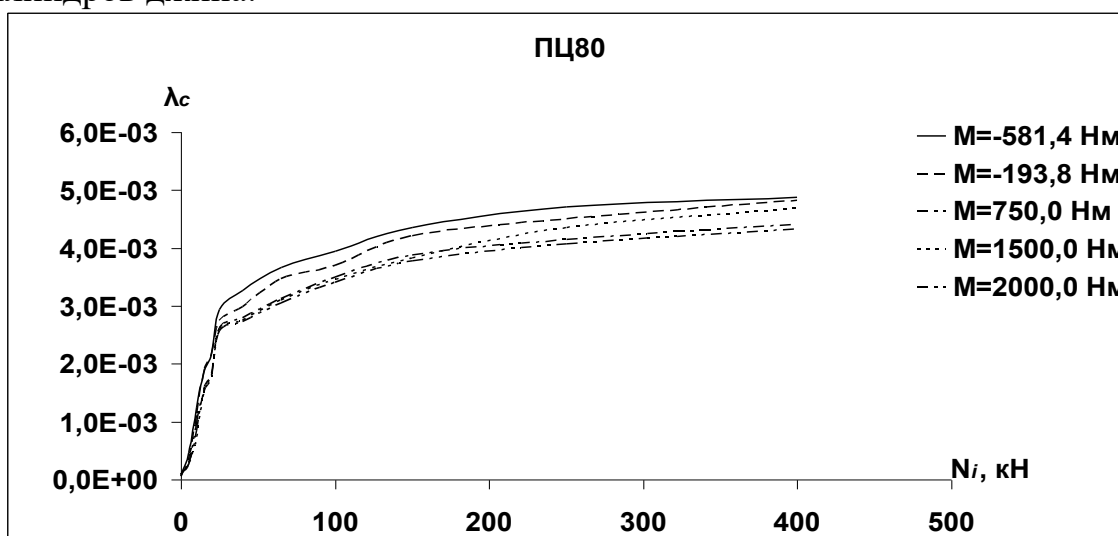


Рис. 3 График зависимости суммарной функции влияния λ_c от усилия сжатия пакета N при различных изгибающих нагрузках M

Для определения зависимости функций влияния на изгибную жесткость пильных цилиндров от усилия сжатия пакета дисковых элементов в соответствии с принятой методикой составлены системы из двух уравнений:

$$\begin{cases} 2(1 + \lambda_{cij})(N_{(i-1)j} + \lambda_{qij}E_b F_b)R^2 = C_{(i-1)j}^* \\ 2(1 + \lambda_{cij})(N_{ij} + \lambda_{qij}E_b F_b)R^2 = C_{ij}^* \end{cases} \quad (1)$$

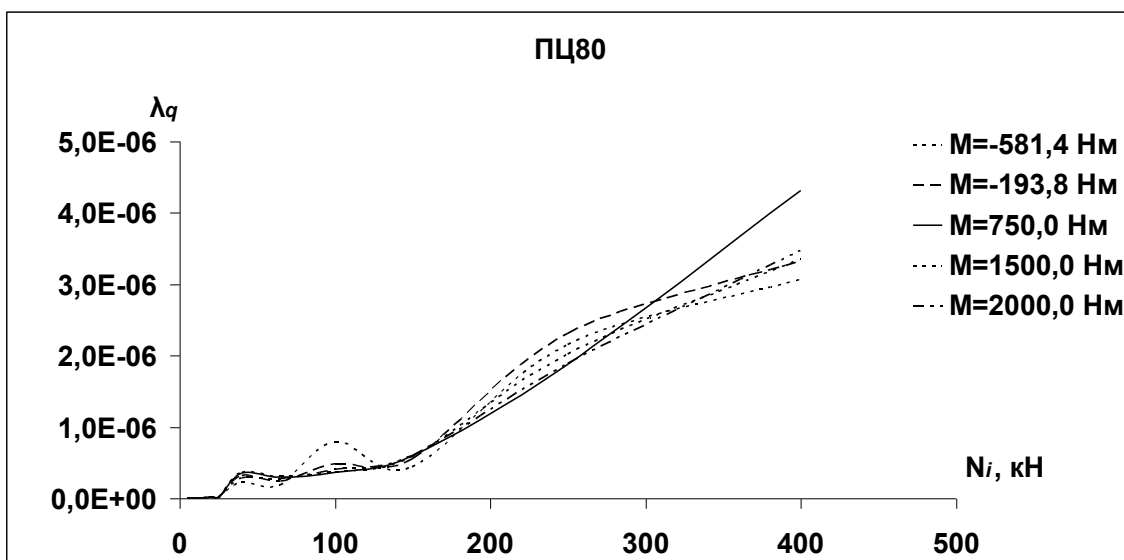


Рис. 4 График ависимости функции влияния λ_q от усилия сжатия пакета N при различных изгибающих нагрузках M

Каждая такая пара уравнений позволяет определить по одному значению функций влияния λ_{cij} и λ_{qij} . По результатам расчетов построены графические зависимости функций влияния на изгибную жесткость от усилия сжатия пакета (рис.11) и (рис.12).

3. Практическое определение изгибной жесткости пильного цилиндра джина ДП-130 на основе результатов экспериментов с пильным цилиндром джина 3ХДД.

Пильный цилиндр джина ДП-130 в конструктивном отношении идентичен пильному цилиндру 3ХДД и отличается от него следующими параметрами:

1. Количество пил увеличено от 80 до 130;
2. Толщины и наружные диаметры пил и прокладок неизменны.
3. Диаметр вала увеличен от 61,8 мм до 100 мм;
4. Длина вала увеличена от 1750 мм до 2840 мм.

Для определения жесткостных параметров пильного цилиндра джина ДП-130 на основе определенных параметров пильного цилиндра джина ДП-80 был использован метод подобия и размерностей.

Так как при этом материал вала не изменяется, то его изгибная жесткость будет увеличиваться в $(100/61,8)^4 = 6,856$ раза.

В связи с тем, что материалы, толщины и наружные диаметры пил и прокладок неизменны, изгибная жесткость пакета пил и прокладок джина ДП-130 является идентичной жесткости пакета джина 3ХДД и будет определяться по графику, приведенному на рисунке 4.2. Тогда изгибная жесткость пильного цилиндра будет равна сумме увеличенной жесткости вала и переменной жесткости пакета джина 3ХДД, определенной по графику.

$$C = E_b J_b + 2(1 + \lambda_c)(N + \lambda_q EF)R^2 \quad (2)$$

Заключение

Эксперимент по определению влияния на характер протекания технологического процесса волокноотделения облегчения пакета пил и прокладок цилиндра джина. Эксперимент по определению влияния уменьшения момента инерции массы пильного цилиндра на энергопотребление джина.

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