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ОПРЕДЕЛЕНИЕ КОЭФФИЦИЕНТА ЕСТЕСТВЕННОЙ АККУМУЛЯЦИИ ТЕПЛА СОЛНЕЧНОГО ИЗЛУЧЕНИЯ В ПОЧВЕ ГЕЛИОТЕПЛИЦ И ЕГО ДНЕВНОГО ХОДА

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Аннотация. Метод теплотехнического расчета пассивных систем солнечного обогрева сводится к составлению балансовых уравнений (математической модели) для отдельных, объемов, частей и в целом для теплиц, сушилка, здания и опреснитель с последующим их решением. Предложены расчетные выражения для пассивной гелиоустановки осенью и весной в течении которых отопление в пленочных гелиоустановках полуцилиндрической формы в зависимости от числа слоев и ориентации по сторонам света их светопрозрачных ограждений и может осуществляться только за счет использования солнечной энергии. Расчетные данные сопоставлены с результатами экспериментальных измерений. Влияние температурного режима воздушной среды внутри пассивной солнечной установки на радиационно – конвективную составляющую коэффициента тепловых потерь через пленочные светопрозрачные ограждения.

Ключевые слова: Радиация, температура, пленочное светопрозрачное ограждение, ориентации, режим, гелиоустановках

QUYOSH ISSIQXONASI TUPROG‘IDA QUYOSH NURLANISHI ISSIQLIGINING TABIIY AKKUMULYATSIYALASH KOEFFITSENTI VA UNING KUNLIK YO‘LINI ANIQLASH

Annotatsiya. Passiv quyosh isitish sistemasini balans tenglamasini tashkil qiluvchilarini issiqlik texnikaviy usul yordamida (matematik model) asosida yechishda, alohida hajmlar, qurilma qismlari va to‘liq: issiqxonalar, quritgichlar, binolar va chuchitgichlar uchun masala yechiladi. Passiv quyosh qurilmalarini kuz va bahor oylarida isitishda ishlatishda hisoblash usulida plenkali shaffof yarim silindr shakilda qavatlar soni va yoritgichga nisbatan oretatsiyasi bog‘lanishi keltirilgan. Hisoblash natijalari tajriva natijalari bilan solishtirilgan. Passiv quyosh qurilmalari ichidagi havoli muhitning temperatura rejimiga ta’siri, radiatsion konvektiv tashkil etuvchisini issiqlik isrofi qarab chiqilgan.

Tayanch so‘zlar: Quyosh radiatsiyasi, temperatura, plenkali shaffof to‘siq, orentatsiya, rejim, gelioqurilma.

DETERMINATION OF THE NATURAL HEAT ACCUMULATION COEFFICIENT OF SOLAR RADIATION IN THE SOIL OF SOLAR GREENHOUSES AND ITS DAY COURSE

Abstract. The method of thermomechanical calculation of passive solar heating systems is reduced to the compilation of balance equations (mathematical model) for individual, volumes, parts and in general for greenhouses, a dryer, buildings and a desalination plant with their subsequent solution. Calculation expressions are proposed for a passive solar installation in autumn and spring, during which heating in film solar installations of a semi-cylindrical shape, depending on the number of layers and the orientation of their translucent barriers to the cardinal points, can be carried out only through the use of solar energy. The calculated data are compared with the results of experimental measurements. Influence of the temperature regime of the air environment inside a passive solar installation on the radiation-convective component of the heat loss coefficient through translucent film barriers.

Key words: Solar radiation, temperature, film translucent fencing, orientation, mode, solar installations

Введение. В теплицах, отопление которых в основном базируется на непосредственном солнечной энергии, т.е. на инсоляционном обогреве, при ясной погоде в дневные часы суток в почве, как самой теплоемкой среде сооружения, естественным путем аккумулируется значительной количество тепла которое расходуется ночью на компенсацию тепловых потерь. В случае притока тепла от солнечной радиации в количестве, большем суммы аккумулируемого естественным путем в почве тепла и тепловых потерь в окружающую среду, в теплицах и парниках происходит перегрев.

Во избежание перегрева гелиотеплиц обычно применяют различные типы дополнительных краткосрочных аккумуляторов тепла [1-5], которые позволяют рационально использовать в ночное время и в течение последующих суток излишек тепла суммарной солнечной радиации, прошедшей днем через светопрозрачную изоляцию и поглощенной листьями растений, почвой и интерьером сооружения и тем самым сглаживать суточной ход температуры воздушной среды внутри гелиотеплицы.

Из изложенного следует, что оптимальная емкость краткосрочных дополнительных аккумуляторов тепла в гелиотеплицах при прочих равных условиях (имеются в виду теплотехнические качества ограждающих элементов) зависит от дневного хода естественной аккумуляции тепла солнечной энергии в почве сооружений.

Отметим, что, несмотря на многочисленные исследования в области разработки и создания гелиотеплиц и тепловых аккумуляторов к ним, вопросы естественной аккумуляции солнечного тепла в почве и ее влияния на параметры краткосрочного дополнительного аккумулятора изучены

недостаточно.

Аналитический метод теплотехнического расчета гелиотеплиц в котором учитывается суточная не стационарность прихода суммарной солнечной радиации и температуры окружающей среды, при определении потока, аккумулированного в почве сооружений солнечного тепла, дает значительные погрешности. Причина тому, как уже отмечено выше – некорректность представления суточного прихода солнечной радиации в виде гармонического ряда вследствие наличия разрывов (прерывистость функции) от момента захода до восхода солнца и ограничение при этом первой гармоникой. Кроме того, из-за преобладания поляной и пасмурной погоды в зимнее время представить суточный приход суммарной солнечной радиации в виде гармонического ряда практически невозможно.

Методы исследования и материалы. Для детального анализа процессов естественной аккумуляции тепла солнечного излучения в почве и оптимизации емкости краткосрочного дополнительного аккумуляторов вводим понятие коэффициента естественной аккумуляции тепла солнечного излучения в почве гелиотеплиц. Это – отношение потока тепла, аккумулированного естественным путем в почве, к потоку солнечного излучения, поглощенного поверхностями листьев растений (при наличии растительного покрова) или почвы (при отсутствии такового) внутри гелиотеплицы.

Если обозначим через $q_F(x=0,z)$ поток тепла, аккумулированного в почве естественным путем, $q_{пог_р}(z)$, $q_{пог_п}(z)$- потоки тепла солнечного излучения, поглощенного поверхностью листьев растений и почвой, то, согласно определению, коэффициент естественной аккумуляции тепла солнечного излучения в почве гелиотеплиц

$$k_{ак}^{срп} = q_F(x=0,z)/\, q_{пог_р}\,, \qquad (1)$$

$$k_{ак}^{брп} = q_F(x=0,z)/\, q_{пог_п}\,, \qquad (2)$$

(*срп, брп*-соответственно, с растительным покровом и без него).

В условиях нестационарных тепловых процессов, обусловленных суточной неравномерностью прихода солнечной радиации и изменения температуры окружающей среды, закона Фурье

$$q_F(x=0,z) = -\lambda \frac{\partial t_n(x,z)}{\partial x}\Big|_{x=0}\,. \qquad (3)$$

Представляя дифференциал в правой части (3) в разностной форме для расчета потока тепла солнечного излучения, аккумулированного в почве гелиотеплицы, имеем

$$q_{F,z} = \frac{\lambda_n}{\Delta x}\cdot\left(t_{n_{1,z}} - t_{n_{0,z}}\right) \qquad (4)$$

В соответствии с [1-5], значения $t_{n_{0,z}}$ при отсутствии и наличии растительного покрова внутри гелиотеплиц определяется из формул соответственно.

$$t_{n_{0,z}} = \frac{q_{погл_{n,z}}\left(1+(K_{пр}^{огр}/\alpha_{пр_n})\right)+K_{пр}^{огр}t_{0_z}+(\lambda_n/\Delta x)\cdot\left(1+(K_{пр}^{огр}/\alpha_{пр_n})\right)\cdot t_{n_{1,,z}}}{(\lambda_n/\Delta x)\cdot\left(1+(K_{пр}^{огр}/\alpha_{пр_n})+K_{пр}^{огр}\right)}, \quad (5)$$

$$t_{n_{1,z}} = \frac{q_{погл_{n,z}}+\frac{\lambda_n}{\Delta x}t_{n_{1,z}}}{(\lambda_n/\Delta x)\cdot\left(1+(K_{пр}^{огр}/\alpha_{пр_n})+K_{пр}^{огр}\right)}+\frac{K_{пр}^{огр}t_{0,z}}{\alpha_{пр_n}+K_{пр}^{огр}}\left[\frac{\alpha_{пр_n}}{\frac{\lambda_n}{\Delta x}\left(1+\frac{K_{пр}^{огр}}{\alpha_{пр_n}}\right)+K_{пр}^{огр}}+1\right]$$

$$t_{n_0,z} = \frac{q_{погл_{p,z}}+K_{пр}^{огр}t_{0,z}+(\lambda_n/\Delta x)\cdot\left(1+(K_{пр}^{огр}/\alpha_{пр})\right)\cdot t_{n_{1,z}}}{(\lambda/\Delta x)\cdot\left(1+(K_{пр}^{огр}/\alpha_{пр_n})\right)+K_{пр}^{огр}}, \quad (6)$$

$$t_{n_1,z} = \frac{(q_{погл_{p,z}}+K_{пр}^{огр}t_{0,z})+\left(1+\frac{1}{\alpha_{пр_n}}\frac{\lambda_n}{\Delta x}\right)+\frac{\lambda}{\Delta x}\cdot t_{n_{1,z}}}{(\lambda/\Delta x)\cdot\left(1+(K_{пр}^{огр}/\alpha_{пр_n})\right)+K_{пр}^{огр}};$$

Подставляя (5) и (6) в (4), после некоторых упрощений получаем выражения для расчета потоков солнечного тепла, аккумулированного в почве гелиотеплиц при наличии и отсутствии в них растительного покрова,

$$q_{F,z}^{срп} = [q_{погл_{p,z}} - k_{пр}\left(t_{n_{1,z}} - t_{n_{0,z}}\right)]/[1+k_{пр}\left(1/\alpha_{пр_n}+\Delta x/\lambda\right); \quad (7)$$

$$q_{F,z}^{брп} = [q_{погл_{n,z}} - (\alpha_{пр_n}k_{пр}/\alpha_{пр_n}+k_{пр})\left(t_{n_{1,z}} - t_{n_{0,z}}\right)]/[1+(\alpha_{пр_n}k_{пр}/\alpha_{пр_n}+k_{пр})](\lambda/\Delta x). \quad (8)$$

Подставляя (7) и (8), соответственно, в (1) и (2), находим

$$k_{ак}^{срп} = [1-k_{пр}\left(t_{n_{1,z}} - t_{0,z}\right)/q_{погл_{p,z}}]/[1+k_{пр}\left(1/\alpha_{пр_n}+\Delta x/\lambda\right); \quad (9)$$

$$k_{ак}^{брп} = [1-k_{пр}\alpha_{пр_n}\left(t_{n_{1,z}} - t_{0,z}\right)/\left(\alpha_{пр}+k_{пр}\right)/q_{погл_{g,z}}]/[1+k_{пр}\alpha_{пр_n}\Delta x/\left(\alpha_{пр_n}+k_{пр}\right)\lambda] \quad (10)$$

Отметим, что коэффициенты естественной аккумуляции тепла наличии и отсутствии в них растительного покрова $k_{ак}^{срп}$ и $k_{ак}^{брп}$ определяемые из отношений (7) и (8), имеют физический смысл при $q_{погл_{p,z+1}} > 0$ и $q_{погл_{n,z+1}} > 0$. Как видно из (7) и (8), $k_{ак}^{срп}$ и $k_{ак}^{брп}$ при прочих равных прямо пропорциональны, соответственно, потокам солнечной радиации ($q_{погл_p}$ и $q_{погл_n}$) поглощенным поверхностями листьев растений и почвы внутри гелиотеплицы, и температуре окружающей среды t_0, обратно пропорциональны приведенному коэффициенту тепловых потерь через светопрозрачную изоляцию- $k_{пр}^{огр}$.

Результаты и обсуждение. В данной работы исследовали согласно расчетов, выполненных для середины декабря и марта месяцев, при ясной погоде и при наличии или отсутствии внутри рассматриваемых гелиотеплиц растительного покрова.

На рис.1 и 2 приведены дневные ходы коэффициентов естественной аккумуляции тепла солнечного излучения в почве гелиотеплиц с одно- и двухслойным светопрозрачными пленочными ограждениями полуцилиндрической формы, имеющими экваториальную и меридиональную

ориентации по сторонам света гелиотеплиц для середины декабря и марта месяцев, при ясной погоде и при наличии или отсутствии внутри рассматриваемых гелиотеплиц растительного покрова.

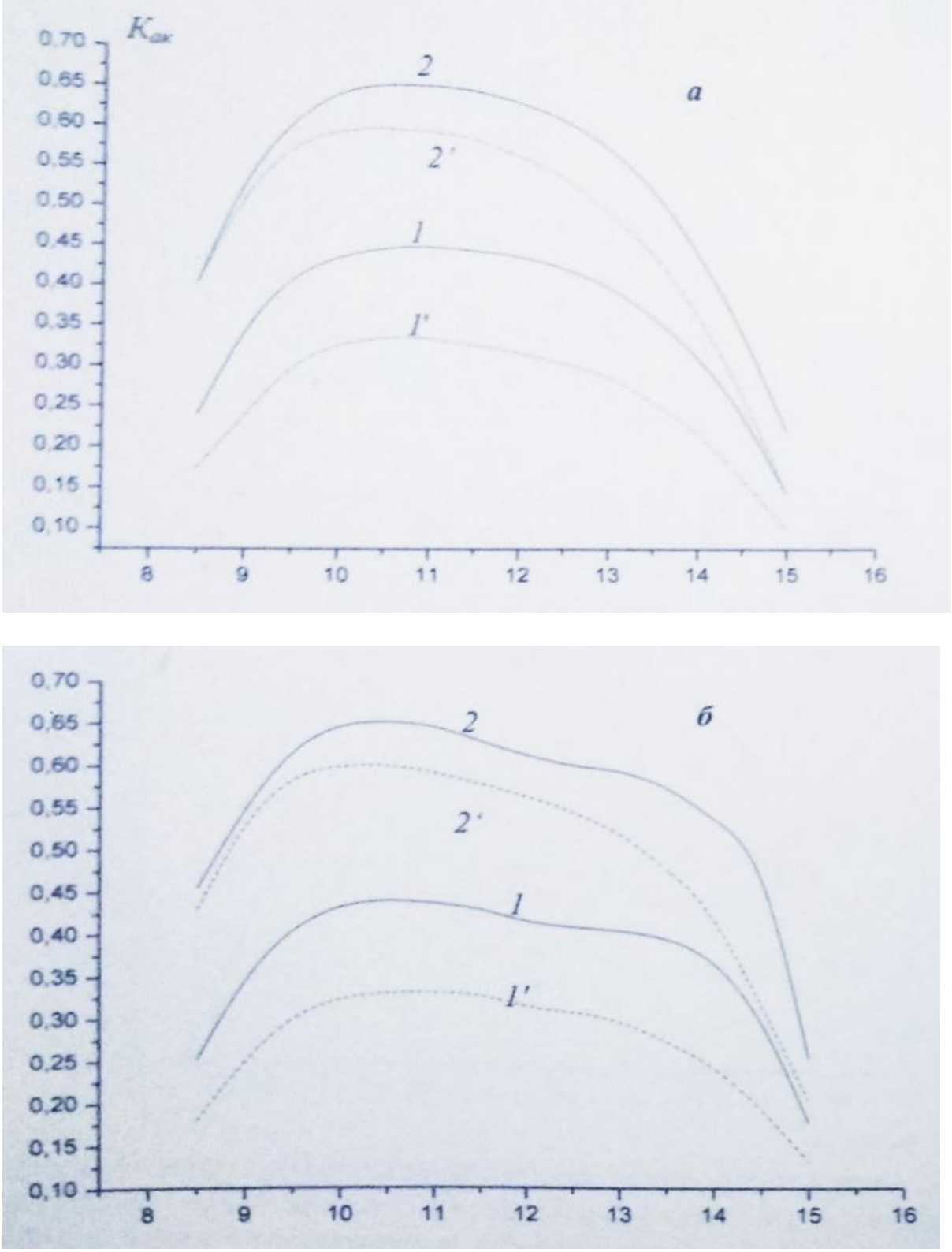


Рис.1. Дневные ходы коэффициентов естественной аккумуляции тепла солнечного излучения в почве гелиотеплицы для экваториального(*а*) и меридионального (*б*) расположения с одно-(пунктирная) и двухслойными

(сплошная) светопрозрачными пленочными ограждениями полуцилиндрической формы для середины декабря:1 и 1’-при наличии в теплице растительного покрова; 2 и 2’- при отсутствии растительного покрова.

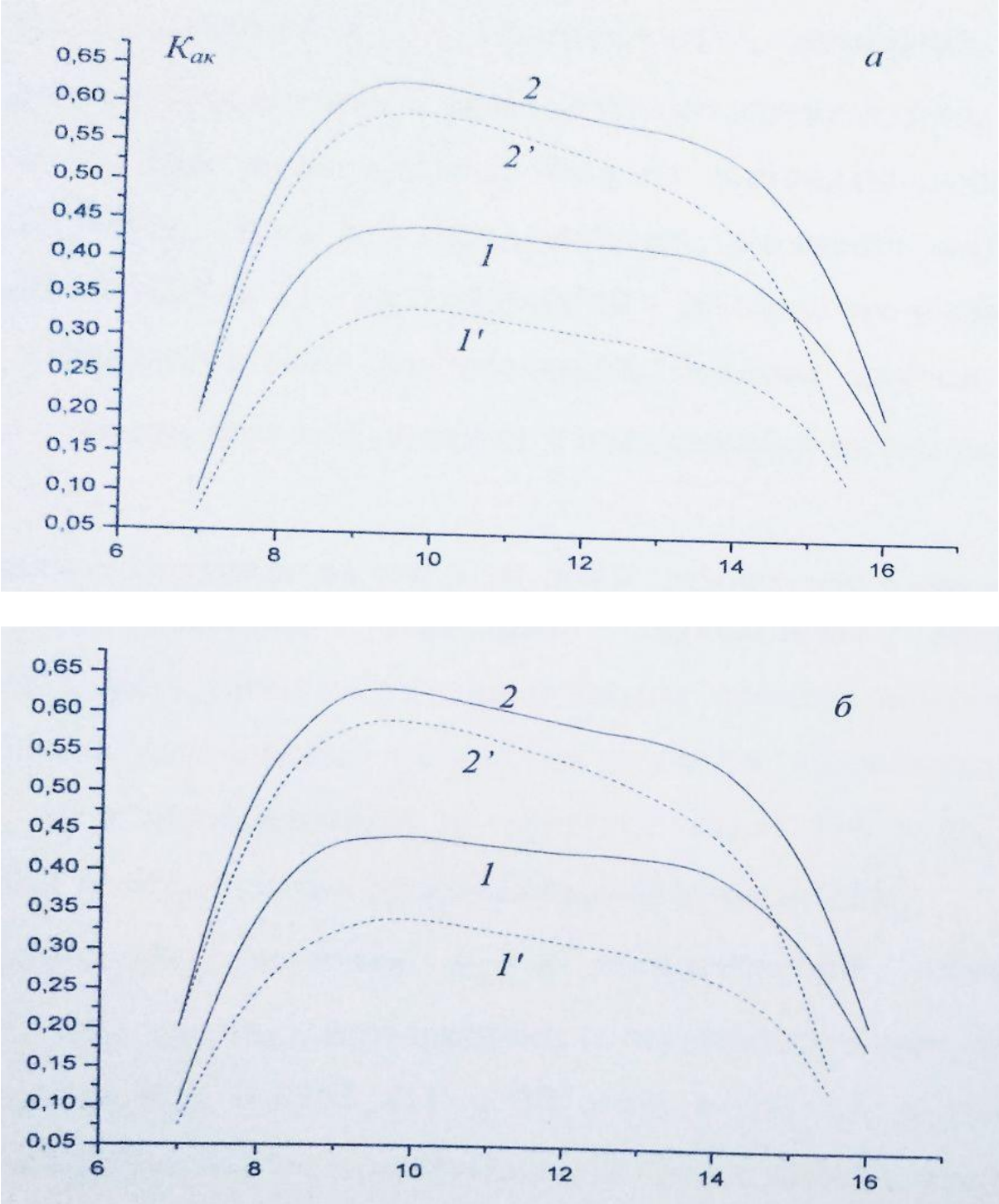


Рис.2. Дневные ходы коэффициентов естественной аккумуляции тепла солнечной излучения в почве гелиотеплицы для экваториального(*а*) и меридионального (*б*) расположения с одно-(пунктирная) и двухслойными (сплошная) светопрозрачными пленочными ограждениями полуцилиндрической формы для середины марта:1 и 1’-при наличии в теплице растительного покрова; 2 и 2’- при отсутствии растительного покрова.

На рис.1 и 2 приведены дневные ходы коэффициентов естественной аккумуляции тепла солнечного излучения в почве гелиотеплиц с одно- и двухслойным светопрозрачными пленочными ограждениями полуцилиндрической формы, имеющими экваториальную и меридиональную ориентации сторонам света для середины декабря и марта месяцев, при ясной погоде и при наличии или отсутствии внутри рассматриваемых гелиотеплиц растительного покрова пленочными ограждениями начинается с 8.30 утра и заканчивается в 15.00 дня. Значения $k_{ак}$, в основном зависит от наличия или отсутствия растительного покрова в гелиотеплицах и незначительно зависит от их ориентации по сторонам света. Так, максимальные значения k_a в гелиотеплицах, имеющих двухслойные светопразрачные ограждения и экваториальную ориентацию, при наличии и отсутствии в них растительного покрова составляют, соответственно, 0,4549 и 0,6645 (в 11ч), а в гелиотеплицах, имеющих меридиональную ориентацию -0,4405 (в 11ч) и 0,6459 (в 10 ч 30 мин), что в среднем больше на 3,2%. При отсутствии растительного покрова внутри гелиотеплиц значения $k_{ак}$ выше, чем при наличии и в максимуме их разница составляет в среднем 46%.

Из анализа графиков рис.2 *а* и *б* следует, что в марте месяце:

-максимальные значения $k_{ак}$ в гелиотеплицах, имеющих меридиональную ориентацию, при наличии и отсутствии в них растительного покрова составляют 0,4363 (11ч 30 мин) и (11ч), в гелиотеплицах, имеющих экваториальную ориентацию – 0.4643 и 0.6692, что в среднем на 6,5% больше; - как и предполагалось, $k_{ак}$ при отсутствии в них растительного покрова внутри гелиотеплиц выше, чем при его наличии, и в максимуме (11 ч) эта разница составляет в среднем 44%.

Заключение. Предложена методика определения коэффициента естественной аккумуляции тепла солнечного излучения в почве гелиотеплицы и выявлена степень зависимости от числа слоев ориентации светопрозрачного пленочного ограждения гелиотеплицы, наличия или отсуствия растительного покрова в гелиотеплицах и времени суток и периода года.

Предложена методика тепловой оптимизации емкости краткосрочного аккумулятора тепла солнечного излучения в гелиотеплицах и на этой основе установлению оптимальное значение объема аккумулирующего материала для рассматриваемых аккумулятора тепла.

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AKSLANTIRISHLARNI BINAR MUNOSABATLARDA BERISH

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Annatatsiya. Ushbu maqolada akslantirish (funksiya) ta’rifining no’ananaviy ta’rifi keltirilgan bo‘lib, an’anaviy ta’rifdagi ayrim xossalari ancha yaqqol isboti keltirilgan.

Kalit so‘zlar: To‘plam, predikat, munosabat, akslantirish, in’yektiv, sur’yektiv, biyektiv, funksiya, induksiya, refliksiv, simmetrik, tranzitiv, ekvivalentlik.

ВЫРАЖЕНИЕ ОТОБРАЖЕНИЯ В БИНАРНЫХ ОТНОШЕНИЯХ

Аннотация. В данной статье дается нетрадиционное определение определения отражения (функции) и наглядно доказываются некоторые свойства традиционного определения.

Ключевые слова: множество, предикат, отношение, отображение, инъективное, сюръективное, биективное, функция, индуктивное, рефлексивное, симметричное, транзитивное, эквивалентность.

THE EXPRESSION OF MAPPING IN BINARY RELATIONS

Abstract: This article gives an unconventional definition of the definition of reflection (function) and clearly proves some properties of the traditional definition.

Key words: set, predicate, relation, reflection, injective, surjective, bijective, function, inductive, reflexive, symmetric, transitive, equivalence.

Kirish. Biz o‘rganadigan barcha obektlar ularni har xil nomlar bilan atalishiga qaramasdan: so‘zlar, simvollar, majmualar, sonlar, funksiyalar, formulalar va boshqalar to‘plamlar bo‘ladilar. Intuitiv nuqtai nazardan albatta hamma matematik obyektlar to‘plamlar emas, masalan qavslar haqida yoki propozitsional o‘zgaruvchilarni to‘plamlar kabi tushunish qiyin. Biroq munosib kelishuv (kodlash) orqali ularni to‘plar bilan aynan bir narsa deb qarash mumkin. Xususan qavsni $\{\{\varnothing\}\}$

to‘plam bilan aynan bir narsa deb qarash mumkin. Bu usul sermaxsul bo‘lib bu maqolada ham shunday kelishuv qabul qilinadi. To‘plamlar nazariyasining aksiomasi sifatida biz ekstensionallik aksiomasini qabul qilamiz , u bir xil elementga ega bo‘lgan ikki to‘plamni teng deb tasdiqlaydi-boshqacha aytganda ixtiyoriy to‘plam o‘zining elementlari bilan bir qiymatli aniqlanadi.

Mavzuga oid adabiyotlar tahlili. Agar $a_1, a_2, ..., a_n$ - A to‘plamning hamma elementlari bo‘lsa, u holda ektensionallik aksiyomasiga muvofiq A to‘plamni $\{a_1, a_2, ..., a_n\}$ orqali belgilaymiz. Shu bilan birga $a_1, a_2, ..., a_n$ lardan ixtiyoriy ikkitasi har xil deb faraz qilinmaydi. Tushinarliki bunda bitta A to‘plam shunday ko‘p belgilashlarga ega bo‘lishi mumkin masalan, $\{a,b,a\} = \{a,b,b\} = \{a,b\} = \{b,a\}$. $\varnothing, \{\varnothing\}, \{\varnothing, \{\varnothing\}\}$,va hakazo to‘plarni (har qaysi keyingisi barcha oldingilaridan tashkil topgan) natural sonlar deb ataladi va mos ravishda $0,1,2$ va hakazo orqali belgilanadi. Barcha natural sonlar to‘plami ω orqali belgilaymiz.

$\alpha_1, \alpha_2, ..., \alpha_n$ so‘zlar va $\alpha_1, \alpha_2, ..., \alpha_n$ chekli ketma-ketliklar $\alpha_1, \alpha_2, ..., \alpha_n$ elementlarning tartiblangan $<\alpha_1, \alpha_2, ..., \alpha_n>$ nabori bilan aynan bir narsa deb qaraladi uni hozir n bo‘yicha induksiya bilan aniqlaymiz.

Tadqiqot metodologiyasi. ***Ta’rif.*** Bo‘sh to‘plam elementlarining tartiblangan nabori $<>$ $\varnothing$ to‘plamga teng. Bitta a elementning tartiblangan nabori $<a>$ esa a teng. Ikkita a va b elementlarning tartiblangan nabori $<a,b>$ tartiblangan juftlik deb ataladi va $\{\{a\}, \{a,b\}\}$ ga teng. Agar $n > 2$ bo‘lsa u holda $a_1, a_2, ..., a_n$ elementlarning tartiblagan nabori $<a_1, a_2, ..., a_n>$ tartiblangan $<<a_1, a_2, ..., a_{n-1}>, a_n>$ juftlikka tengdir.

$<a_1, a_2, ..., a_n>$ tartiblangan naborni ba’zan kortej deb ataymiz n soni esa $<a_1, a_2, ..., a_n>$ kortej uzunligi deb ataymiz, shu bilan birga bo‘sh kortej uzunligi deb ataymiz,shu bilan birga $<>$ bo‘sh kortej uzunligi nolga teng. $n > 2$ uzunlikka ega kortejni tartiblangan n -lik yoki oddiygina n -lik deb ataymiz (uchlik, to‘rtlik va hakazo). So‘zlarni va ketma-ketliklarni tartiblangan nabor bilan aynan bir narsa deb qarash ushbu jumlaga muvofiq mumkin.

Jumla 2.1.1. Agar $<a_1, a_2, ..., a_n> = <b_1, b_2, ..., b_n>$ bo‘lsa u holda $a_1 = b_1, ..., a_n = b_n$.

Isbot. Tartiblangan nabor ta’rifidan bunda jumlani $n = 2$ uchun isbotlash yetarligi kelib chiqadi. $<a_1, a_2> = <b_1, b_2>$ shartlardan va tartiblangan juftlik ta’rifidan quyidagiga ega bo‘lamiz.

$\{a_1\} \in \{\{a_1\}, \{a_1, a_2\}\} = <a_1, a_2> = <b_1, b_2>$ va $<b_1, b_2> = \{\{b_1\}, \{b_1, b_2\}\}$

bo‘lganidan u holda $\{a_1\} = \{b_1\}$ yoki $\{a_1\} = \{b_1, b_2\}$, shuning uchun $b_1 \in \{a_1\}$ yoki $b_1 \in \{a_1\}$ ya’ni $b_1 = a_1$. Agar $\{x,y\} = \{x,z\}$ bo‘lsa u holda $y = z$ bo‘lishini ko‘rish qiyin emas. Haqiqatdan ham ,agar $\{x,y\} = \{x,z\}$ bo‘lsa, u holda $y = x$ yoki $y = z$ bo‘ladi. Agar $y = z$ bo‘lsa, u holda tasdiq to‘g‘ri. Agar $y = x$ bo‘lsa, u holda $\{x,z\} = \{x,y\} = \{x,x\} = \{x\}$ dan $z = x$ bo‘lishi ya’ni $y = z$ ekanligi kelib chiqadi.

Unda o‘rnatilgan $a_1 = b_1$ tenglikdan $< a_1, b_1 >=< b_1, b_2 >$ ekanligidan $< a_1, a_2 >=< a_1, b_2 >$ bo‘lishi kelib chiqadi.

$\{\{a_1\},\{a_1, a_2\}\} = \{\{a_1\},\{a_1, b_2\}\}$ bu yerdan $\{a_1, a_2\} = \{a_1, b_2\}$ tenglikni keyin esa $a_2 = b_2$ tenglikni hosil qilamiz. Bundan tashqari $n > 2$ da $n-1 > 1$ bo‘lib, $< a_1, a_2, ..., a_n >=< b_1, b_2, ..., b_n > \Rightarrow << a_1, a_2, ..., a_{n-1} >, a_n >=<< b_1, b_2, ..., b_{n-1} >, b_n > \Rightarrow < a_1, a_2, ..., a_{n-1} >=< b_1, b_2, ..., b_{n-1} >$ va $a_n = b_n$. Unda induksiya faraziga ko‘ra $a_1 = b_1, ..., a_{n-1} = b_{n-1}, a_n = b_n$ bo‘lishi kelib chiqadi.

Ta’rif. *a*) $\{< a_1, ..., a_n > | a_1 \in A_1, ..., a_n \in A_n\}$ to‘plamni $A_1, ..., A_n$ to‘plamlarning dekart ko‘paytmasi deb ataladi va $A_1 \times ... \times A_n$ orqali belgilanadi.

Agar $X \subseteq A_1 \times ... \times A_n$ bo‘lsa u holda $a \in A_i$ barcha a elemetlar to‘plamini, qaysiki ular uchun shunday $a_1, ..., a_{i-1}, a_{i+1}, ..., a_n$ elementlar mavjud bo‘lib bunda $< a_1, ..., a_{i-1}, a, a_{i+1}, ..., a_n > \in X$ bo‘lsa X to‘plam proyeksiyasi deb ataladi va $np_i^n X$ orqali belgilanadi ya’ni $np_i^n X = \{a \in A_i | a_1, ..., a_{i-1}, a_{i+1}, ..., a_n \; lar\; mavjud\; bo'lib\; bunda < a_1, ..., a_{i-1}, a, a_{i+1}, ..., a_n > \in X\}$

b) Agar $A_1 = ... = A_n = A$ bo‘lsa u holda $A_1 \times ... \times A_n$ ko‘paytmani A to‘plamning dekart n -darajasi deb ataladi va A^n orqali belgilanadi. Agar $n = 0$ bo‘lsa u holda ta’rifga muvofiq $A^0 = \{\varnothing\}$ deymiz.

c) $B \subseteq A^n$ qism to‘plamni A ga n -o‘rinli munosabat yoki predikat deb ataladi. Agar B -birorta A to‘plam uchun A ga n -o‘rinli munosabat bo‘lsa u holda B ni n -o‘rinli munosabat yoki predikat deb ataymiz.

d) Agar B -ikki o‘rinli munosabat bo‘lsa u holda ikki o‘rinli munosabat $\{< a, b > | < b, a > \in B\}$ ni B ga teskari munosabat deb ataymiz va B^{-1} orqali belgilaymiz.

e) Agar B, C -ikkita ikki o‘rinli munosabat bo‘lsa u holda ikki o‘rinli munosabat $\{< a, c > | < a, b > \in B \; va < b, c > \in C, \; birorta\; b\; uchun\}$ ni ikki o‘rinli B, C munosabatlarning kompozitsiyasi yoki ko‘paytmasi deb ataladi (BC) yoki BC orqali belgilanadi.

$< a >= a$ bo‘lganligi tufayli $A^1 = A$ shuning uchun A ning qism to‘plami A ga bir o‘rinli predikat bo‘ladi. Ko‘ramizki bunda 0 -o‘rinli predikatlar faqat ikkita: $\varnothing$ va $\{\varnothing\}$ chunki $A^0 = \{\varnothing\}$ va u hammasi bo‘lib ikkita qism to‘plamga ega $\varnothing \subseteq A^0$ va $\{\varnothing\} \subseteq A^0$. B^{-1} ta’rifidan darhol ushbu tenglik kelib chiqadi: $B = (B^{-1})^{-1}$ haqiqatdan ham $| < a, b > \in B \Leftrightarrow < b, a > B^{-1} \Leftrightarrow < a, b > \in (B^{-1})^{-1}$ ya’ni. $B = (B^{-1})^{-1}$.

2.1.2. Jumla. Agar B, C va D ikki o‘rinli predikatlar bo‘lsa, u holda
a) $((BC)D) = (B(CD))$

b) $(BC)^{-1} = (C^{-1}B^{-1})$ ***Isbot.*** *a*) $< x, y > \in ((BC)D)$ bo‘lsin, unda birorta v uchun $< x, v > \in (BC)$ va $< v, y > \in D$ ega bo‘lamiz va shuning uchun birorta u uchun $< x, u > \in B$ va $< u, v > \in C$ larga ega bo‘lamiz ya’ni birorta u va v lar uchun

$< x,u >\in B$, $< u,v >\in C$ va $< v,y >\in D$ larga ega bo‘lamiz, shunday qilib $< u,y >\in CD$ va $< x,y >\in B(CD)$ ya’ni $(BC)D \subseteq B(CD)$ qism bo‘lishiga ega bo‘lamiz. $B(CD) \subseteq (BC)D$ qism bo‘lishi xuddi shunday isbot qilinadi.

$< x,y >\in (B(CD))$ bo‘lsin. Unda birorta u uchun $< x,u >\in B$ va $< u,y >\in (CD)$ ega bo‘lamiz va shuning uchun birorta v uchun $< u,v >\in C$ va $< v,y >\in D$ larga ega bo‘lamiz ya’ni birorta u va v lar uchun $< x,u >\in B$, $< u,v >\in C$ va $< v,y >\in D$ larga ega bo‘lamiz. Shunday qilib $< x,v >\in (BC)$ va $< x,y >\in (BC)D$ ya’ni $B(CD) \subseteq ((BC)D)$ qism bo‘lishiga ega bo‘lamiz. Ikkita $(B(CD)) \subseteq ((BC)D)$ va $((BC)D) \subseteq (B(CD))$ qism bo‘lishlaridan $((BC)D) = (B(CD))$ tenglikga ega bo‘lamiz.

Tahlil va natijalar. *Isbot.* $b) < x,y >\in (BC)^{-1}$ ya’ni $< y,x >\in BC$ shuning uchun birorta z uchun $< y,z >\in B$, $< z,x >\in C$ larga ega bo‘lamiz, ya’ni $< z,y >\in B^{-1}$ va $< x,z >\in C^{-1}$ shuning uchun $< x,y >\in C^{-1}B^{-1}$ ya’ni $(BC)^{-1} \subseteq C^{-1}B^{-1}$ qism bo‘lishi isbotlandi.

Endi $< x,y >\in C^{-1}B^{-1}$ bo‘lsin. Shu sababli birorta z uchun $< x,z >\in C^{-1}$ va $< z,y >\in B^{-1}$ larga ega bo‘lamiz ya’ni $< y,z >\in B$ va $< z,x >\in C$ shuning uchun $< y,x >\in BC$ yoki $< x,y >\in (BC)^{-1}$ ya’ni $C^{-1}B^{-1} \subseteq (BC)^{-1}$ qism bo‘lishi isbotlandi. Ikkita $(BC)^{-1} \subseteq C^{-1}B^{-1}$ va $C^{-1}B^{-1} \subseteq (BC)^{-1}$ qism bo‘lishlardan $(BC)^{-1} = C^{-1}B^{-1}$ tenglikka ega bo‘lamiz.

2.1.2 Jumlada isbotlangan kompozitsiyaning assosativligi $((BC)D) = (B(CD))$ ni (BCD) orqali belgilashga imkon beradi. Shu sababga ko‘ra n ta predikatlarning kompozitsiyasi $(B_1, B_2, ...B_n)$ bir qiymatli aniqlangandir. Ixtiyoriy predikatlar uchun kompozitsiyaning kommutativligi $(BC) = (CB)$ o‘rinli emas ekanligini takidlab o‘tamiz. Masalan, $B \subseteq R^2$ bu yerda R -haqiqiy sonlar to‘plami va $C \subseteq R^2$ munosabatlarni quyidagicha aniqlaymiz.

$B = \{< x,y > | y = x+1,\ x \in R\} \subseteq R^2$, $C = \{< x,y > | y = x^2,\ x \in R\} \subseteq R^2$

Unda $BC = \{< x,y > | y = (x+1)^2, x \in R\}$, $CB = \{< x,y > | y = x^2+1,\ x \in R\}$ shuning uchun $BC \neq CB$.

Ta’rif. A to‘plamdagi $\cup$ ikki o‘rinli munosabatni

a) Agar $\cup = \{< a,a > | a \in A\}$ bo‘lsa A^2 diogonali deb deb ataladi va id_A orqali belgilanadi;

b) Agar $id_A \subseteq \cup$ bo‘lsa A da refleksiv deb ataladi;

c) Agar $\cup = \cup^{-1}$ bo‘lsa A da simmetrik deb ataladi;

d) Agar $(\cup\cup) \subseteq \cup$ bo‘lsa tranzitiv deb ataladi;

e) Agar $\cup$ refliksiv, simmetrik va tranzitiv bo‘lsa A da ekvivalentlik munosbati deb ataladi.

f) Agar $\cup \cap \cup^{-1} \subseteq id_A$ bo‘lsa antisemmetrik deb ataladi. A to‘plamdagi $\cup$ ikki o‘rinli munosbat faqat va faqat shu holda qachonki $a \in A$ bo‘lgan barcha a lar uchun

$<a,a>\in\cup$ bo‘slagina refliksiv bo‘ladi, chunki $a\in A$ barcha a lar uchun $<a,a>\in id_A$ va $id_A\subseteq\cup$.

A to‘plamdagi $\cup$ ikki o‘rinli munosbat faqat va faqat shu holda qachonki $<a,b>\in\cup\Rightarrow<b,a>\in\cup$ bo‘lgandagina simmetrik bo‘ladi, chunki agar $<a,b>\in\cup$ bo‘lsa u holda $\cup=\cup^{-1}$ bo‘lgani tufayli $<a,b>\in\cup^{-1}\Rightarrow<b,a>\in\cup.$

Agar $<a,b>\in\cup$ va $<b,c>\in\cup\Rightarrow<a,c>\in\cup$, u holda A to‘plamdagi $\cup$ ikki o‘rinli munosabat tranzitiv munosabat bo‘ladi. Chunki agar $<a,b>\in\cup$ va $<b,c>\in\cup\Rightarrow<a,c>\in\cup\cup$ ammo $\cup\cup\subseteq\cup$ bo‘lgani tufayli $<a,c>\in\cup.$ Agar $<a,b>\in\cup$ va $<b,a>\in\cup\Rightarrow a=b$ shart bajarilsa, u holda A to‘plamdagi $\cup$ ikki o‘rinli munosabat antisemmetrik munosbat bo‘ladi, chunki agar $<a,b>\in\cup$ va $<b,a>\in\cup\Rightarrow<a,b>\in\cup$ va $<a,b>\in\cup^{-1}\Rightarrow<a,b>\in\cup\cap\cup^{-1}.$ Ammo $\cup\cap\cup^{-1}\subseteq id_A\Rightarrow<a,b>\in id_A\Rightarrow a=b.$ Masalan $\{<m,n>|m\ va\ n\ o'zaro\ tub\ natural\ sonlar\}$ predikati ω da simmetrik predikati bo‘ladi, ammo ω natural sonlar to‘plamida refliksiv ham emas va tranzitiv ham emas. $\{<m,n>|(n-m)>0,\ n,m\in\omega\}$ predikati esa ω da tranzitiv predikati bo‘ladi ammo ω da simmetrik ham emas va refliksiv ham emas. Haqiqatan ham $\cup=\{<m,n>|m\ va\ n\ o'zarotub\ natural\ sonlar\}.$ Agar $<m,n>\in\cup\Rightarrow(m,n)=1,\ m,n\in\omega\Rightarrow(n,m)=1\Rightarrow(n,m)=1,\ \ n,m\in\omega\Rightarrow<n,m>\in\cup$ $2\in\omega$ va $(2,2)=2$ ya’ni $(2,2)\neq1$ shuning uchun $(2,2)\notin\cup$. Demak $\cup$ predikati refleksiv emas. $<2,3>\in\cup$ chunki $(2,3)=1$ va $2,3\in\omega$, $<3,4>\in\cup$ chunki $(3,4)=1$ va $3,4\in\omega$ ammo $<2,4>\notin\cup$ chunki $(2,4)=2$ va $(2,4)\neq1$ ya’ni $\cup$ predikti tranzitiv bo‘lmaydi.

$\cup=\{<m,n>|(n-m)>0,\ m,n\in\omega\}$ predikat tranzitiv predikati bo‘ladi, chunki $<m,n>\in\cup$ va $<n,p>\in\cup\Rightarrow(n-m)>0,\ m,n\in\omega$ va $(p-n)>0,\ n,p\in\omega\ \Rightarrow$ $p-m=n-m+p-n>0\ \ m,p\in\omega\ \Rightarrow\ <m,p>\in\cup.$ $<2,3>\in\cup$ chunki $(3-2)>0$ va $2,3\in\omega$

ammo $<3,2>\notin\cup$ chunki $2-3=-1$ va $(2-3)>0$ to‘g‘ri emas, shuning uchun $\cup$ predikati ω da simmetrik munosabat bo‘lmaydi. $<2,2>\notin\cup$ chunki $2-2>0$ to‘g‘i emas ya’ni $\cup$ predikati ω da refleksiv bo‘lmaydi.

$\cup$ - A to‘plamda n - o‘rinli munosabat va $B\subseteq A$, u holda B to‘plamdagi $\cup\cap B^n$ munosabatni $\cup$ munosabatning B to‘plamdagi cheklanishi deb ataymiz. Ayonki, oldingi ta’rifdagi $a)-e)$ tipdagi munosabatlarning ixtiyoriy $B\subseteq A$ qism to‘plamdagi cheklanishlari ham shuningdek mos ravishda $a)-e)$ tipdagi munosabatlar bo‘ladi.

Agar A to‘plamdagi $\cup$ ikki o‘rinli munosabat refleksiv bo‘lsa, u holda $\cup\cap B^2=\cup_1-$ $\cup$ munosabatning B to‘plamdagi cheklanishi ham refleksiv bo‘ladi, chunki agar $id_A\subseteq\cup$ bo‘lsa, u holda

$id_A \cap B^2 = \{< a,a > | a \in A\} \cap B^2 = \{< a,a > | a \in B\} = id_B$ va $id_B = id_A \cap B^2 \subseteq \cup \cap B^2 = \cup_1$ ya'ni $id_B \subseteq \cup_1$. Agar A to'plamdagi $\cup$ ikki o'rinli munosabat simmetrik bo'lsa , u holda $\cup \cap B^2 = \cup_1$ - $\cup$ munosabatning B to'plamdagi cheklanishi ham simmetrik bo'ladi, chunki $\cup_1^{-1} = (\cup \cap B^2)^{-1} = \cup \cap B^2 = \cup_1$ $< x,y > \in (\cup \cap B^2)^{-1} \Leftrightarrow < y,x > \in \cup \cap B^2 \Leftrightarrow < y,x > \in \cup$ va $< y,x > \in B^2 \Leftrightarrow < x,y > \in \cup$ va $< x,y > \in B^2 \Leftrightarrow < x,y > \in \cup \cap B^2$ ya'ni

Agar A to'plamdagi $\cup$ ikki o'rinli munosabat tranzitiv bo'lsa, u holda $\cup \cap B^2 = \cup_1 -$ $\cup$ munosabatning B to'plamdagi cheklanishi ham tranzitiv bo'ladi, haqiqatdan ham agar $< a,b > \in \cup_1 \cup_1$ bo'lsa, u holda birorta c uchun $< a,c > \in \cup_1$ $va < c,b > \in \cup_1 \Rightarrow < a,c > \in \cup \cap B^2$ va $< c,b > \in \cup \cap B^2$ $(< c,b > \in \cup$ $va < c,b > \in B^2) \Rightarrow < a,b > \in \cup\cup$ va $< a,b > \in B^2B^2$. $\cup\cup \subseteq \cup$ va $B^2B^2 \subseteq B^2$ bo'lgani tufayli $\Rightarrow < a,b > \in \cup$ va $\Rightarrow < a,b > \in B^2$ $\Rightarrow < a,b > \in \cup \cap B^2 \Rightarrow < a,b > \in \cup_1$ ya'ni $\cup_1 \cup_1 \subseteq \cup_1$.

Agar A to'plamdagi $\cup$ ikki o'rinli munosabat A da ekvivalentlik munosabati bo'lsa, u holda $\cup$ munosabat A da refleksiv, simmetrik va tranzitiv bo'ladi, shuning uchun $\cup \cap B^2 = \cup_1 - B$ to'plamdagi $\cup$ munosabatning cheklanishi ham refleksif, simmetrik va tranzitiv bo'ladi ya'ni B da ekvivalentlik munosabati bo'ladi.

$< a,b > \in \cup_1 \cap \cup_1^{-1} \Rightarrow < a,b > \in \cup_1$ va $< a,b > \in \cup_1^{-1} \Rightarrow < a,b > \in \cup_1$ va $< b,a > \in \cup_1 \Rightarrow < a,b > \cup \cap B^2$ va $< b,a > \in \cup \cap B^2 \Rightarrow < a,b > \in \cup$ va $< a,b > \in B^2$ va $< b,a > \in \cup$ va $< b,a > \in B^2 \Rightarrow < a,b > \in \cup$ va $< b,a > \in \cup$ va $< a,b > \in B^2$ va $< b,a > \in B^2 \Rightarrow < a,b > \in \cup$ va $< b,a > \in \cup$ va $a \in B$ va $b \in B \Rightarrow a = b$ va $a,b \in B \Rightarrow < a,b > \in id_B$ ya'ni $\cup_1 \cap \cup_1^{-1} \subseteq id_B$.

2.1.3 Misol. Agar $\underset{i \in J}{\cup} A_i = A$ va ixtiyoriy $i, j \in J$ uchun yo $A_i = A_j$ yoki $A_i \cap A_j = \varnothing$ bo'lsa $R = \{A_i | i \in J\}$ ni A to'plamning bo'laklanishi (bo'linishi) deb aytamiz. A da quyidagi ikki o'rinli munosabatni aniqlaymiz. $E_R = \{< a,b > | a,b \in A_i \ birorta\ i\ uchun\}$. Ayonki E_R A to'plamdagi ekvivalentlik munosabati bo'ladi. $E_R \subseteq A^2$ chunki $\underset{i \in J}{\cup} A_i = A \Rightarrow A_i \subseteq A, a,b \in A_i \Rightarrow a,b \in A \Rightarrow$ $< a,b > \in E_R \Rightarrow < a,b > \in A^2 \Rightarrow E_R \subseteq A^2$, $a \in A \Rightarrow a \in \underset{i \in J}{\cup} A_i \Rightarrow a \in A_i$ birorta $i \in J$ uchun $\Rightarrow a,a \in A_i$ birorta $i \in J$ uchun $\Rightarrow < a,a > \in E_R$ ixtiyoriy $a \in A$ uchun $\Rightarrow id_A \subseteq E_R$ ya'ni E_R munosabat refliksivdir. $< a,b > \in E_R \Rightarrow a,b \in A_i$ birorta $i \in J$ uchun $\Rightarrow b,a \in A_i$ birorta $i \in J \Rightarrow$ $< b,a > \in E_R$ ya'ni E_R munosabat simmetrikdir.

$< a,b > \in E_R$ $va < b,c > \in E_R \Rightarrow a,b \in A_i$ birort $i \in J$ uchun va $b,c \in A_j$ birorta $j \in J$ uchun $\Rightarrow b \in A_i$ va $b \in A_j \Rightarrow A_i \cap A_j \neq \varnothing \Rightarrow A_i = A_j \Rightarrow i = j$ va $a,c \in A_i \Rightarrow < a,c > \in E_R$ ya'ni E_R munosabat tranzitivdir. A to'plamdagi ixtiyoriy ekvivalentlik munosabatini 2.1.3 misolda ko'rsatilgan usul bilan hosil qilish

mumkinligini osongina ko‘rsatish mumkin. Haqiqatdan ham $E-$ A da ekvivalentlik munosabati va $R_E=\{E_x|x\in A\}$ bo‘lsin. E ning refliksivligidan ya’ni $x\in A$ ixtiyoriy x element uchun $<x,x>\in E$ dan $x\in E_x$ kelib chiqadi, demak $x\in \cup_{x\in A} E_x = A.$ E ning simmetrikligi va tranzitivligidan agar $<x,y>\in E$ u holda $E_x=E_y$ bo‘lishi kelib chiqadi chunki $z\in E_x \Rightarrow <z,x>\in E$ va $<x,y>E \Rightarrow <z,y>\in E \Rightarrow z\in E_y$ ya’ni $E_x\subseteq E_y$ $z\in E_y \Rightarrow <z,y>\in E$ va $<x,y>\in E \Rightarrow <z,y>\in E$ va $<y,x>\in E \Rightarrow <z,x>\in E \Rightarrow z\in E_x$ ya’ni $E_y\subseteq E_x$. Ikkita $E_x\subseteq E_y$ va $E_y\subseteq E_x$ qism bo‘lishlardan $E_x=E_y$ tenglikka ega bo‘lamiz.

Agarda $<x,y>\notin E$ bo‘lsa u holda $E_x\cap E_y=\varnothing$ bo‘ladi. Aksini faraz qilamiz $E_x\cap E_y\neq\varnothing$ bo‘lsin. Unda shunday z mavjudki $z\in E_x$ va $z\in E_y \Rightarrow <z,x>\in E$ va $<z,y>\in E \Rightarrow <x,z>\in E$ va $<z,y>\in E \Rightarrow <x,y>\in E$ zidiyat hosil qildik. Hosil qilingan ziddiyat bunda agar $<x,y>\notin E$ bo‘lsa, u holda $E_x\cap E_y=\varnothing$ bo‘lishini isbotlaydi. Shunday qilib E ekvivalentlik munosabati bo‘yicha $R_E=\{E_x|x\in A\}$ ekvivalent sinflar to‘plami A to‘plamning bo‘laklanishi bo‘ladi va $E_{R_E}=E.$

Ta’rif. *a*) f-ikki o‘rinli munosabatni agar ixtiyoriy a,b,c lar uchun $<a,b>\in f$ va $<a,c>\in f$ dan $b=c$ kelib chiqsa akslantirish yoki funksiya deb ataladi.

$\pi_1^2 f=\{x|$ *shunday y mavjudki* $(<x,y>\in f)\}$ to‘plamni f ning aniqlanish sohasi deb ataladi va *domf* orqali belgilanadi. $\pi_2^2 f=\{y|$ *shunday x mavjudki* $(<x,y>\in f)\}$ to‘plamni esa f ning qiymatlar sohasi deb ataladi va *rangf* orqali belgilanadi.

b) Agar f^{-1} teskari munosabat ham akslantirish bo‘lsa, f akslantirshni in’yektiv (yoki har xil qiymatli) akslantirish deb ataladi.

c) Agar $domf=A$ va $rangf\subseteq B$ bo‘lsa, u holda f akslantirishni A to‘plamni B to‘plamga aks ettiruvchi akslantirish deb ataladi.

d) Agar $domf=A$ va $rangf=B$ bo‘lsa, u holda f akslantirishni A to‘plamni B to‘plamga aks ettiruvchi syur’ektiv akslantirish (yoki A to‘plamni B to‘plam ustiga aks ettiruvchi akslantirish) deb ataladi.

f) Agar f akslantirish bir vaqtda ham in’yektiv, ham A to‘plamni B to‘plamga aks ettiruvchi syur’yektiv akslantirish bo‘lsa, f akslantirishni A to‘plamni B to‘plamga aks ettiruvchi biyektiv akslantirish (yoki A to‘plamni B to‘plam ustiga aks ettiruvchi o‘zaro bir qiymatli akslantirish) deb ataladi.

e) A^n to‘plamni A to‘plamga aks ettiruvchi f akslantirish A to‘plamda $n-$ o‘rinli amal deb ataladi.

Ayonki A^2 to‘plamning id_A diogonali A to‘plamda biyektiv bir o‘rinli amal bo‘ladi. $f:A\to B$ yozuv bundan buyon A to‘plamni B to‘plamga aks ettiruvchi f akslantirish belgilanadi, $f:A>\!\!\to B$ yozuv bilan A to‘plamni B to‘plamga aks

ettiruvchi f in'yektiv akslantirish belgilanadi, $f: A \to\to B$ yozuv bilan A to'plamni B to'plamga aks ettiruvchi f syur'yektiv akslantirish belgilanadi.

Funksiya(akslantirish) tushunchasi

X va Y - qandaydir to'plamlar bo'lsin.

Agar birorta f qonunga muvofiq har qaysi $x \in X$ elementga $y \in Y$ element mos kelsa X to'plamda aniqlangan qiymatlari Y to'plamda bo'lgan funksiya mavjud deb aytiladi.

Funksiya tushunchasining keltirilgan bayoni ishning mohiyatini aks ettirishda juda ham faol namoyon bo'ladi. Biroq zamonaviy qonunchilar nuqtainazaridan uni ta'rif deb atash mumkin emas chunki funksiya tushunchasiga ekvivalent bo'lgan moslik tushunchasidan foydalanildi. Shuning uchun funksiya(akslantirish) a) ta'rifini zamonaviy qonunchilar nuqtai nazaridan ta'rif deb atash mumkin.

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JAMIYAT BARQARORLIGINI TA’MINLASHDA MA’NAVIY MADANIYATNING USTIVORLIGI

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Annotatsiya. Ushbu maqolada jamiyatning barqaror rivojlanishida ijtimoiy ong shakllari bo‘lmish ma’naviy madaniyat tushunchasi va uni insonlar tomonidan boyitib borilishi haqidagi dunyo olimlarining fikrlari yoritilgan.

Kalit so‘zlar: jamiyat, barqarorlik , madaniy jarayonlar, ma’naviyat, ijtimoiy ong, sinergetik, gnoseologik tahlil.

ПРИОРИТЕТ ДУХОВНОЙ КУЛЬТУРЫ В ОБЕСПЕЧЕНИИ СТАБИЛЬНОСТИ ОБЩЕСТВА

Аннотация. В данной статье освещены мнения мировых ученых о понятии духовной культуры, которая является источником общественного сознания в устойчивом развитии общества и его обогащении людьми.

Кючевые слова: общество, стабильность, культурные процессы, духовность, общественное сознание, синергетика, гносеологический анализ

THE PRIORITY OF SPIRITUAL CULTURE IN ENSURING THE STABILITY OF SOCIETY

Abstract. This article covers the opinions of world scientists about the concept of spiritual culture, which is a source of social consciousness in the sustainable development of society, and its enrichment by people.

Keywords: society, stability, cultural processes, spirituality, social consciousness, synergistic, epistemological analysis.

Kirish. XXI asrga kelib ma’naviyat butun insoniyat uchun dolzarb ma’naviy ozuqaga aylanib ketdiki, natijada usiz har qanday qudratli jamiyat yoki davlat tanazzulga yo‘l tutishi aniq bo‘lib qoldi. Prezidentimiz Sh. M. Mirziyoyev alohida ta’kidlaganidek, bugungi kunga kelib xalqimiz va yurtimizning istiqbolini belgilashda, “...insoniyat dunyosining buyuk bir yoritgichi – ma’naviyat chirog‘i bor. Bu chiroqning boshqalardan farqi shuki, u insonning ongi va tafakkurini yoritadi, qalbi, vijdonini uyg‘otadi, odamiylik hissini kuchaytiradi. O‘zbekistonning yangi uyg‘onish davrini yaratishga kirishar ekanmiz, har bir yurtdoshimizning qalbi va ongida ana shunday ma’naviyat shu’lasi porlashi va u bizni ezgu ishlarga undab, yuksak mas’uliyat tuyg‘usi bilan yashashga da’vat etishi zarur”[1].

Shunday ekan, har bir inson hamda kamol topib kelayotgan yosh avlod uchun

ma’naviyat suv bilan havodek naqadar zarurligini unutmasligimiz darkor. Ma’lumki, masala va muammoning mohiyatini anglab yetish chog‘ida uning mazmunini ochib berish maqsadida ishlatiladigan tushuncha va kategoriyalarning mazmun-mohiyatiga e’tibor qaratish juda muhim sanaladi. Shu ma’noda ma’naviyat va madaniyat tushunchalari ham alohida ilmiy tahlillarga muhtoj bo‘lib, ayrim tadqiqotchilar tomonidan muayyan ko‘lamda talqin etilgan.

Ma’naviyat tushunchasining ma’no-mazmuni haqida fikr yuritganda uning jamiyatda tutgan rolini teran anglamasdan turib ma’naviy madaniyat haqida so‘z yuritib bo‘lmaydi. Chunki ma’naviy madaniyat ma’naviyatning real hodisa sifatida yuzaga chiqishi, uning voqeiy bo‘lish jarayonining yuzaga kelishidan iborat. Nazariy ongning bir qismi bo‘lgan ma’naviy madaniyatning shakllari amaliyot bilan bog‘liq. Voqelikka nisbatan yoshlar ongida ham ma’naviy madaniyatning elementlari shakllanib, milliylik bilan bog‘liq ravishda ijtimoiy ong rivojlanadi.

Ma’naviyat asosiy tushunchalar izohli lug‘atida “ma’naviyat – inson ruhiy va aqliy olamini ifodalovchi tushuncha” [2] sifatida keltirilgan bo‘lsa, O‘zbekiston milliy entsiklopediyasida esa, “ma’naviyat – kishilarning falsafiy, huquqiy, ilmiy, badiiy, ahloqiy, diniy tasavvurlarini o‘z ichiga oladi” [3], deyilgan. Har bir ta’rifning funktsionallik va individuallik jihatlari mavjud bo‘lib, inson vujudining ma’nosi, manfaatlar to‘qnashuviga moyilligi, uning benazir va mukammal mavjudotligini ifodalaydi.

Birinchi Prezidentimiz Islom Karimov esa “Yuksak ma’naviyat – yengilmas kuch” asarida ushbu tushunchaga bergan o‘zining quyidagicha mashhur ta’rifida: “Ma’naviyat – insonni ruhiy poklanish, qalban ulg‘ayishga chorlaydigan, odamning ichki dunyosi, irodasini baquvvat, iymon-e’tiqodini butun qiladigan, vijdonini uyg‘otadigan beqiyos kuch, uning barcha qarashlari mezonidir” [4], deb ta’kidlaydi. Mazkur ta’rifning o‘ziga xos tomoni shundaki, unda ma’naviyat insonning diniy va dunyoviy hayot bilan bog‘liq ko‘rinishlarning ifodasi sifatida falsafiy tarzdagi mohiyatini ilmiy muomalaga kiritishga yo‘naltirilgan.

Ma’naviyat bilan madaniyatni tahlil etish chog‘ida ular o‘rtasidagi dialektik aloqadorlik, sinergetik tamoyillar mavjudligini ko‘ra bilish juda muhim. Ma’lumki, ma’naviyat ham, madaniyat ham hech kimda tug‘ma bo‘lmaydi, instinktlar orqali tabiatan berilmaydi. U shaxsning jamiyatda ijtimoiylashuvi negizida ahloq, did, idrok, his-tuyg‘ularning ta’siri ostida shakllanadi va, shunday deyish joiz bo‘lsa, ongsizlikdan onglilik, anglanganlik tomon ulg‘ayishida vujudga keladi. Har bir voyaga yetib kelayotgan yigit-qiz shaxsiy hayotiy tajribasi asosida, mustaqil ravishda bevosita tevarak-atrofdagi kishilarning, jamiyatning va o‘tgan ajdodlarning to‘plagan tajribalarini o‘zlashtiradi. Yoshlar ham ijtimoiy amaliyot mahsuli bo‘lgan madaniyatni o‘zlashtirish bilan birga, unga o‘z ta’sirini o‘tkazadi. Yoshlar ijtimoiy ongining shakllanishi jarayonida moddiy va ma’naviy madaniyatni boyita boradi.

Tadqiqot metodologiyasi. Tadqiqotning uslubiy asosini ilmiy bilishning ob’ektivlik (xolislik), tarixiylik, sistemalilik, retrospektiv va qiyosiy tahlil usullari tashkil etadi.

Tahlil va natijalar. Fanda madaniyatga berilgan ta’riflar ham juda ko‘p. Masalan, akademik E. Yusupovning fikricha, “madaniyat – bu kishilar faoliyatining jamiyat iqtisodiy, ijtimoiy-siyosiy va ma’naviy hayot sohasida yaratgan, o‘zlarining

ehtiyojlarini qondirish uchun ishlab chiqargan boyliklar tizimidir” [5]. Ko‘rinib turibdiki, akademik olimimiz bergan bu ta’rifda madaniyat asosan insonning yashash tarzi bilan bog‘liq madaniy faoliyatni o‘z ichiga olganligiga asosiy urg‘u berilgan.

Falsafa bo‘yicha qomusiy lug‘atda “madaniyat (so‘zning o‘zagi arabcha madina, ya’ni shahar ma’nosidan kelib chiqqan holda – madinalik, shaharlik, ta’lim-tarbiya ko‘rganlik) – tabiat va o‘zaro munosabatlarda aks etadigan inson faoliyatining o‘ziga xos usuli” [6], - deb talqin etilgan. Bunda madaniyatning insonning tabiat bilan munosabatlarining uyg‘unlashuviga e’tibor qaratilgan.

Madaniyatga ta’rif bergan olimlar orasida turli soha xodimlari, jumladan, siyosatdonlarni ham ko‘rishimiz mumkin. Jumladan, G.V. Plexanov tomonidan, “madaniyat inson va jamiyat yaratgan moddiy va ma’naviy boyliklar (qadriyatlar) yig‘indisi ekanligi ta’kidlanadi” [7]. Ko‘rinib turibdiki, uning ta’rifida madaniyat bevosita inson faoliyati bilan bog‘liq ijtimoiy munosabatlarning mahsuli sifatida olib qaralgan va o‘z-o‘zidan ravshanki, unda marksizm falsafasining tarixni materialistik tushunish nazariyasining ta’siri ko‘zga yaqqol tashlanib turibdi.

Madaniyat, mohiyatan, shaxs va jamiyat o‘rtasidagi bog‘liqlik bo‘lib, birinchi marta adabiyotda “madaniyat” so‘zi nazariy atama sifatida “Toskulian suhbatlari”da (mil. av. 45 y) qadimgi Rimning mashhur notig‘i va faylasufi, tarixchi Mark Tuliy Sitseron tomonidan qo‘llanilganligini alohida ta’kidlash o‘rinlidir. Bu o‘rinda shuni ham ta’kidlash lozimki, o‘sha paytda bu atama adabiyotda qishloq xo‘jaligi atamasi (qayta ishlash) vazifasini bajargan. Chunki dastlab madaniyatni majoziy ma’noda tabiat va jamiyat hodisalarining inson ongiga ta’siriga nisbatan, keyin esa inson ongi mahsuli va asosida yaratilgan falsafiy an’analarning davomi sifatida ishlatishgan. Shuning uchun Suqrot ham madaniyatni falsafiy tarzda ifodalab, falsafaning inson hayotiga ta’siri usullari tizimida «madaniyat aql – falsafa” degan tezisni maydonga olib chiqqan edi. Bu esa madaniyatning falsafiy bilim ekanligiga qaratilgan ilmiy qarash ekanligini ta’kidlash borasidagi birinchi urinishlar edi. Shu vaqtdan boshlab ushbu so‘zning ma’naviy jihati tarixiylik mazmuniga ega bo‘lib, ijtimoiy jarayonga xos ma’no kasb eta boshladi.

XVII asrda kelib madaniyat inson tomonidan amalga oshiriladigan munosabatlarning ijobiy va salbiy natijasi, shaxsning tashqi va ichki mohiyatini ifodalovchi tushuncha sifatida keng qo‘llanila boshlandi. Bu ham, tabiiyki o‘z davriga xos ilm-fan va ijtimoiy ishlab chiqarish yutuqlarining ifodasi tarzida aks etgan mazmun va mohiyatdan iborat bo‘lganligi bilan e’tiborga loyiq.

XIX asrda esa ko‘plab madaniyatshunoslar yetishib chiqa boshlaganligi ko‘zga yaqqol tashlanadi. Ayniqsa, Yevropada ilmiy-falsafiy tafakkur rivoj topganligi fan tarixida alohida sahifa ochdi va bu holat madaniyat kategoriyasini tushunishga nisbatan yondashuvlarda ham o‘z aksini topmasdan qolmadi, deyishimiz mumkin. Rus olimasi E. A. Orlova aytganidek, “shu davrdan boshlab “madaniyat” tushunchasi “sivilizatsiya”, “ijtimoiy-iqtisodiy formatsiya”, global mintaqalashtirish” kategoriyalari bilan kesishadigan bo‘ldi” [8].

XX asrda Yevropa madaniyatshunosligida T. Parsons madaniyatni ijtimoiy harakatni tahlil qilish sifatida, K. Levi-Strauss esa o‘z asarlarida tabiiy jarayonlarga qarshi bo‘lgan hodisalarning tanlangan maydoni, deb qaraydi. XX asrning ikkichi yarmidan boshlab bu tushunchaga ko‘plab rus faylasuflari, jumladan, N. Berdyayev,

V. Ivanov, L. Shestov, V. Rozanovlar yuqori madaniyatni anglash sohasidagi ko‘plab qimmatli g‘oya va ilmiy tasavvurlarni olib kirishdi.

Madaniyatning mohiyatini tushunishda rus faylasuflaridan biri V. S. Biblerning fikri, o‘ylaymizki, o‘ziga xosligi bilan e’tiborga molik. Uning fikricha:

madaniyat insonga xos bo‘lib, bir vaqtda borliqda mavjud bo‘lishligi va odamlar uchun hamkorlik aloqasi shaklida namoyon bo‘ladi;

madaniyat – inson o‘z mohiyati va shaxsiyatini aqliy anglab yetishi, ijtimoiy hayotda o‘rnatilgan qoidalarga so‘zsiz amal qilish holatidir. Madaniyat - bu o‘z taqdiriga nisbatan erkin qaror qabul qilish va qayta belgilash, uning tarixiy va umumbashariy javobgarligini anglash shaklidir;

madaniyat dunyoning birinchi ixtirosi.

Bunda V. S. Bibler madaniyatning bu uchta ko‘rinishiga xos turli belgilarni o‘z ichiga olgan noyob va universalligini emas, balki, madaniyatning alohida bo‘limlarga ajratilishidir, deb ta’kidlaydi.

Bizning atrofimizdagi dunyoda mavjud bo‘lgan ma’naviy madaniyatni ongli ravishda anglab yetish voqelik ikkilamchi tabiatga o‘tishini shaxs madaniyati sifatida qabul qilishi natijasida obyektivlikdan subyektivlikka erishiladi. Mazkur madaniyat inson uchun ijtimoiy va tarixiy tajriba, dasturlarni to‘plash asosida ijtimoiy ehtiyojlarga asoslangan faoliyat va harakatni oldinga yo‘naltiradi. Borliqni inson ongida aks etishi, shu asosda o‘z ijod mahsulini yaratishi natijasida ma’naviy madaniyat paydo bo‘ladi.

Ma’naviy madaniyat, aslida, kishilik jamiyati tarixida asrlar davomida shakllangan inson tafakkurining mahsuli bo‘lib, unda insonning voqelikka stixiyali tarzda yondashuvi asosida ma’naviy dunyoqarash vujudga kelgan. Asta-sekinlik bilan tevarak-atrofdagi narsa va hodisalarga aqliy munosabatning rivojlanishi negizida ma’naviy madaniyat unsurlari ijobiy va foydali ahamiyat kasb etgan va shuning uchun avloddan-avlodga meros sifatida qoldirish uchun zarur deb topilgan. Bu esa, o‘z navbatida insonning aql-zakovatida yangicha tafakkur tarzi shakllanishi bilan birga, borliqning narsa va predmetlari, hayvonot olami, koinot, megaolam va umuman dunyo to‘g‘risidagi qarashlarining kengayishiga olib kelgan.

Ma’naviy ishlab chiqarish jarayonida siyosiy va huquqiy mafkura, falsafa, axloq, san’at sohasidagi erishilgan yutuqlar saralanib boradi. Ular ma’naviy boyliklarni yaratuvchi shaxslar tomonidan qayta ishlanib, sayqallanadi va odamlarning ehtiyojlarini qondirish tomonga yo‘naltiriladi. Shu boisdan “ma’naviy madaniyat – insonning ma’naviy xususiyat va xislatlari, jamiyatning madaniy darajasini aks ettiruvchi tushuncha” [9] sifatida olib qaraladi. Unda insonning oddiy yashashi bilan bog‘liq kundalik turmushning muhim ehtiyojlari tizimi jamiyat bilan bog‘liq holda ifodalangan.

S. Otamurodov fikriga ko‘ra esa, “ma’naviy madaniyat voqelikni badiiy aks ettirish va o‘zlashtirish vositasidir” [10]. Bunda voqelikda inson mehnati natijasida yaratiladigan moddiy va ma’naviy boyliklar, shaxs ma’naviy qiyofasining yuksalishiga xizmat qiladigan ahloq qoidalariga rioya etish masalalari aks etgan.

Biroq, ushbu o‘rinda ta’kidlash lozimki, bizningcha, S. Otamurodovning bu fikri muhokama etilayotgan masala yuzasidan mutlaq haqiqat darajasi uchun da’vogarlik qila olmaydi. Chunki ma’naviy madaniyat voqelikni badiiy aks ettirish

tushunchasidan ancha kengroq tushuncha. Binobarin, olimning badiiy aks ettirish jihatini mutlaqlashtiradigan bo‘lsak, siyosiy, ilmiy, huquqiy aks ettirish kabi jihatlari ushbu yondashuv doirasiga sig‘may qolishi tabiiydir. Shunday ekan, ma’naviy madaniyatni voqelikni badiiy aks ettirishga tenglashtirish asossiz, balki voqelikni badiiy aks ettirishni ma’naviy madaniyatni shakllantirish vositalaridan biri deyish to‘g‘riroq bo‘ladi.

Ilohiyot nazariyasi nuqtai nazaridan yondashuvda insonning ma’naviy borlig‘i uchun najot bilan muloqot orqali sodir bo‘ladigan ilohiy inoyat, insonning ichki o‘zgarishi va iymon orqali uning qadriyatlari va ma’naviy (ilohiy) ga bo‘lgan munosabatining o‘zgarishlari tushuniladi. Taniqli rus faylasufi I. Ilin bu to‘g‘rida shunday deb yozadi: “barcha ma’naviy madaniyatning asosiy manbai - bu bizga berilgan Ilohiylik. Xudo tomonidan beriladigan yaxshi va jonli narsalarda sevgi va iymon mavjud va uni e’zozlaymiz” [11]. Bu fikrlardan har bir dinda xudoga sig‘inish ilohiylik kasb etishini ko‘rishimiz mumkin va o‘zimizning unga e’tiqodimiz orqali o‘zligimiz, ichki hissiyotlarimizni bag‘ishlaymiz.

Xulosa. Ma’naviy madaniyatga ta’sir qiluvchi omillardan biri jamiyatning ma’naviy yangilanishi jarayonida odamlar ma’naviyatni shakllantirishda muhim rol o‘ynaydigan turli aloqalar, yangi avlodlarning o‘z rivojlanishida yangi qadriyatlar to‘plashi, bilim, g‘oyalar, tajriba orttirishi bilan bog‘liqligidir. Shu bilan birga kundalik an’analar bilan bog‘liq diniy hamda dunyoviy tafakkur ham ana shu omillardan biri sanaladi. Diniy tafakkurda inson ma’naviy ongiga ta’sir qiladigan ilohiy hodisalar va jarayonlar asosiy o‘rin egallaydi. Bunda ma’naviy madaniyatning rivojlanish jarayoni jamiyatning taraqqiyot yo‘nalishini belgilaydigan ko‘rsatkich vazifasini bajaradi.

Ma’naviyat subyektning barqaror holati darajasida to‘liq namoyon bo‘lib, ma’naviy madaniyatning yuqori darajasiga aylanadi. Ushbu jarayonning mohiyatini sharqning buyuk allomasi Abu Nasr Forobiy juda chiroyli va mantiqiy ta’riflaganligini keltirish juda o‘rinli bo‘ladi: “Bu esa tabiiy hayot ruhining yo‘g‘on tomirlar vositasi bilan qalbdan a’zolarga yuborilishi bilan bajo keladi” [12], deb yozgan edi alloma.

Jamiyatda ma’naviy madaniyatni rivojlantirish uchun milliylikni saqlash bilan birga, undan yiroqlashish, insoniyat tarixiga chuqur kirib borish ham maqsadga muvofiq hisoblanadi. Shu tarzda yoshlar kamolotiga xizmat qiladigan ijtimoiy-falsafiy tafakkurni shakllantirish, jamiyatda ajdodlar yaratib qoldirgan moddiy va ma’naviy merosning naqadar buyuk xazina ekanligini anglab yetish mumkin bo‘ladi. Har bir yosh avlod ongli ravishda o‘zining ma’naviy-mafkuraviy olamini milliy va umuminsoniylik uyg‘unligida kamol toptirishi ertangi kun uchun bevosita ma’naviy boylikka aylanadi. Ijtimoiy hayotda moddiylik va ma’naviylikning uyg‘unligi va o‘zaro ta’siri natijasida aqlan yetuk, ahloqan barkamol, jismonan sog‘lom, e’tiqodi butun inson tarbiya topadi. Inson o‘zining teran fikri, rang-barang qarashlari, boy tushuncha va tasavvurlari va g‘oyalar dunyosi yordamida turlicha madaniyatlarni biri-biridan farqlab boradi.

Takliflar. Har bir xalq uchun ma’naviy madaniyatning o‘ziga xos boshqa xalqlardan farqlanadigan jihatlari mavjud bo‘lib, undan foydalanishda ijobiy tomonlarni olishi . Xalqimizning buyuk allomalari Forobiy, Beruniy, Ibn Sino,

Navoiy, Bobur va boshqalarning asarlarida turli xalqlar madaniyatlarining o‘zaro aloqasi va bir-biriga o‘zaro ta’siri keng yoritilgan ulardan unumli foydalanish. Mutafakkirlarning asarlari bugungi kunda ko‘plab tillarda tarjima qilinib, boshqa xalqlarning manfaatlari bilan mos bo‘lganligi bois ularning ma’naviy boyliklari qatoridan ham mustahkam joy olish.

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ZAMONAVIY JAMIYAT VA UNING ISTIQBOLDAGI TARAQQIYOTI

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Annotatsiya. Ushbu maqolada zamonaviy jamiyat va uning istiqboldagi tarqqiyoti turli yondashuvlar asosida har tomonlama chuqur o‘rganishning dolzarbligi haqida dunyo olimlarining fikrlari yoritilgan.

Kalit so‘zlar: jamiyat, taraqqiyot, noosfera, sivilizatsion yondashuv, formatsion yondashuv, ijtimoiy bilish, gnoseologik tahlil.

СОВРЕМЕННОЕ ОБЩЕСТВО И ЕГО БУДУЩЕЕ РАЗВИТИЕ

Аннотация. В данной статье освещены мнения мировых ученых об актуальности всестороннего углубленного изучения современного общества и его будущего развития на основе различных подходов.

Ключевые слова: общество, развитие, ноосфера, цивилизационный подход, формативный подход, сотсиалное знание, гносеологический анализ.

MODERN SOCIETY AND ITS FUTURE DEVELOPMENT

Abstract. This article highlights the viewpoints of world scientists on the relevance of a comprehensive in-depth study of modern society and its future development based on various approaches.

Key words. society, development, noosphere, civilizational approach, formative approach, social knowledge, epistemological analysis.

Kirish. Zamonaviy jamiyatdagi globallashuv jarayonlari bilan bog‘liq bo‘lgan tezkor va chuqur evolyusion o‘zgarishlar keyingi taraqqiyot tufayli ularni yanada o‘zgarib borishi mumkin bo‘lgan yo‘llarini nazariy o‘rganish zaruriyatini keltirib chiqarmoqda. Global muammolarning keskinlashuvi bilan kelib chiqqan umumsivilizatsion halokatning avj olish xavfi ham globallashuvning mazmuni va oqibatlari tahliliga bag‘ishlangan konsepsiyalarni rivojlantirishga ham turtki bermoqda. Zamonaviy jamiyatning taraqqiyot istiqbollari haqida gap ketganda, ta’kidlash zarurki, uning taraqqiyoti ko‘pincha atrof-muhitning holati bilan uzviy bog‘liq. Shuning uchun atrof-muhitni asrash muammosi bevosita insoniyatning yashab qolish muammosiga borib taqaladi. Inson va tabiatning o‘zaro bog‘liqligi shunchalik keng va murakkabki, har qanday harakat istagan harakatsizlik kabi ushbu muhitning umumiy holatida o‘z aksini topadi.

Insoniyatning tarixiy taraqqiyoti va biosferaning evolyusiyasi shuning bilan birgalikda, muallif fikriga ko‘ra, ilmiy tafakkur va inson mehnatining ta’sirida “yangi holat – noosferaga” o‘tish zarurligini taqozo qiladi [1]. Noosfera deganda V.I. Vernadskiy “kishilarning texnik va madaniy faoliyatining hamda tabiatdagi tabiiy jarayonlarning birlashishi natijasida shakllanadigan Yerning yaxlit geologik qobig‘i”ni tushungan [2]. Aholining tinmay ko‘payib borayotganligi, xom-ashyolarning taqchillashib borayotganligi va atrof-muhitning ifloslanib borishi ham hozirgi jamiyatning istiqboldagi taraqqiy etish imkoniyatlari va kelajagini tahlil qilish zarurligi ghaqida bosh qotirishga undamoqda. Ushbu muammolarning tahlili Rim klubi vakillarining faoliyatida ham o‘z aksini topgan. Masalan, o‘zining “O‘sish chegaralari” deb nomlangan dastlabki ma’lumotida xulosaga kelishganki, “agar aholining hozirgi o‘sib borishi, tabiiy muhitning ifloslanishi, oziq-ovqat mahsulotlarini ishlab chiqarish va xom-ashyo resurslarining isrof qilinishi tendensiyalari shunday davom etadigan bo‘lsa, unda yuz yil davomida dunyo o‘sishdan to‘xtaydi, aholi o‘sishining kutilmagan va nazorat qilib bo‘lmaydigan darajada pasayishi ro‘y beradi va ishlab chiqarish hajmi keskin kamayadi”.

XX asrning 60-yillarida hozirgi zamon jamiyatini bashorat qilish zaruriyatining ortib borishi futurologiya (lot. «Futurum» - kelajak, grech. «Aouos;» - ta’limot) deb ataladigan fanlararo yo‘nalishning paydo bo‘lishiga olib keldi. Ijtimoiy va tabiiyotshunoslik fanlarining ma’lumotlariga tayangan holda va insoniyatning va jamiyat hayotining ayrim sohalarining kelajakdagi taraqqiyotini oldindan ko‘ra olishni maqsad qilib olgan holda futurologiya zamonaviy sivilizatsiyaning 4 ta asosiy muammolariga e’tiborni qaratdi: qurollanish poygasini o‘rganish muammosi; aholining tabiiy o‘sishi, atrof-muhit va xom-ashyo resurslari muammosi; jahon iqtisodiyoti taraqqiyoti; insoniyat taraqqiyotining ijtimoiy aspektlari.

Adabiyotlar tahlili va metodlar. Futurologik bashoratlarning namunalaridan biri sifatida amerikalik futurolog E. Tofflerning jamiyat taraqqiyotining murakkablashuvi va tezlashuvi tufayli paydo bo‘layotgan hozirgi zamon jamiyatidagi inqiroziy tendensiyalarning tahlili berilgan “Futuroshok” (1970) va “Ekospazm” (1975) asarlarini keltirish mumkin. Keyinroq yozilgan “Uchinchi to‘lqin” (1980), “Zaminlar va bashoratlar” (1984), “Hokimiyatning qulashi” (1990) asarlari industrial jamiyat inqirozining xususiyatlarini tahlil qilishga bag‘ishlangan va ularda E. Toffler evolyusiyaning keyingi superindustrial davrida yangicha ijtimoiy tartiblarning o‘rnatilishi masalalariga e’tibor qaratgan.

Zamonaviy jamiyatning istiqbolda taraqqiy etish mumkin bo‘lgan imkoniyatlarini anglab yetishda mamlakatlar o‘rtasidagi o‘zaro hamkorlik mexanizmlari taqdim etilgan bilan birga butun insoniyatning yanada rivojlanishi prognozlari ishlab chiqilayotgan Z. Bauman, I. M. Vallerstayn, V. I. Vernadskiy, E. Toffler, S. Xattington, A. L. Chijevskiy, F. Fukuyama va boshqa olimlarning ilmiy asarlari katta ahamiyatga ega.

Zamonaviy jamiyat taraqqiyoti istiqbollarini yuqorida qayd etilgan fikrlar pozitsiyasidan turib tushuntirish O. M. Ayvanxov, A. Bezant, A. Beyli, A. Klizovskiy, D. Krishnamurti, L. I. Maslov, E. R. Muldashev, Ye. Rerix, D. P. Samorodov, P. Uspenskiy, R. Shtayner va boshqalarning asarlarida ko‘zga tashlanmoqda.

Hozirgi zamon jamiyatining taraqqiyot yo‘llarini anglab yetishdagi qiyinchiliklar butunjahon tizimining kelajagini prognoz qilish va nazariy tadqiq etish uchun yangi paradigmalardan iborat Z. Baumanning “Joriy zamonaviylik”, E. Tofflerning “Uchinchi to‘lqin jamiyati”, F. Fukuyamaning “Tarixning intihosi”, S. Xantingtonning “Sivilizatsiyalar to‘qnashuvi” kabi konsepsiyalar rivojlanishini tezlashtirdi.

Muxokama va natijalar. Dunyoda sodir bo‘layotgan o‘zgarishlar hozirgi zamon jamiyatida Z. Baumanning “Joriy zamonaviylik” [3] g‘oyasida aks etgan boshqacha tasavvurning paydo bo‘lishiga olib keldi. “Sotsiologik fikrlash”(1996), “Individuallashgan jamiyat”(2002), “Globallashuv: inson va jamiyat uchu oqibatlari” (2003), “Erkinlik”(2006), “Joriy zamonaviylik”(2008) asarlarining muallifi bo‘lgan Z. Bauman, zamonaviy jamiyatning istiqbollari haqida gapirarkan, hozirgi dunyoning suyultirilgan holda ekanligini ta’kidlaydi. Suyuqlik istagan shaklni berish mumkin bo‘lgan substansiyadan iborat bo‘lib, biroq bu shaklni saqlab turish qiyin: “suyuqliklar-

deb ta’kidlaydi Z. Bauman, - osongina bir joydan boshqa joyga siljiydi. Ular oqadi, quyiladi, quriydi, sochiladi, tomchilaydi, ko‘madi, ajraladi; qattiq jismlardan farqli ravishda ularni to‘xtatish oson emas – ayrim to‘siqlardan oshib o‘tadi, ba’zilarini eritadi va uchinchilarini esa parchalab, sochib tashlaydi” [4].

“Sovuq urush” va SSSRning parchalanishidan keyin sodir bo‘lgan geosiyosiy davrlar almashinuvi bir-biriga qarama-qarshi bo‘lgan zamonaviy jamiyatning yangi tuzilmasini bashorat qilish va nazariy tadqiq etishdan iborat yangi paradigmalar ko‘rinishidagi ikki “mondializm” va “neoatlantizm” deb ataladigan geosiyosiy fikrlarning paydo bo‘lishiga olib keldi.

“Mondializm” (fransuzcha «Monde», lotincha «Mundi» - dunyo), yoki “yangi dunyo tuzilishi doktrinasi” o‘z mohiyatiga ko‘ra Jahon hokimiyatining o‘rnatilishi, irqiy, diniy, etnik, milliy va madaniy chegaralarning barham topishi bilan barcha davlatlar va xalqlarning yagona planetar tashkilotga birlashib ketishini anglatadi.

T. F. Yefremovaning rus tilining yangi lug‘atiga muvofiq jahon hokimiyati boshchiligida pirovard maqsadi milliylikdan ustun turadigan yagona siyosiy strukturani qurish bo‘lgan mondializmning mohiyati milliy davlatlarning suvereniteti va mustaqilligini maqsadli tarzda buzishdan iborat [5]. “Mondializm“ siyosati to‘g‘risida birinchi marta Fors ko‘rfazidagi urush chog‘ida AQSh prezidenti J. Bush tomonidan 1991 yilda gapirilgan edi. Mondializmning asosi G‘arbning strategik dominantligi ostida yagona dunyo tizimiga o‘tishdan iborat bo‘lgan.

Zamonaviy jamiyat taraqqiyotining biz ko‘rib chiqqan variantlari qatori ekologik halokat natijasida sodir bo‘lishi mumkin bo‘lgan dunyoning tugashi, uchinchi jahon urushi ehtimolligi, nanotexnologiyalar taraqqiyoti, jahon okeani tublarining o‘zlashtirilishi, yulduzlararo insoniy sivilizatsiyaning yaratilishi, kiborglarning yaratilishi va insoniyat evolyusiyasining boshqa futurologik ssenariylari kabi bashoratlar aks ettirilgan konsepsiyalar paydo bo‘ldi.

Zamonamizning ana shunday juda dolzarb masalalardan biri sifatida uchinchi jahon urushining boshlanishi mumkinligi masalasining yuzaga kelishidir. Xalqaro davlatlararo munosabatlardagi inqirozning borgan sari keskinlashib borayotganligi gipotetik global harbiy ixtilofning xavfi to‘g‘risida gapirish imkonini beradi. Sovuq

urush va qurollanish poygasining avj olishi urush xavfini sezilarli darajada oshirilishiga olib kelgan ommaviy qirg‘in qurollarini ishlab chiqarish sohasidagi tadqiqotlarni rivojlantirishga turtki bo‘lgan sabablardan biri bo‘ldi.

Hozirgi zamon sivilizatsiyasini rivojlantirishning yana bir istiqboli mexanik yoki elektron komponetlarga (mas., miya implantatlari, sun’iy o‘pkalar va b.) ega bo‘lgan kiborglar (qisqacha inglizchadan cybernetic organism - kibernetik organizm) ni yaratish imkoniyatidir. Ular qisman “protezlangan” insonlar emas, balki “turlicha kosmik muhitlarga moslashadigan sun’iy ovqat hazm qilish regulyatsiya tizimi bilan qisman rekonstruksiya qilingan insondan iborat bo‘ladi” [6]. Hozirgi davrda kiborglarni yaratish dolzarb masalalardan biridir. Misol uchun, 2011 yilning fevralida Rossiyada turli olimlarni birlashtirgan, sun’iy intellektni yaratish bo‘yicha loyihalarni ishlab chiqib taqdim etadigan “Rossiya 2045” deb atalgan strategik ijtimoiy harakat tashkil etildi.

Fan, ilg‘or texnologiyalar taraqqiyoti zamonaviy sivilizatsiyaga nafaqat kosmosga chiqish, balki perspektivada unda odamlarni joylashtirish imkonining paydo bo‘lishiga ham olib keldi [7]. Kosmosni o‘zlashtirish va Quyosh tizimidagi sayyoralardan kelajakda insoniyatning hayot faoliyati uchun foydalanish hozirgi jamiyatni taraqqiy ettirish mumkin bo‘lgan istiqbol deb tasavvur etish mumkin. Biroq ta’kidlash kerakki, uzoqqa mo‘ljallangan dastlabki prognozlarni tuzish jamiyatning borgan sari taraqqiyotining tezlashib borayotganligi tufayli hamma vaqt ham samarali chiqavermaydi. Fan, albatta, “ u yoki bu taraqqiyot yo‘lini tanlash oqibatlarini oldindan aytib berishi mumkin. Matematik modellardan va statistik metodlardan foydalanishni birlashtirganda bu prognozlar jamiyat borishi mumkin bo‘lgan majburiy murosasozliklarni aniqlash imkonini beradi” [8]... va oxirgi paytda qonun ijodkorligi, boshqaruv va mablag‘larni yo‘naltirishlarda ijobiy siljishlar ko‘zga tashlanib qoldi. Analitiklar tomonidan XX asr 30-40-yillarida foydalana boshlanilgan ishsizlik darajasi, budjet taqchilligi va milliy yalpi mahsulot kabi tushunchalar bugunga kelib hamma joyda qo‘llanilmoqda. Atrof-muhit, ijtimoiy xavfsizlikni himoya qilish, terrrorizmdan himoyalanish, yangi texnologiyalarni joriy etishning oqibatlarini oldindan ko‘ra olish kabilar olimlar tomonidan “uzoqni ko‘zlangan ishonchli prognozlarni” aytib berishlari uchun juda murakkab va bashorat qilish qiyin muammolardir.

Xulosa. Shunday qilib, hozirgi zamon jamiyati va uning taraqqiyot istiqbollari tahlilini yakunlar ekanmiz, biz quyidagi xulosalarga keldik:

1. Zamonaviy jamiyat taraqqiyoti jamiyat hayotining barcha jabhalarini qamrab olayotgan global muammolar keskinlashgan va dunyo tez o‘zgarayotgan juda murakkab va ziddiyatli jarayonlardan iborat. Hozirgi zamon jamiyatining keyingi taraqqiyoti yo‘llarini tushunishning qiyinligi yangicha dunyo tartibi va tuzumini nazariy tadqiq etish va prognoz qilish uchun yangi paradigmalardan iborat konsepsiyalarni yaratish zarurligini taqozo qiladi.

2. Zamonaviy konsepsiyalarda hozirgi davrda sodir bo‘layotgan voqea-hodisalarning– insoniyat taraqqiyotining va biosfera rivojlanishi, yangi ijtimoiy tuzum va tartiblarning evolyusiyaning superindustiral davriga o‘tish oqibati sifatida

qaror topishi, va transformatsiyasini tezlashtirishning yakuni sifatida, kosmik fazoni egallash va unga aholini ko‘chirib joylashtirish, sun’iy tanani yaratish yordamida insoniyatni yerdagi o‘zgarib borayotgan sharoitlarga moslashtirish yoxud insoniyatning keyingi taraqqiyoti haqidagi futurologik bashoratlar kabi insoniyatning keyingi taraqqiyoti haqidagi futurologik bashoratlar ilgari suriladi.

3. Hozirgi zamon jamiyatini yanada rivojlantirishning uzoqqa mo‘ljallangan prognozlarini tuzishning qiyinligi insoniyat oldida turgan murakkab vazifalarni bajarish uchun turli mamlakatlarning birlashishi va foydalanilishi butun sayyora uchun fojiali bo‘lishi mumkin bo‘lgan texnologiyalarni yaratish bitimlari tuzish zarurligini keltirib chiqaradi.

Hozirgi zamon jamiyati keyingi taraqqiyotining uzoqqa mo‘ljallangan prognozini tuzishdagi qiyinchiliklar insoniyat oldida turgan kechiktirib bo‘lmaydigan vazifalarni hal etish va foydalanish oqibatlari butun sayyora uchun fojiali bo‘lishi mumkin bo‘lgan texnologiyalardan foydalanish to‘g‘risida bitimlarni tuzish uchun turli mamlakatlarning sa’y-harakatlarini birlashtirish zarurligiga olib kelganligi aniqlandi.

Shunday qilib, XXI asrga xos bo‘lgan hozirgi zamon jamiyati taraqqiyoti bilan bog‘liq bo‘lgan muammolarni batafsilroq o‘rganish istiqboldagi tadqiqot va izlanishlarni tashkil qiladi.

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TALABA-YOSHLAR MA'NAVIY-AXLOQIY SIFATLARINI OMMAVIY AXBOROT VOSITALARI ASOSIDA TAKOMILLASHTIRISHNING PEDAGOGIK-PSIXOLOGIK JIHATLARI

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Annotatsiya. Mazkur maqola mazmuni OAVda talaba yoshlarlar ma'naviyatini rivojlantirishga karatilgan mavzular samaradorligini oshirish, talaba yoshlarlarning ma'naviy ehtiyojlariga mosligi, mavzular rang barangligi, tarbiyaviy ishlar mazmuniga uyg'unlik, talaba yoshlarlarning mediasavodxonligini rivojlantirish, kontentning talaba yoshlarlar yosh xususiyatlariga mosligi kabi mediapedagogik talablar asosida takomillashtirishga qaratilgan.

Kalit so'zlar: globallashuv, axborot, ommaviy axborot vositalari, ma'naviyat, radio, mafkuraviy immunitet, internet, ijtimoiy tarmoq, virtual axborot maydoni.

ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ АСПЕКТЎ ПОВЎШЕНИЯ ДУХОВНО-НРАВСТВЕННЎХ КАЧЕСТВ СТУДЕНТОВ МОЛОДЕЖИ НА ОСНОВЕ

Аннотация. Содержание данной стати основано на медиапедагогических требованиях, таких как повўшение еффективности тем, направленнўх на развитие духовности учаҳихся и молодежи в средствах массовой информации, соответствие духовнўм запросам учаҳихся и молодежи, разнообразие тем, гармония с содержание воспитателной работў, развитие медиаграмотности студентов и молодежи, соответствие содержания возрастнўм особенностям студентов и молодежи.

Ключевые слова: глобализация, информация, СМИ, духовност, радио, телевидение, идеологический иммунитет, Интернет, социалная сет, виртуалное информационное пространство.

PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF IMPROVING THE SPIRITUAL AND MORAL QUALITIES OF YOUTH STUDENTS BASED ON THE MEDIA

Abstract. The content of this article is based on media pedagogical requirements, such as increasing the effectiveness of topics aimed at developing the spirituality of students and youth in the media, compliance with the spiritual needs of students and youth, a variety of topics, harmony with the content of educational

work, developing media literacy of students and youth, compliance of the content with the age characteristics of students and youth.

Key words: globalization, information, mass media, spirituality, radio, television, ideological immunity, Internet, social network, virtual information space.

Kirish. Jahon miqyosida axborot kommunikatsion texnologiyalarining rivoji talaba-yoshlarning hayot tarziga zid bo‘lgan zararli g‘oyalar va mafkuraviy xurujlarning kelib chiqishiga sabab bo‘lmoqda. Xorijiy televidenielar orqali berilayotgan ko‘rsatuvlar, radio eshittirishlar, internet manbalari, mobil aloqa, kompyuter o‘yinlari, video va kino mahsulotlaridan foydalanuvchi talaba-yoshlar kerakli axborot bilan birga jamiyatimizning axloqiy tartib qoidalariga zid bo‘lgan shafqatsizlik, zo‘ravonlik va milliy mentalitetimizga begona bo‘lgan boshqa g‘oyalar targ‘ibotiga ham duch kelmoqda. Natijada talaba-yoshlar orasida axborot madaniyatini shakllantirish va ularning ma’naviyatini yuksaltirish zarurati tobora dolzarb ahamiyat kasb etmoqda.

Maqsadimiz, Ta’lim tizimining OAV lardan voz kechishi emas, ulardan oqilona foydalangan holda, o‘zligimiz, qadriyatlarimizni saqlab qolishdan iborat. Bu borada oila, mahalla, ta’lim muassasalari, jamoat va davlat tashkilotlarining roli muhim ahamiyat kasb etadi. Yuqoridagi fikr mulohazalardan kelib chiqib talaba-yoshlar ma’naviy axloqiy sifatlarini ommaviy axborot vositalari asosida takomillashtirishga oid quyidagi takliflarni bildirish mumkin:

OAV orqali yoshlarda ijtimoiy fikrni tahlil qilish tizimini kuchaytirish;

– yoshlarning «ijtimoiy dunyoqarashini» axborot maydonidagi dunyoqarashini o‘rganish, bu boradagi faoliyat samaradorligini oshirish;

– xorijiy davlatlarning bizning milliy mentalitetimizga to‘g‘ri kelmaydigan salbiy tomonlari ham mavjudligini OAV orqali talaba yoshlarga mashg‘ulotlar davomida tushuntirib borish;

– internetdan foydalanishga oid axborot madaniyatini shakllantirish;

– milliy qadriyatlar va o‘zligimizni anglash, ma’naviyatimizga tahdid kelajagimizga tahdid ekanligini tushuntirish;

– o‘sib kelayotgan yosh avlodning media savodxonligi va axborot texnologiyalaridan foydalanish madaniyatini yuksaltirish, mafkuraviy immunitetini oshirish (ma’naviy ma’rifiy tadbirlar, OAV dasturlari orqali);

– axborot makonining globallashuvi jarayonida talaba yoshlarning ma’naviy-axloqiy tarbiyasini yanada takomillashtirishga qaratilgan chora tadbirlar rejasini ishlab chiqish va uzluksiz tarzda olib borilishini yo‘lga qo‘yish;

OAV vositalarida yoshlar ma’naviy yetukligini ta’minlashga erishish;

Talaba yoshlar auditoriyasiga mos bo‘lgan OAV mahsulotlari safini kengaytirish, yoshlarga oid teleko‘rsatuvlar va radio eshittirishlarda vatanparvarlik tuyg’ularini ularga hayotiy misollar bilan yetkaza bilish, matbuot sahifalaridagi yoshlarga doir materiallar sifatiga e’tibor qaratish, sermazmun OAV mahsulotlarini tayyorlashda jurnalistlar va pedagoglar hamkorligini kuchaytirish;

talaba yoshlarga ma’naviy axloqiy tarbiya berishda media ta’limning, xususan, ommaviy axborot vositalarining rolini oshirish.

Bu tadbirlarni amalga oshirishda ilmiylik, muvofiqlashtirish, tizimli boshqaruv

tamoyillariga rioya etish va talaba yoshlarlarning yosh xususiyatini hisobga olish juda muhimdir.

Ma’naviyat insonning, xalqning, jamiyatning, davlatning kuch qudratidir. Mamlakat va millat taqdirida ma’naviy tarbiyaning o‘rni muhim ahamiyatga ega. Ayni davr insondan OAV larning qaysi turi orqali axborotga ega bo‘lmasin, albatta, axborotni tahlil qila olish, yot g‘oyalarga nisbatan ma’rifat bilan qarshi tura olish ko‘nikmasiga ega bo‘lishni talab qilmoqda. Bu jarayon insondagi mafkuraviy immunitetning shakllanishi bilan bevosita bog‘liq. [1, 114-119-b.]

Jahonda talaba yoshlarni shaxs sifatida rivojlantirish va uning ijtimoiy faolligini oshirishda mediavositalardan foydalanish texnologiyalarini, innovatsion usullarini takomillashtirish, talaba-yoshlar ma’naviyatini ommaviy axborot vositalari (OAV) asosida shakllantirishning diagnostik tizimini takomillashtirish, global axborot maydonida talaba-yoshlarni turli g‘oyaviy ta’sirlardan himoyalash va axborot xavfsizligini ta’minlash mexanizmlarini takomillashtirishga alohida e’tibor qaratilmoqda. .[2, 42 b.]

Mamlakatimizda yosh avlod ta’lim tarbiyasi, shaxs kamoloti yo‘lida keng ko‘lamli ishlar amalga oshirilmoqda. Bu borada yosh avlodni ma’naviy axloqiy tarbiyalashda xalqimizning boy milliy madaniy tarixiy an’analari, urf odatlari hamda umumbashariy qadriyatlarga asoslangan samarali tashkiliy, pedagogik shakl va vositalar amaliyotga joriy etildi.

Respublikamizda milliy g‘oya va mafkuraning jamiyat hayotida tutgan o‘rni, milliy tarbiyaning ma’naviy asoslari, talaba yoshlar shaxsida mafkuraviy immunitetni shakllantirish va ma’naviy madaniyatni rivojlantirishning ijtimoiy pedagogik masalalari mamlakatimiz olimlari M. Duronov.[2, 42 b.], N. Taylakova.[2, 34 b.] va boshqa olimlar. tomonidan tadqiq etilgan.

Xorijlik olimlar J .Caberoning tadqiqotlarida ommaviy axborot vositalarining inson hayotidagi ijtimoiy imkoniyatlari va mediata’lim texnologiyalarini joriy etish zarurati ochib berilgan. Talaba yoshlar ma′naviyatini rivojlantirish muammosi turli soha olimlari tomonidan o‘rganilgan bo‘lsada, global axborotlashtirish davrida talaba-yoshlar ma′naviyatini milliy ommaviy axborot vositalari manbalari: masalasi maxsus tadqiqot predmeti bo‘lmagan.

Tajribalarimiz tahlili shuni ko‘rsatadiki, talaba-yoshlar auditoriyasiga mo‘ljallangan mavzularning yoritilishida yuqorida sanab o‘tilgan tashkiliy-pedagogik funktsiyalar teleko‘rsatuvlar mazmunida har doim ham o‘z aksini topmaydi. Xususan, bolalar ko‘rsatuvlarini tayyorlaydigan telejurnalistlar faoliyatida voqea-hodisalarni pedagogik idrok va tahlil qilish qobiliyati sust, natijada ko‘rsatuv tayyorlash jarayonida talaba-yoshlarning ma’naviy ehtiyojlari, qiziqishlari, shaxsiy fikri e’tibordan chetda qoladi.

Tadqiqotda yuqoridagi holatlarni hisobga olib, talaba-yoshlar auditoriyasiga oid dasturlarni tayyorlovchi jurnalistlarning mediapedagogik bilimlarini oshirish zarur degan xulosaga kelindi. Shunga ko‘ra, tadqiqot doirasida OAVda talaba-yoshlar ma’naviyatini rivojlantirishga qaratilgan mavzular samaradorligini oshirish talaba yoshlarlarning ma’naviy ehtiyojlariga mosligi, mavzular rang barangligi, tarbiyaviy ishlar mazmuniga uyg‘unlik, talaba yoshlarlarning mediasavodxonligini rivojlantirish, kontentning talaba yoshlarlar yosh xususiyatlariga mosligi kabi

mediapedagogik talablar asosida takomillashtirildi (1-jadval).

1-jadval

Talaba-yoshlar ko‘rsatuvlarining ma’naviy -ma’rifiy natijaviyligini oshirish talablari

	Natijaviylikni oshirish talablari va uning qisqacha mazmuni
1.	*Ma’naviy ehtiyojlarga mosligi.* Talaba-yoshlar mavzusidagi materiallarning mazmun-mohiyati, tuzilishi aniqlik va oddiylikka asoslanishi va talaba-yoshlarlarning ma’naviy ehtiyojlarini rivojlantirishga xizmat qilishi zarur.
2.	*Mavzular xilma-xilligi.* Teleko‘rsatuvlarda beriladigan materiallar mazmuni badiiy, informatsion, ta’limiy, tarbiyaviy, kreativ fikrlashga undovchi talablarga mos bo‘lishi lozim.
3.	*Uyg‘unligi* – teleko‘rsatuvlarda beriladigan materiallar mazmuni ma’naviy- mafkuraviy tarbiya jarayoniga uyg‘un bo‘lishi lozim.
4.	*Yosh xususiyatlariga mosligi.* Talaba-yoshlar mavzusini yoritadigan mediamateriallar talaba-yoshlarning istak-xohishlari va qiziqishlariga, psixologiyasiga, ijtimoiy tasavvur va qarashlariga mos bo‘lishi lozim.
5.	*Teleko‘rsatuvlar mazmuni rivojlantirish.* Teleko‘rsatuvlar mazmuni talaba-yoshlarda mediamateriallarni tahlil qila olish, xulosa chiqarish, virtual munozaralarga mustaqil erkin fikrini bildira olish qobiliyatini rivojlantirishi lozim.

Yuqoridagi mediapedagogik talablarni hisobga olib, talaba-yoshlar auditoriyasiga oid dasturlar, jurnalistlar va pedagoglar hamkorligini yo‘lga qo‘yish asosida tayyorlanishi lozim. Bizningcha, teleko‘rsatuvlarning tarbiyalovchi xususiyatlarining samaradorligi aynan mazkur xamkorlik asosida tayyorlanishiga bevosita bog‘liq. Ushbu tadbirni amalga oshirishda ommaviy axborot vositalarining ta’lim muassasasi, oila va mahalla bilan hamkorlikdagi faoliyatini integratsiyalash tizimini ishlab chiqish maqsadga muvofiq.

Tadqiqot doirasida talaba-yoshlar ma’naviyatini rivojlantirishga qaratilgan teleko‘rsatuv va radioeshittirishlarning mazmunidan tarbiyaviy jarayonlarda foydalanish metodlari (suhbat, davra suhbati, videolektoriy, mediahaftaliklar) mediapedagogik resurslar asosida takomillashtirilgan. Maqolada teledasturlarni ta’lim muassasasi, mahalla va oila muhitining ma’naviy tarbiya jarayoniga joriy qilish metodlari yoritilgan.

Ta’lim muassasasida: dars jarayonlarini interfaol metodlar asosida tashkil etishda o‘qituvchi ko‘rsatuvlardan dars mavzusiga mos epizodik lavhalar, kichik syujetlardan (videolektoriy) mashg‘ulotda foydalanishi va talaba-yoshlarlarni mushohadaga chorlashi, mediamateriallar vositasida ularda ijodiy va tankidiy fikrlash

ko‘nikmalarini shakllantirishi mumkin;

OTM OAVdan foydalanish holatini ya’ni internet, ijtimoiy tarmoqlarga qanday maqsadda kirishi, qanday film, serial, kliplarni ko‘rishini nazoratsiz qoldirmaslik choralarini o‘zaro suhbat asosida muhokama qilishga chorlash zarur;

OTMda «Yosh jurnalistlar» guruhini tashkil etish hamda milliy telekanallar ko‘rsatuvlaridan andoza olib, kichik videolavhalar tayyorlash, maqsadga yo‘naltirilgan intervyular tashkil etish, «Zakovat», «Bilimdon» kabi shoularni uyushtirish orqali natijaga erishish mumkin.

Shuningdek, tadqiqot davomida talaba-yoshlarning hayotida radioning o‘rni va radioeshittirishlarning tarbiyaviy funktsiyalari aniqlashtirilgan.

Kuzatuvlarimiz jarayonida, ota-onalarga berilgan «Farzandingiz internetda nimalar bilan shug‘ullanishini bilasizmi» degan savolga 70,8% ota-onalar aniq javob bera olmaganliklari ma’lum bo‘ldi. Ota- onalarning ko‘pchiligi: «Internetni nazorat qilish qiyin, u anonim xususiyatga ega», - degan xulosani berganlar. Ota-onalar o‘z farzandlarining kanday saytlarga kirishlarini bilmasligi oqibatida, ayrim talaba-yoshlar «kiberludomaniya» qurboniga aylanib qolmoqda. «Kibernetik ludomaniya atamasi jahon meditsina amaliyotiga rasman kiritilgan kasallik nomi. Kiberludomaniya kompyuter o‘yinbozligi» talaba-yoshlar orasida kompyuter o‘yinbozligiga chalinganlarining hayot tarzida, jismoniy va ma’naviy rivojlanishida kiberludomaniyaning asoratlari kuzatiladi.

Tadqiqot davomida talaba yoshlarni internetning salbiy ta’siridan himoya qilish, talaba yoshlar orasida axborot xavfsizligini ta’minlashga doir quyidagi tavsiyalar ishlab chiqilgan.

Talaba yoshlar ma’naviyatini ommaviy axborot vositalari asosida shakllantirish hozirgi kunda turli ko‘rinishlardagi g‘oyalar, mafkuralar o‘rtasida qat’iy kurash ketayotgan bir davrda muhim va dolzarb pedagogik zaruratdir. Tadqiqotda teleko‘rsatuvlarning talaba-yoshlar ma’naviyatini takomillashtirishga xizmat qiluvchi: ogohlantiruvchi, ma’lumot beruvchi, integrativ, refleksiv, ijtimoiy pedagogik, madaniy-rekreativ extiyojlarni ta’minlovchi tashkiliy pedagogik funktsiyalari aniqlashtirilgan. Ular bugungi talaba-yoshlarni ma’naviy-axloqiy rivojlanishida muhim ahamiyat kasb etadi.

OAV muayyan axborotni yetkazish, u yoki bu masalaga diqqatni qaratish orqali talaba-yoshlarga, turli ijtimoiy guruh vakillariga o‘z fikrlarini ifoda etish, fikrdoshlarni topish, yagona maqsad va e’tiqod yo‘lida yakdillik bilan harakat qilishga imkon yaratadi. Ayniqsa, televidenie va internet eng so‘nggi ilmiy yangiliklarni qisqa vaqtda butun dunyoga ma’lum qilishga, ilm-fan, madaniyat, adabiyot va san’at yutuqlaridan har bir talaba-yoshlar foydalana olishiga zamin yaratadi.

OAV ning talaba-yoshlarga ta’sir kuchi beriladigan materiallarning tezkorligi, ko‘tarilayotgan masalalarning dolzarbligi hamda tahliliylik darajasiga va mavjud muammolarning samarali yechimlarini taklif etishiga ko‘p jihatdan bog‘liq. Shu bois, tadqiqotda OAV da talaba-yoshlarlar ma’naviyatini rivojlantirishga qaratilgan mavzular samaradorligini oshirish talaba-yoshlarlarning ma’naviy ehtiyojlariga mosligi, tarbiyaviy ishlar mazmuniga uyg‘unlik, talaba-yoshlarlarning mediasavodxonligini rivojlantirish, kontentning talaba-yoshlarlar yosh

xususiyatlariga mosligi kabi mediapedagogik talablar asosida takomillashtirilgan.

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RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH SAMARADORLIGINI OSHIRISH VOSITASI SIFATIDA MAKTAB O‘QUV JARAYONI SIFATINI BOSHQARISHNING PEDOGOGIK SHART-SHAROITLARI.

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Annotatsiya. Maqolaning maqsadi umumiy ta’lim muassasalarida raqamli texnologiyalaridan foydalanish muammolarini ochib berish. Maqolada raqamlashtirishning ta’lim sifatiga ta’sirini ko‘rib chiqishga alohida e’tibor qaratilgan, ta’limda axborot texnologiyalaridan foydalanish misollari ochib berilgan. Maqolada raqamli texnologiyalarining uchta asosiy komponenti texnik vositalar, dasturiy vositalar va tashkiliy-uslubiy ta’minot tizimi sifatida tavsiflanadi. Maqolada eng keng tarqalgan ko‘p funksiyali ofis ilovalari va IT vositalari sanab o‘tilgan. O‘quv jarayonida raqamli texnologiyalarni qo‘llashning afzalliklari yoritilgan. Maqolada ta’limda axborot texnologiyalaridan foydalanish ta’lim jarayonini takomillashtirishning zamonaviy usullaridan biri bo‘lgan o‘qitishning keng ko‘lamli shakl va usullarini diversifikatsiya qilish imkonini beradi degan xulosaga kelishadi. Maqola faoliyat sohasi ta’limda zamonaviy raqamli texnologiyalarini takomillashtirish va ulardan foydalanish bilan bog‘liq bo‘lgan o‘qituvchilar va talabalar uchun mo‘ljallangan

Kalit so‘zlar: raqamlashtirish, axborot texnologiyalari, tizim va amaliy dasturlar ta’lim jarayoni; kompyuterlashtirish, raqamli tizimlashtirish, axbarot maydoni.

Аннотация Цель статьи – раскрыть проблемы использования цифровых технологий в общеобразовательных учреждениях. В статье уделяется внимание рассмотрению влияния цифровизации на качество образования, раскрываются примеры использования информационных технологий в образовании. В статье описаны три основных компонента цифровых технологий: технические средства, программные средства и система организационно-методического обеспечения; В статье перечислены наиболее распространенные многофункциональные офисные приложения и ИТ-инструменты; выделены преимущества использования цифровых технологий в образовательном процессе. В статье делается вывод, что использование информационных технологий в образовании, являющихся одним из современных методов совершенствования образовательного процесса, позволяет диверсифицировать масштабные формы и методы обучения. Статья предназначена преподавателям и студентам, сфера деятельности которых связана с совершенствованием и

использованием современных цифровых технологий в образовании.

Ключевые слова: цифровизация, система информационных технологий и практические программы образовательного процесса; компьютеризация, цифровая систематизация, информационное поле.

Abstract. The purpose of the article is to reveal the problems of using digital technologies in general educational institutions. The article focuses on considering the impact of digitization on the quality of education, reveals examples of the use of information technology in education. In the article, the three main components of digital technologies are described as technical tools, software tools and an organizational and methodological support system; The article lists the most common multifunction office applications and IT tools; the advantages of using digital technologies in the educational process are highlighted. The article concludes that the use of information technologies in education, which is one of the modern methods of improving the educational process, allows for the diversification of large-scale forms and methods of teaching. The article is intended for teachers and students whose field of activity is related to the improvement and use of modern digital technologies in education.

Key words: digitalization, information technology system and practical programs educational process; computerization, digital systematization, information field.

Kirish. Hozirgi kundagi jadal rivojlanayotgan davrda ilmiy-texnik sohadagi yutuqlar raqamli texnologiyalar va axborot texnologiyalarining rivojlanishini belgilaydi. Nafaqat kompyuterlar, balki raqamli texnologiyalarni ham yuqori darajada o‘zgarganligi, ularning analitik va haqiqiy didaktik imkoniyatlari kengayganligi sababli, raqamli texnologiyalar aqliy, ijodiy, kommunikativ va ijro faoliyatining yangi darajasini ifodalaydi va faoliyat va ta’limning turli jihatlarini tubdan qayta qurishga olib keladi. Bugungi kunda texnik, axborot-kommunikatsiya imkoniyatlaridan ta’lim maqsadlarida foydalanish muhimligini ko‘rsatadi. Shu munosabat bilan zamonaviy kompyuterlarning salohiyati ta’lim tizimining ehtiyojlarini qay darajada qondirishi mumkinligini aniqlash muhimdir. Raqamli texnologiyalar va informatika samaradorligi o‘rganish ob’ekti sifatida ta’lim mazmuni muammosiga taalluqli va ijtimoiy-iqtisodiy va ilmiy-texnik taraqqiyotning ob’ektiv dolzarb va istiqbolli ehtiyojlari, o‘quvchilarning shaxsiy ta’lim talablari bilan belgilanadigan yo‘nalish sifatida qaraladi. Raqamli texnologiyalar va informatika fanlarini o‘rganish maktab ta’limi sifatini oshirishga qanday istiqbol va nimani olib kelishini aniqlash kerak.

Ushbu masalani ikki nuqtai nazardan ko‘rib chiqaylik: o‘quvchilarning kompyuter savodxonligi axborot-kompyuter kasbiyligi va axborot-kompyuter madaniyatining birinchi bosqichidir; kompyuter savodxonligi o‘qituvchilar va maktab ma’muriyatining kasbiy mahoratining ajralmas qismidir.

Zamonaviy tadqiqotchilar fikrlariga ko‘ra, kompyuter texnologiyalari va kompyuter texnologiyalarining zamonaviy rivojlanish sur’atlari informatika sohasidagi fundamental bilimlar va eng oddiy dasturlarni yozish qobiliyatini

shakllantirish bilan bog‘liq bo‘lgan universal kompyuter savodxonligi kontseptsiyasining nomuvofiqligini isbotlaydi. Kompyuter texnikasi va dasturlash bo‘yicha fundamental bilimlar o‘qitilgan mutaxassis uchun mavjud bo‘lgan professional vazifadir. O‘quv jarayonini axborotlashtirishda yetakchi shaxsning axborot madaniyatini shakllantirish - bilimlarni taqdim etishning asosiy usullari bo‘yicha ko‘nikmalar va bilimlar, ularni mazmunli muammolarni hal qilish va shakllantirish uchun amalda qo‘llash qobiliyatlari. Axborot madaniyati deganda talaba, o‘qituvchining ma’lumotlarga bo‘lgan ehtiyojlarini mutanosib ravishda aniqlash, axborot resurslarining butun to‘plamida kerakli ma’lumotlarni samarali qidirish, ma’lumotlarni yetarli darajada tanlash va baholash qobiliyati, shuningdek axborot bilan aloqa qilish qobiliyati, kompyuter savodxonligi tushuniladi. Axborot madaniyati, shuningdek, zamonaviy axborot jamiyati talablariga javob beradigan maxsus fikrlash uslubidir, shuning uchun ta’limni axborotlashtirishning yangi sharoitlarida harakat qilish va ishlashga qodir bo‘lgan professional o‘qituvchini tayyorlash juda muhimdir. Yuqoridagilar pedagogika, psixologiya va kompyuter fanlari chorrahasida “kompyuter ta’limi” deb nomlanuvchi tadqiqot yo‘nalishini tanlashga e’tibor qaratdi.

Kompyuter o‘qitishning quyidagi asosiy turlari farqlanadi: retseptiv - texnik o'quv vositasi sifatida kompyuterning audiovizual imkoniyatlaridan foydalangan holda uzatiladigan bilimlarni idrok etish va o‘zlashtirish; interaktiv – inson va kompyuterning o‘zaro ta’siri jarayonida dialog rejimida, shuningdek gibrid inson – mashina antropotsentrik intellekt tizimlarida, ekspert o‘quv tizimlarida va boshqalarda o‘rganish.

Kompyuter ta’limi haqidagi ba’zi fikrlarni ko‘rib chiqamiz. Mashhur amerikalik psixolog B. Skinner (1950-yillarning o‘rtalari) “dasturlashtirilgan ta’lim” atamasini taklif qildi, uning asosiy g‘oyasi o‘quv jarayonini oldindan dasturlash edi. Va bu uning g‘oyasi o‘qituvchilar tomonidan, iloji bo‘lsa, psixologlar bilan birgalikda, keyinchalik kompyuterda amalga oshiriladigan ma’lum bir mavzuni o‘rganish bosqichlari ketma-ketligini oldindan ishlab chiqishni o‘z ichiga olgan dasturlashtirilgan o‘quv tizimlarini yaratishga asos bo‘ldi. Aqliy harakatlarni bosqichma-bosqich shakllantirishning psixologik nazariyasida dasturlashtirilgan ta’limning afzalliklarini eng to‘liq va nazariy jihatdan asosladi. Ushbu nazariyaga ko‘ra, aqliy harakatlarni shakllantirish jarayoni 5 bosqichdan o‘tadi: harakat bilan oldindan tanishish, uni amalga oshirish shartlari bilan, unga kiritilgan barcha operatsiyalarni joylashtirish bilan harakatni moddiy shaklda shakllantirish, tashqi nutqda harakatni shakllantirish, ichki nutqda harakatni shakllantirish, harakatni chuqur fikrlash jarayonlariga o‘tkazish.

Raqamli tizimlashtirish – bu o‘quv tizimlarining yangi avlodi-aqlli o‘quv tizimlari. Bunday tizimlarning paydo bo‘lishi avtomatlashtirilgan o‘qitish sohasida sun’iy intellekt usullari va vositalarini amaliy qo‘llash natijasi bo‘ldi. Ushbu yo‘nalishdagi birinchi tadqiqotlar va aqlli o‘quv tizimlarini yaratishga birinchi urinishlar XIX asrning 70-yillari boshlariga to‘g‘ri keladi, bu an’anaviy dasturlashtirilgan ta’lim texnologiyasida o‘quv tizimlaridan norozilik tufayli yuzaga kelgan. Bugungi kunda kompyuter fanining ikki sohasi: sun’iy intellekt va raqamli tizimlashtirish o‘qitish chorrahasida ajralib turadigan butun ilmiy yo‘nalish mavjud.

Tegishli o‘quv jarayoni uchun o‘qituvchi o‘quv mavzusi nimani o‘rgatish kerak, o‘qitish strategiyalari va usullari qanday o‘qitish kerak bo‘yicha maxsus bilimlarni qo‘llashi va uning yutuqlarini aniqlay olishi kerak.

An’anaviy tizimlashtirilgan o‘quv jaroyanida o‘quv kursining ma’lum bir qismini amalga oshirish uchun zarur bo‘lgan ushbu bilimlarning qismlari uning individual kadrlari matniga kiritilgan. Intellektual o‘quv tizimlarida zarur bilimlar, qoida tariqasida, sun’iy intellektning turli usullari va texnologiyalari yordamida ajratiladi va taqdim etiladi. Intellektual o‘quv tizimi olingan bilimlarni qo‘llagan holda, o‘qituvchining turli funktsiyalarini bajarishga qodir: muammolarni hal qilish jarayonida o‘quvchiga yordam berish, talabadagi xatolarni aniqlash, optimal o‘quv ta’sirini tanlash. Aqlli o‘quv tizimlari kompyuterni o‘rganish uchun yangi imkoniyatlarni ochdi. Biroq, bunday tizimlarni yaratish umuman sun’iy intellekt muammolari bilan bog‘liq ko‘plab qiyinchiliklarga duch keladi, ya’ni: bilimlarni olish va tuzish, bitta tizimni yaratish uchun katta mehnat talab etadi.

Raqamli texnologiyalar yordamida vaziyatlarni yaratish o‘quvchiga o‘z bilimlaridan maksimal darajada foydalanishga, intellektual va multimedia muhitini o‘z ichiga olgan bilim jarayonining stimulyatorlaridan foydalanishga imkon beradi: (kompyuter va talaba o‘rtasidagi aloqa bir vaqtning o‘zida ko‘plab usullardan - rasm, musiqa, nutq va boshqalardan foydalanadi), giper vositalar (gipermedia), (matnli ma’lumotlarni taqdim etishning chiziqli bo‘lmagan usuli, masalan, qoida ko‘p vositadan faol foydalanishga asoslangan). Kompyuter o‘yinlari (mikromires) - bu virtual voqelik deb ataladigan narsa bo‘lib, u sifat jihatidan yangi turdagi inson-mashina interfeysi sifatida tushuniladi, Real muhitni modellashtiradi va ishtirokchilarga u bilan bevosita aloqada bo‘lish imkonini beradi [155]. Umumiy rivojlanish kompyuter o‘yinlari sizga boshlang‘ich vaziyatlar yoki mavzular haqida umumiy tasavvurga ega bo‘lishga, xotirani, e’tiborni, mantiqni, fikrlashning eng muhim operatsiyalarini rivojlantirishga imkon beradi, bu yerda o‘yin motivatsiyasi asta-sekin o‘quv motivatsiyasiga aylanadi. Umumiy rivojlanayotgan kompyuter o‘yinlaridan tashqari, maktab o‘quvchilariga matematika, til, mantiq va boshqalarni o‘rgatish uchun maxsus o‘yinlar mavjud bo‘lib, ular ushbu fanlarning mazmunini vizual tarzda aniqlaydi va o‘quv materialini osonroq va tezroq o‘zlashtirishga imkon beradi. Kompyuterni o‘qitish jarayoni ehtiyotkorlik bilan tanlangan didaktik materialsiz mumkin emas, ammo o‘qituvchining yo‘naltiruvchi ta’sirisiz o‘quv materialini o‘zlashtirish, ko‘nikmalarni shakllantirish va fikrlashni rivojlantirishda samarasiz.

Ratsional o‘quv jarayonida o‘qituvchi maxsus bilimlarning quyidagi turlaridan foydalanadi-o‘quv predmeti to‘g‘risidagi bilimlar; o‘qitish strategiyasi va usullari to‘g‘risidagi bilimlar; o‘quvchi haqidagi bilimlar. An’anaviy raqamlashtirilgan o‘quv tizimlarida o‘quv jarayoninig ma’lum bir qismini amalga oshirish uchun zarur bo‘lgan bunday bilimlarning qismlari uning individual kadrlari matniga aniq kiritilgan. Intellektual o‘quv tizimlarida zarur bilimlar aniq ajratilgan va odatda sun’iy intellektning turli usullari va texnologiyalari orqali taqdim etiladi. Ushbu bilimlardan foydalangan holda, intellektual o‘quv tizimi o‘qituvchining turli funktsiyalarini bajarishga qodir muammolarni hal qilish jarayonida yordam berish, o‘quvchining xatolarining sababini aniqlash, optimal o‘quv ta’sirini tanlash. Aqlli

o‘quv tizimlari kompyuterni o‘qitishning yangi imkoniyatlarini ochdi, ammo bunday tizimlarni yaratish juda qiyin, bu umuman sun’iy intellekt muammolari bilan bog‘liq ko‘plab qiyinchiliklar bilan bog‘liq, ya’ni: bilimlarni olish va tuzish, bitta tizimni yaratish uchun katta mehnat. Ma’lumki, tadqiqotlardagi qiyinchiliklar bilan yangi g‘oyalar va paradigmalar paydo bo‘ladi, ularning rivojlanishi yanada rivojlanishga yordam beradi, intellektual o‘quv tizimlarini yaratish sohasida o‘zgarishlar yuz berdi.

So‘nggi yillarda intellektual o‘quv muhitida o‘qitish vazifalari intellektual ta’lim tizimlari va bilim stimulyatorlarini birlashtirdi. Shu bilan birga, o‘quv jarayonida o‘quvchilarning intuitiv, ijodiy va intellektual salohiyatiga alohida ahamiyat beriladi. Kompyuterlardan foydalangan holda o‘qitish sifati va samaradorligini oshirishga qaratilgan so‘nggi urinishlardan biri bu kooperativ yoki kooperativ o‘qitish deb ataladi.

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ПОВЫШЕНИЕ ЭФФЕКТИВНОСТИ ИСПОЛЬЗОВАНИЯ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ НА РАЗНЫХ УРОВНЯХ ОБРАЗОВАНИЯ

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Аннотация. Данная статья посвящена повышению эффективности использования инновационных технологий для формирования знаний и умений учащихся в образовательном процессе.
Ключевые слова: педагогическая технология, педагогическая инновация, презентация, инновационный, интеллектуальный, дидактический.

Annotation. This article deals with the increase the efficiency of using innovative technologies for the formation of students' knowledge and skills in the educational process.
Key words: pedagogical technology, pedagogical innovation, presentation, innovative, intellectual, didactic.

Annotatsiya. Ushbu maqolada o‘quv jarayonida talabalarning bilim va ko‘nikmalarini shakllantirish uchun innovatsion texnologiyalardan foydalanish samaradorligini oshirish haqida so‘z boradi.
Kalit so‘zlar: pedagogik texnologiya, pedagogik innovatsiya, taqdimot, innovatsion, intellektual, didaktik.

Введение. В последние годы высшие учебные заведения расширяют использование современных методов обучения, интерактивных и инновационных технологий апри подготовке квалифицированных кадров. Использование педагогических технологий, знаний, опыта и интерактивных методов на основе педагогического мастерства в процессе обучения студентов приведет к их глубокому овладению предметами и приобретению передовых навыков.

Понятие инновации – это новый экономический термин, вошедший в наш лексикон в годы независимости. Инновационные технологии в основном означают внедрение инноваций и изменений в педагогический процесс и деятельность преподавателей и студентов. В процессе преподавания инновационные технологии могут быть использованы в виде различных интерактивных методов, поскольку у каждого преподавателя свой способ преподавания.

На этапе качества и эффективности в образовательную технологию вошли новообразованные современные инновационные технологии и педагогические технологии. Эти технологии совершенствуются, модернизируются и формируются в течение каждого прошедшего учебного семестра.

Современные педагогические технологии имеют свою теорию, связанную с достижениями гуманитарных и естественных наук; они, прежде всего, направлены на построение образовательного процесса на научной основе и создают основу для совместной деятельности преподавателей и студентов, основанной на широком использовании информационных средств обучения, дидактических материалов и активных методов. В будущем, как реальный двигатель развития образования, это окажет положительное влияние на обновление деятельности преподавателя, построение приемлемого (оптимального) образовательного процесса, формирование непредубежденности, тяги к знаниям, верности Родине, гуманистических чувств у студентов и молодежи.

Современное развитие образования породило новое направление инновационной педагогики. Инновационный (англ.) – внедрение (распространение) новизны. Инновация означает изменения в соответствии с целью привнесения новых, относительно стабильных (elements) элементов в определенную социальную единицу - организацию, популяцию, общество, группу.

В настоящее время существуют два разных взгляда на этот процесс инновационных изменений. Первый взгляд заключается в том, что освещается какая-то новая идея, внедряемая в жизнь, а второй подход - это взаимодействие отдельно внедряемых инноваций, их первичность, конкуренция и, как следствие, замена одних другими.

Инновационный процесс. этапы выполняются в следующей последовательности:

• это называется рождением новой идеи или появлением инновации (стадия открытия).

• изобретательство - стадия создания чего-либо нового;

• стадия практического применения созданных инноваций;

• стадия распространения инновации, ее широкого применения;

• стадия доминирования инновации в определенной области.

В педагогических инновациях понятие “новое” считается центральным, а в педагогической науке оно вызывает интерес к конкретным, условным, локальным и субъективным инновациям. Понятия новизны и инновационности различаются в научных областях. Инновация – это инструмент, новый метод, методология, технология и т.д. “Инновация” – это образование; процесс, который развивается в соответствии с определенными этапами.

Существует 4 основных закона инновационного процесса, которые интерпретируются следующим образом:

1. 2. Закон о том, что среда педагогических инноваций не находится в плохом состоянии. В законе безразличия нарушаются представления о педагогическом процессе и событиях, нарушается педагогическая

осведомленность и оценивается педагогическая инновация. В качестве примера можно привести изменение педагогического сознания в процессе принятия геоцентрической и гелиоцентрической систем мира, и жестокая жертва была принесена ради осознания правды о траекториях движения планет.

2. Закон конечной реализации – это жизнеспособность инноваций, рано или поздно, спонтанно или сознательно.

3. Для мировой системы, представленной выше, геоцентрическая мировая система, которая правила в течение нескольких столетий, сознательно уступила место гелиоцентрической системе. В результате была создана гелиоцентрическая система с солнцем в центре.

4. Педагогические инновации в законе совершенствования имеют тенденцию стандартизировать мышление и практические действия.

Согласно закону периодичности и возврата педагогических инноваций, инновация возобновляется в новых условиях. Интерес и внимание к использованию интерактивных методов, инновационных технологий, педагогических и информационных технологий в образовательном процессе растет день ото дня, одной из причин этого является то, что в традиционном образовании до сих пор студентов учили приобретать только готовые знания, в то время как в современных технологиях они приобретайте те знания, которые они приобретают. учит их самостоятельно искать, изучать и анализировать и даже делать собственные выводы.

Преподаватель создает условия для развития, становления, воспитания и дрессировки личности в этом процессе, и в то же время выполняет функции управления и режиссуры. В процессе обучения студент становится главной фигурой.

Такой процесс педагогического сотрудничества имеет свои особенности, к которым относятся:

• заставлять ученика самостоятельно мыслить, творить и искать, не быть равнодушным во время урока;

• обеспечивать постоянный интерес учащихся к знаниям в процессе обучения;

• повысить интерес студента к знаниям путем самостоятельного творческого подхода к каждому вопросу;

• организация совместной деятельности педагога и студента.

Педагогические технологии – по мнению педагогов, исследователей и практиков, изучающих проблемы педагогических технологий, педагогические технологии связаны только с информационными технологиями, и их необходимо использовать в учебном процессе.

Основной основой педагогической технологии является то, что от технологий, выбранных преподавателем и студентом, зависит достижение гарантированного результата от поставленной цели, то есть каждая образовательная технология, используемая в процессе обучения, позволяет достичь гарантированного результата в соответствии с поставленной целью, если преподаватель и студент могут организовать совместная деятельность обоих приведет к положительному результату. если в ходе учебного процесса

учащиеся могут самостоятельно мыслить, творчески работать, искать, анализировать, делать собственные выводы, группироваться, и если учитель может предоставить им возможности и условия для такой деятельности, это основа учебного процесса.

Каждый урок, предмет имеет свою технологию, то есть педагогическая технология в образовательном процессе – это индивидуальный процесс, представляющий собой педагогический процесс, направленный на обеспечение целенаправленного, заранее спланированного и гарантированного результата, основанного на желании учащегося. Для того чтобы учитель мог видеть каждый урок в целом и представлять его себе, необходимо спроектировать будущий процесс урока. В этом случае для преподавателя составляется технологическая карта будущего урока, исходя из характера предмета, способностей и желания учащихся, по каждой теме, предмету, преподаваемому на каждом уроке.

Создать такую технологическую карту непросто, потому что для этого учителю необходимо быть осведомленным о педагогике, психологии, специальных методах, педагогических и информационных технологиях, а также знать множество приемов и методичек. Сделать каждый урок красочным и интересным зависит от запланированной технологической карты урока, которая была тщательно продумана заранее.

Для того чтобы урок проводился методом презентации, подготавливаются слайды по заданной теме. Поэтому при подготовке слайдов, прежде всего, необходимо учитывать полный охват темы, делая рисунки и таблицы хорошо видимыми (не слишком длинными) и, самое главное, не утомляющими глаза учащихся.

Желательно подготовить механизмы в виде мультимедиа по дисциплинам “Теоретическая механика” и “Теория механизмов и машин”. Если картинки будут максимально представлены в виде раздаточных материалов, а основные понятия будут объяснены преподавателем, это значительно облегчит работу студентов.

В процессе обучения к студентам относятся как к личностям, используются различные педагогические технологии и современные методы, позволяющие им самостоятельно, свободно мыслить, проводить исследования, творчески подходить к каждому вопросу, чувствовать ответственность, проводить научные исследования, анализировать, эффективно использовать научную литературу и многое другое. важно, чтобы чтение укрепляло их интерес к науке, педагогу и выбранной им профессии.

Достижение такого результата на практике требует использования инновационных и информационных технологий в образовательном процессе. Они очень разные. Мы разберем некоторые из них и то, как их проводить:

Метод “СЕТЕЙ” направлен на то, чтобы научить студента логически мыслить, расширять круг общепринятых идей, самостоятельно пользоваться литературой.

Метод “3х4” направлен на то, чтобы помочь студентам свободно мыслить, уметь представлять различные идеи в широком диапазоне, уметь

анализировать, делать выводы и давать определения в ходе учебного процесса индивидуально и в небольших группах.

Метод “БЛИС-ИГРА” направлен на обучение правильной организации последовательности действий, логическому мышлению и тому, как выбирать то, что нужно, из множества разнообразных мыслей и информации, основанных на изучаемом предмете.

Эти современные методы, или технологические тренинги, которые помогают повысить эффективность преподавания, помогают формировать у студентов логическое, умственное, творческое, критическое, независимое мышление, развивать их способности, становиться конкурентоспособными, зрелыми специалистами и воспитывать профессиональные качества, необходимые специалистам.

Эффективное осуществление инновационной деятельности преподавателя зависит от ряда условий. Это включает в себя соответствующую коммуникацию педагога, его отношение к противоположным мнениям, его готовность выразить признание рационального положения в различных ситуациях. В результате у педагога будет комплексная тема, которая обеспечит его знания и научную деятельность.

В работе педагога важны мотивы самоактивации, самотворчества, самопознания и креативности, что позволяет формировать креативность педагога.

Для того чтобы работать со студентами, преподаватели должны знать основные методы науки [1-12], а также соответствовать требованиям, предъявляемым к преподавателям [13-22]. Также было бы уместно, если бы они были знакомы с опубликованными статьями в научных журналах [23-30].

Из вышеупомянутых соображений можно сделать следующие выводы:

• в целях повышения эффективности образовательного процесса, формирования прочных теоретических знаний, видов деятельности, умений и квалификаций учащихся, обеспечения их трансформации в профессиональные навыки, использование новых педагогических технологий в процессе обучения ставится на повестку дня как требование времени и социальная необходимость.

• применение новых педагогических технологий в образовательном процессе обеспечивает качественное изменение содержания общего процесса, направленного на подготовку кадров.

• образовательный процесс, организованный на основе использования идей теории новых педагогических технологий, приводит к качественному показателю состояния выполнения социального заказа относительно воспитания всесторонне развитой личности и квалифицированного специалиста.

• деятельность квалифицированных индивидов и специалистов в процессе общественного производства и ее эффективность приводят к ускорению общественного развития.

• на каждом уроке учитель готовит для учащихся интересные вопросы, соответствующие теме, которые помогут учащимся запомнить тему.

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NEW TECHNOLOGIES IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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Annotation. The methodology of individual teaching a foreign language through two-way communication between a student and a teacher is considered.

Keywords: multimedia technologies, information technologies, distance learning methods, didactic methods, cultural studies information, stereophonic complex, differentiated learning.

Аннотация. Рассмотрена методика индивидуального обучения иностранному языку посредством двусторонней связи студента и преподавателя.

Ключевые слова: мультимедийные технологии, информационные технологии, методы дистанционного обучения, дидактические методы, культурологическая информация, стереофонический комплекс, дифференцированное обучение.

Annotatsiya. Talaba va o‘qituvchi o‘rtasidagi ikki tomonlama muloqot orqali chet tilini individual o‘qitish metodikasi ko‘rib chiqiladi.

Kalit so‘zlar: multimedia texnologiyalari, axborot texnologiyalari, masofaviy o‘qitish usullari, didaktik usullar, madaniyatshunoslik ma’lumotlari, stereofonik kompleks, tabaqalashtirilgan ta’lim.

Introduction. Just some ten to fifteen years ago, they were used in classes, at best. case, a tape recorder or a slide projector. Now a lot has changed. The emergence of various media technologies has significantly expanded teachers’ capabilities are significantly made their work easier, optimized the learning of foreign languages, made this process exciting, opened up the unknown the world of a foreign language and its culture, helped to overcome barriers between people and societies.

The introduction of modern computers and the use of new information technologies represents a qualitatively new stage in teaching foreign languages. All developed countries are widely developing computer teaching technologies and are considering capabilities of multimedia language laboratories RINEL-LINGO, HIClass and multimedia textbooks.

Analysis of publications Unique didactic properties computer technology consists of one hand, in a productive consideration of all possible aspects (from

linguistic to cultural studies and applied), from on the other hand, in the implementation of both traditional and remote methods and means development, improvement of foreign language activities [1, p. 96]. With constant and systematic work with computer programs, the following didactic opportunities are realized:

1) the ability to systematically work with educational information;

2) providing the teacher with reliable feedback from students, opportunities operational management of the learning process;

3) opportunities for intensive communication with a computer [2, p. 12].

Goal and problem statement. In general, teaching a foreign language through new computer technologies characterized by the following features:

– the possibility of individual two-way communication between the student and the teacher, training partners;

– wide access to a colossal volume and variety of linguistic and non-linguistic (cultural) information.

Application of multimedia technologies. Let's consider the use of some modern multimedia technologies in the educational process. A modern multimedia PC resembles home stereo hi-fi complex combined with a display TV. It is equipped with active stereo speakers, a microphone and an optical CD drive. it is better to use it in a multimedia language laboratory, which allows you to increase effectiveness of the educational process, create conditions for individual and differentiated learning, increases the time of oral practice, provides high motivation for learning, overcomes the personal-psychological barrier of communication and establishes a favorable psychological climate in the classroom.

The main feature of such an office is voice and video communication between the teacher and group, as well as voice and video communication of students. This is a view of the student's screen on teacher monitor, screen viewing teacher by student. Viewing may be active and passive. Passive Screen viewing is the process of obtaining an image of the teacher's computer screen. Active browsing is screen browsing another workplace with the possibility control it with the keyboard and mouse.

For example:

1. The teacher makes an announcement and speech is broadcast to headphones students, while transfer is possible images of the teacher's screen on student monitors.

2. The teacher, working with students, conducts voice communication with them and sees the contents of their screens on his monitor. This the opportunity allows the teacher to work individually with each student, without leaving your workplace.

Currently very popular use multimedia language labs: RINEL-LINGO, HI-Class, which satisfy all of the above requirements. "Multimedia" means computer technology that uses information not only text, but also graphics, color, sound, animation, video images in any combination. And a multimedia textbook is a vivid example of this [2, p. 29]. There are different forms of work with multimedia textbooks in class in a foreign language. For example, computer program "English on holidays" let's look at several stages of work: 1. Introduction of vocabulary on the topic "Weather". Using the demo computer, the teacher selects the automatic mode:

Pictures appear on the screen depicting natural phenomena: snow, rain – shower, thunderstorm –thunderstorm, cloudy – humidity, frost - drizzle, clear – clear,

sunny – sunny, cold – cold, cloudy – cloudy and others. Then follow the phrases:

– What a beautiful day! – How wonderful day!

– What awful weather! –What terrible weather!

– It is usually as hot as this? – It's always like this here hot?

– What's the forecast for tomorrow? – Which the weather forecast for tomorrow?

2. Work on practicing pronunciation, consolidating vocabulary. The teacher or student switches the program from automatic mode to normal mode, clicks the mouse, by pointing the arrow at the desired word or phrase. Students repeat in chorus.

3. Control of learned vocabulary. Students select a task containing a different number of questions on the topic, and a table of results in percentages appears on the screen.

4. Teaching dialogical speech by example computer program "Triple play plus in English", which consists of several stages: familiarization with the dialogue, learning dialogue, dialogue dramatization and control dialogical speech after studying all 12 dialogues.

5. Teaching writing. The computer program "Bridge to English" helps solve these tasks. Almost every task involves typing English words on the keyboard and expressions.

6. Practicing certain grammar structures. A large number of methodologists believe that the key to mastering a foreign language is the actual use of a foreign language, which is carried out through live communication via the Internet [3, p. 12]. Only via the Internet it is possible to create a genuine language environment and set the task of forming a need in learning English based on intensive communication with native speakers, working with authentic literature of various genres, listening to original texts recorded by native speakers [4, p. 14] Internet lessons developed by a group of specialists from the Reuters news agency are very popular.[5, p. 59].

You can go to the grammar page, enter the program library on the selected topic. You can work at the desired level (elementary, pre-intermediate, intermediate, upper-intermediate, advanced). The program is built like a chain of lessons for different levels of training that are offered weekly.

The computer has already entered our lives. Gradually, it becomes a necessary teaching tool that helps qualitatively improve the process of learning foreign languages, and is an indispensable teaching assistant. When working with computer technologies, the role of the teacher changes, whose main task is to support and guide the creative search of students, to transform teaching foreign languages in living, creative and natural process.

Conclusions. Experience has shown the high efficiency of using new technologies in teaching foreign languages. They allow individualize work with students:

Each student works in this mode, which one is suitable for his level of knowledge, his ability to assimilate material. A weak student can work with the

course until until he completes the task. New technologies make it possible to deepen and expand students' knowledge, which cannot be done at classes due to lack of time. The developed Internet lessons can greatly can be usefully used in lyceums and gymnasiums. Based on the above, we can conclude that the computer is the most a suitable assistant in teaching foreign languages, the purpose of which is interactive communication and making learning lively, creative and natural process.

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INGLIZ TILIDAGI LEKSIK–FRAZEOLOGIK SINONIMIK QATORLARNING MA'NOVIY XUSUSIYATLARI

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Annotatsiya. Maqolada ingliz tilidagi leksik-frazeologik sinonimik qatorlarning ma'noviy xususiyatlari va o'zbek tilidagi ekvivalentlarining qiyosiy tahlili, ularning leksik tarkibi, o'xshash va farqli jihatlari turli misollar bilan yoritilgan. Nutqimizdagi faol iboralarning ma'no sinonimlari va ularning nutqda bo'yoqdorligini ifodalovchi sinonimlarning dominantlariga ham alohida to'xtalib o'tilgan.

Kalit so'zlar: frazeologik birlik, ekvivalent, dominant, frazeologizm, frazeologik sinonim, frazema, leksik-frazeologik sinonim.

СЕМАНТИЧЕСКИЕ СВОЙСТВА ЛЕКСИКО-ФРАЗЕОЛОГИЧЕСКИХ СИНОНИМИЧЕСКИХ СТРОК В АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация. В статье на различных примерах освещается сравнительный анализ семантических особенностей лексико-фразеологических синонимических строк в английском языке и их эквивалентов в узбекском языке, их лексического состава, схожих и различных аспектов. Также обсуждаются семантические синонимы активных выражений в нашей речи и доминанты синонимов, выражающих их окраску в речи.

Ключевые слова: фразеологизм, эквивалент, доминанта, фразеологизм, фразеологический синоним, фразеологизм, лексико-фразеологический синоним.

SEMANTIC PROPERTIES OF LEXICAL-PHRASEOLOGICAL SYNONYMOUS LINES IN ENGLISH

Abstract. The article, using various examples, highlights a comparative analysis of the semantic features of lexico-phraseological synonymous rows in English and their equivalents in the Uzbek language, their lexical composition, similar and different aspects. Semantic synonyms of active expressions in our speech and dominants of synonyms expressing their coloring in speech are also discussed.

Keywords: phraseological unit, equivalent, dominant, phraseological unit, phraseological synonym, phraseological unit, lexical-phraseological synonym;

Kirish. Ikki yoki undan ortiq so‘zdan tarkib topgan va yaxlit bir ma’no ifodalaydigan til birligi frazeologik ibora deyiladi. Frazeologizmlar yaxlitligicha yoki muayyan so‘zning ko‘chma ma’noda qo‘llanishi asosida yuzaga keladi. Masalan, og‘zi qulog‘ida iborasi tarkibidagi so‘zlar bir butun holda ko‘chma ma’noda qo‘llanib, xursand tushunchasini ifodalagan. Biroq qo‘l ko‘tarmoq birikmasida esa ko‘tarmoq so‘zining ko‘chma ma’noda ishlatilishi iborani vujudga keltirgan. Shu bois ular nutqning erkin sintaktik birliklaridan farqli ravishda, tilning turg‘un birikmalari hisoblanadi.

Frazeologik birliklar orasida ham o‘zaro sinonimik aloqalarga kirishadigan sinonimik qatorlar mavjud. Bu sinonimik qatorlardan ajratib ko‘rsatilgan birliklar umumiy ma’noga, ya’ni keng ma’noga ega bo‘lgan birliklardir. Ba’zan esa, frazeologik birliklar so‘zlar bilan ham sinonimik munosabatda bo‘ladi. Bunday holatlarda so‘z sinonimik qatorning dominantasi bo‘lib keladi.

Mavzuga oid adabiyotlar tahlili. Ushbu maqolada o‘zbek tilshunoslaridan N. Rahmonov, Q. Sodiqov, Sh. Shoabduraxmonov, Sh. Rahmatullayev, U. Tursunov, X. Doniyorov, R. Qo‘ng‘irov, G‘. Abdurahmonov, B. O‘rinboyev, M. Mirzayev T. Rasulov, S. Tursunovlarning nazariy tadqiqotlari, darslik hamda o‘quv qo‘llanmalariga asos sifatida tayanildi.

Tadqiqot metodologiyasi. Mavzuning maqsad vazifalaridan kelib chiqqan holda qiyosiy – tipologik, uslubiy (stilistik), tekstologik, semantik va statistik tahlil qilish metodlariga tayaniladi.

Tahlil va natijalar. Shunday qilib, sinonimik qatordagi har bir iboraning ma’nosini misollar yordamida ochib berishga harakat qilinadi:

A month of Sundays - juda uzoq vaqt

1. Donkey’s years;
2. a month of Sundays;
3. till the cows come home.

A month of Sundays - hazil, ya’ni og‘zaki nutqqa xos bo‘lgan ibora.Quyida keltirilgan sinonimlariga nisbatan umumiyroq ma’noga ega.

«Juda uzoq vaqt», “qachondir” degan ma’nolarni bildiradi. Ushbu ibora orqali biz voqelikka bo‘lgan ijobiy munosabatni ko‘rishimiz mumkin, ya’ni sodir bo‘lmoqchi bo‘lgan hodisaning qat’iy ravishda “hech qachon” deb emas, balki “qachondir” amalga oshishiga shama qilinayapti.

One little rumour about your being a crank would do more to ruin this business than all the plots and stuff that these fool story-writers could think up in a month of Sundays.

Donkey’s years – cheksiz uzoq vaqt, bir umr, noma’lum uzoq vaqt ma’nolarida qo‘llaniladi. Bu iborada voqelikka nisabatan salbiy munosabat aks etgan. Shuningdek, “eshak yili” ning hech qachon kelmasligini bilamiz va shu tomonlama “never” so‘ziga qisman to‘g‘ri keladi.

I haven’t seen her for donkey’s years. I'd like to see her again and have a chat about old days. [Maugham]

Those old men, Mr. Keidy says, have been there for donkey’s years.

Till the cows come home – og‘zaki nutqqa xos, cheksiz uzoq vaqt,

cheksizlikkacha, bir umrga ma’nolarida qo‘llaniladi. Ushbu iborada ijobiy munosabat aks etgan. Bu ibora XVII-XVIII asrlarda Angliyada keng yoyilgan bo‘lib, keyin esdan chiqarilib ketgan. Lekin AQSHda saqlanib qolgan:

1. Steady Larry! Steady boy! I’m here I’m with you till the cows come home.

2. I’ve got to go now. She insisted. If you like to wait I’ll meet you...about quarter past seven. “Wait? I’d wait for you till the cows come home”.

Ushbu frazeologik sinonimik qatorda “**never**” so‘zi dominanta bo‘lib kelmoqda. Ammo “never” so‘zi orqali biz voqelikka bo‘lgan ijobiy yoki salbiy munosabatni anglay olmaymiz, chunki u neytral so‘z hisoblanib, hodisa yoki shaxsni to‘gridan-to‘g‘ri ifodalaydi va unda hech qanday obrazlilik namoyon bo‘lmaydi. Aksincha, frazeologik birliklar orqali biz voqelikka bo‘lgan munosabatni, obrazlilikni va tasvirlilik darajasi yuqoriligini ko‘rishimiz mumkin. Shuningdek, birgina so‘z frazeologik birliklarga ma’no qirrasi va strukturasi, yoki ta’sirlilik doirasi jihatidan mutlaq teng bo‘lolmasligining guvohi bo‘lib turibmiz.

Leksik birlikning frazeologik birliklar bilan ma’lum bir ma’no atrofida birlashib, leksik ma’nosi jihatidan qisman mos kela oladi deyishimiz mumkin.

2. To be in want of money – pulga muhtoj bo‘lmoq

1. Be as poor as a church mouse (rat).
2. Be as poor as Job's turkey.
3. Be hard up.

Be as poor as a **church mouse (rat)** - kambag‘al bo‘lmoq, cherkov sichqonlari kabi kambag‘al bo‘lmok, salbiy ma’noda qo‘llaniladigan, Amerika variantida og‘zaki nutqqa xos bo‘lgan ibora :

“They haven’t anything, have they?”, “No”, returned Jessica, “they’re poor as church mice”.

Be as poor as Job’s turkey – ulov kabi kambag‘al bo‘lmok, Bibliyadagi “The Book of Job” dan olingan bo‘lib, Avstraliyada ishlatiladigan og‘zaki nutqqa xos bo‘lgan ibora. Misollar: *The Dalmatians... were miserable immigrants -poorer than Job’s turkey. [London]*

Be hard up – og‘zaki nutqqa xos bo‘lgan ibora bo‘lib, juda ham pulga muhtoj bo‘lmok, “og‘ir kunga tushmok” ma’nosiga egadir.

Oh, but we may go to the theatre, you see, Mother, and I think I ought to stand the tickets; he’s always hard up: you know. [Galsworthy]

Yuqoridagi misollarimizdan ko‘rinib turibdiki, “**be hard up**” iborasi dominanta bo‘lib hisoblanmokda, chunki uning o‘zi *bir tiyinsiz qolmok, bankrot bo‘lmoq, qiyinchilikning oxiriga etib bormoq, xonavayron bo‘lmoq, og‘ir ahvolda qolmok* kabi ma’nolarni bildiradi.

3. Be one’s own enemy – o‘ziga o‘zi yomonlikni ravo ko‘rmoq.

1. Cook one’s own goose.
2. Kill the goose that laid the golden egg.
3. Be one’s own enemy.

Cook one’s own goose – og‘zaki nutqqa xos bo‘lgan ibora – “o‘zini o‘zi yo‘q qilmok, o‘z hayotini o‘zi yo‘q qilmoq” kabi ma’nolarni anglatadi.

“Look at this, Helen. They say Max de Winter murdered his first wife. I always

did think there was something peculiar about him. I warned that fool of a girl she was making a mistake, but she wouldn't listen to me. Well, she's cooked her goose now all right".[Galsworthy]

Kill – the goose that laid golden egg - shaxsiy yutuq keltiruvchi manbani yo'q qilmok, o'zi turgan shoxni kesmok, o'ziga foyda keltiruvch manbani o'zi yo'q qilmoq kabi ma'nolarda qo'llaniladi.

Why you'see there's five or six masters who have set themselves again paying wages they have been paying these two earspast... And now they come to us and say we're to take less. And we won't. We'll just... see who, will work for them. They'll have killed the goose that laid them the golden eggs, I reckon. [Galsworthy]

Be one's own enemy – keng ma'noda qo'llaniladigan ibora – "o'ziga o'zi dushman bo'lmoq, o'ziga o'zi yomonlikni ravo ko'rmoq, o'ziga foyda keltiruvchi maskanni yo'q qilmoq" kabi ma'nolari bor. Ushbu ibora boshqa iboralar ichida umumiy ma'noga ega va sinonimik qatorda dominanta hisoblanadi va shu bilan birga bu frazeologik sinonimik qatorga ekvivalent bo'lgan leksik birlik mavjud deb ayta olmaymiz.

Ne is his own worst enemy, you know... We all like a drop to drink, but I fancy that he takes more than most of us.

Make somebody's blood run cold – kimnidir qo'rqitmoq, yuragini qinidan chiqarmoq, kimnidir vahimaga solmoq kabi ma'nolarda qo'llaniladi. Ko'proq bu ibora o'zida salbiy ma'noni aks etadi.

1. Chill somebody's blood
2. Give somebody the creeps
3. Give somebody the shivers/shudders
4. Make somebody's blood/flesh/crawl/creep
5. Make somebody's blood run cold
6. Make somebody's hair stand on end

Make somebody`s blood run cold – kimnidir qo'rqitmoq, yuragini qinidan chiqarmoq, kimnidir vahimaga solmoq, qo'rqqanidan rangini oqartirmoq ma'nolarida keladi. Boshqa sinonimlari ichida umumiyroq ma'noga ega.

He read of dreadful crimes that make his blood run cold (Dick)

Chill somebody's blood –kimnidir juda qattiq qo'rqitmoq, qo'rqinchdan yuragi muzlamoq ma'nolarida keladi.

"Are you ready, Matt dear " in a tone of such forced cheerfulness that it chilled Matthew's very blood.(A. Cr)

Make somebody's blood/flesh/crawl/creep –

Jinny Oates, the cobbler's daughter, being more imaginative, stated not only that she had seen the earrings too, but that they had made her blood creep . (G.El)

Make somebody's hair stand on end – kimnidir dahshatga solmoq, kimnidir cho'chitmoq, og'zaki nutqqa xos bo'lgan ibora .

"You've heard the gorilla, Ralph,…the huge baboon –the man monkey ,… that the niggers on the African coast used to dilate about till they caused the very hair of my head to stand upon end "(R.Bal)

Give somebody the shivers/shudders – ko'proq og'zaki nutqqa xos bo'lgan ibora bo'lib, dahshatga solmoq , o'takasini yormoq ma'nolarida keladi.

That's the bloomed gold country. It gave me the shivers sometimes to look at it – and we were a big lot of men together, mind; but these Gambucinas wandered alone. (J. Conr)

It gave him the shudders, he sai , to mention it now.(J.Conr)

Give somebody the creeps – ogʻzaki nutqqa xos boʻlgan ibora boʻlib, qoʻrqitmoq, seskantirmoq kabi maʼnolarni beradi.

He was the witch doctor. He gave me the creeps, but I liked him anyway. (J.Sal.)

Yuqoridagi sinonimik qatorda "frighten, scare" soʻzlari dominant hisoblanadi.

1. Rain cats and dogs – juda koʻp yomgʻir yogʻmoq, jala quymoq, sharillab yomgʻir yogʻmoq;

1) rain cats and dogs
2) rain in buckets
3) rain in torrents
4) rain like hell
5) rain pitchforks

Rain cats and dogs – juda koʻp yomgʻir yogʻmoq, jala quymoq, sharillab yomgʻir yogʻmoq degan maʼnolarda qoʻllaniladi va nutqda boshqa sinonimlariga qaraganda faolroq ishlatiladi. Shuningdek, sinonimik qatorning dominantasi hisoblanadi. Ushbu ibora orqali kechayotgan fizik hodisaning boʻrttirib koʻrsatilayotganini anglashimiz mumkin yaʼni goʻyoki osmondan yomgʻir kuchukdek yoki mushukdek boʻlib yogʻayotganligi iborada aks etgan.

"The sky's overcast and I bet it's raining cats and dogs on the mountains…" (D. Cus.)

Rain in buckets – Chelaklab yomgʻir yogʻmoq, jala quymoq, oʻta koʻp yomgʻir yogʻmoq maʼnolarida keladi. Oʻzbek tilidagi " paqirlab quymoq" iborasi bilan ekvivalent desak ham boʻladi.

Boy, it began to rain like a bastrad. In buckets, I swear to God (J. Sal.)

Rain in torrents – juda kop yomgʻir yogʻmoq; osmon teshilgandek yomgʻir yogʻmoq; Holatni yuqori darajada boʻrttirib berayotganini yaʼni osmonning hech qachon teshilib qolmasligidan tushunishimiz qiyin emas.

A thunderstorm might blow up any day and rain fallin torrents.(K.R.)

Rain pitchforks – amerika variantida ishlatiladigan ibora boʻlib, juda qattiq va shiddat bilan yomgʻir yogʻmoq maʼnolarida ishlatiladi.

"She was driving like the devil," Brownly said, "and it was raining pitchforks" (E.G.)

Rain like hell – Ogʻzaki nutqqa xos boʻlgan ibora boʻlib, paqirlab yomgʻir yogʻmoq, sharros quymoq degan maʼnolarda ishlatiladi.

And then he looked out of the window and said: "It's raining like hell," and turned to me and cried: "Get out of this room, quick" (Galsw.)

5. Make a mountain out of a molehill – boʻrttirib koʻrsatmoq, oshirib yubormoq, qiyinchiliklarni boʻrttirmoq;

1) Draw /pull/a/the/long bow
2) Lay /put/ it on thick
3) Lay (it) on with a trowel/palette-knife/
4) Lay on the colours

5) Make a mountain out of a molehill

Yuqoridagi leksik-frazeologik sinonimik qatorning dominantasi aniq bir so‘z ya’ni “exaggerate” dir.

Make a mountain out of a molehill – “bo‘rttirib ko‘rsatmoq, oshirib yubormoq, qiyinchiliklarni bo‘rttirmoq, pashshadan fil yasamoq” kabi ma’nolarda qo‘llaniladi. Ushbu ibora nutqda boshqa sinonimlariga qaraganda keng va umumiyroq ma’noda ishlatiladi.

You are making a mountain out of a molehill. They never have epidemics here.(A.Cr.)

Draw /pull/a/the/long bow – juda bo‘rttirib yubormoq, ko‘pirtirmoq, ertak aytmoq kabi ma’nolariga ega.

possibly the report he hhad given of his prowess at the Rockcliff sports was coloured by a native talent for drawing the long bow. (A.Cr.)

King of Corpus (college), who was incorrigible wag, was on the point of pulling some dreadful long bow. (W. Thack.)

Lay on the colours – qo‘shib chatmoq, ko‘paytirmoq, rang bermoq kabi ma’nolarda ishlatiladi. Ko‘proq yumorga oid bo‘lgan ibora bo‘lib, o‘zbek tilidagi og‘zaki nutqqa xos bo‘lgan “gapini yamab, kista, eng qo‘shib gapiradi” iborasiga mos keladi.

So disengaged and calm was he, ... where another would have been sparkling and laying on the colours, that he was then and there offered Admiral’s rank in the Imperial navy…(G.M.)

Lay /put/ it on thick – Og‘zaki nutqqa xos bo‘lgan ibora hisoblanadi va bo‘rttirmoq, qo‘shib chatmoq, ko‘pirtirmoq degan ma’nolarda qo‘llaniladi.

Probably I’ve told one or two fairy stories in my time, when the occasion called for it – you know: sometimes you have to lay things on thick, to impress bone-heads. (S. Lew.)

The first thing is to exaggerate my injuries. They’ll come to you for news. Put it on thick, Watson. (C. D.)

Lay (it) on with a trowel/palette-knife/ – Og‘zaki nutqqa xos bo‘lgan ibora bo‘lib, yanada dag‘allashtirmoq,oshirmoq degan ma’nolarda qo‘llaniladi.

“Oh, no, it was really a clever bit of deduction on your part. You’d deduced from the bidding exactly where the cards must be, and you played accordingly. I thought it was brilliant. ”

Lady Julia rose abruptly.

“The woman lays it on with a palette – knife,” she thought disgustedly. (Chr.)

5. Keep something secret – nimanidir sir tutmoq, biror narsa haqida aytib qo‘yishdan saqlanmoq;

1. Keep a quiet/ still / tongue in one’s head
2. Keep a secret
3. Keep mum
4. Keep one’s own counsel
5. Keep something close
6. Keep something dark
7. Keep something hush- hush

8. Keep something quiet
9. Keep something secret
10. Keep something to oneself
11. Keep something under one`s hat
12. Seal one`s lips / mouth /

Keep something secret – nimanidir sir tutmoq, biror narsa haqida aytib qo‘yishdan saqlanmoq, sir saqlamoq, nimanidir yashirmoq kabi ma’nolarda keladi va sinonimik qatorda dominanta vazifasini bajaradi.

How the rumor arose, then, that “something very dreadful, my dear,” was pending, no one, least of all Soames, could tell, secret as he kept everything. (Galsw).

Keep a secret – sir tutmoq, sir saqlamoq kabi ma’nolarda keladi.

I f you lik to tell me, I assure you I can keep secret. (Ch.)

Keep something quiet – og‘iz ochmaslik, churq **e**tmaslik, bir so‘z demasliq

As John West walked back to the tote he said: “Keep this quiet. Not a word.” (F.H.)

Keep something close – o‘ta qattiq sir tutmoq, kimdandir mahfiy tutmoq;

“Then what does he do it for, and why does he keep it so close from you?” said Mrs. Nubbles. (Dick)

Keep something dark – qattiq sir tutmoq, biror narsani yashirmoq, mahfiy tutmoq;

the police had taken care to keep it dark ... that when they had gone through Joardan’s room, ... they had found fragments of a broken watchglass. (S.M.)

Seal one’s lips / mouth / - sir saqlamoq, og‘ziga qulf osmoq, biror narsani berkitmoq, tili tanglayiga yopishib qolmoq kabi ma’nolarda keladi.

Her inclination had been to ask Edward frankly; but he had potently sealed his lips upon the subject. (A.Cr.)

Keep something to oneself – biror narsani gapirmaslik, ichiga yutmoq demakdir.

I was too full of my desperate intentions to keep my altered circumstances to myself, I made them known to Mr, and Mrs. Micawber. (Dick.)

Keep one’s own counsel – biror narsa yuzasidan boshqalarga o‘z fikrini bildirmaslik, aytmaslik, sirli bo‘lmoq kabi ma’nolarda ishlatiladi.

“Humph!” said Mr.Swiveller pondering , “this is queer. Nothing but mysteries in connection with Brass’s house. I`ll keep my own counsel, however. Everybody and anybody has been in my confidence as et, but now I think I`ll set up in business for myself...” (Dick.)

Keep mum – lom-mim demaslik, churq etmaslik, mum tishlashlik degan ma’nolarda qo‘llaniladi.

“I want you two to keep mum. If it comes out, it can’t be helped, but I beg that you’ll neither of you say anything.” (Galsw.)

Keep a quiet/ still / tongue in one`s head – Jim yurmoq, tilini tishlamoq, sir boy bermaslik degan ma’nolari mavjud.

“You’ll keep a quiet tongue in your head, will you?” said Monks, With a threatening look. “I am not afraid of your wife.”(Dick.)

Keep something under one’s hat – biror narsani shlyapa ostiga berkitmoq, sir

tutmoq, yashirmoq, hech kimga bir so‘z demay ya’ni *yopiq qozon yopiqligicha qolmoq* degan ma’nolarda keladi va og‘zaki nutqda keng qo‘llaniladi.

“But you’ll never guess who my new boss is,” he told Morris laughingly. “Strictly in confidence, I can tell you, Morrey, though it`s got to be kept under your hat. ... ” (K.P.)

Keep something hush- hush – Og‘zaki nutqqa xos bo‘lgan ibora bo‘lib, sir boy bermaslik, yashirmoq, berkitmoq, nimanidir qattiq sir tutmoq, isini chiqarmaslik kabi ma’nolarni anglatadi.

“I’m by way of being engaged to him.”

“And he brought you down here to introduce you to his people?”

“Oh, dear no, nothing like that. We were keeping it very hush-hush. ...”(Chr.)

Albatta, qisqa birgina so‘z bilan og‘zaki va badiiy nutqdagi fiziologik yoki inson ruhiyatida kechayotgan o‘zgarishlarning salbiy yoki ijobiy jihatlarini, uslubiy bo‘yoqdorligini ifodalash mushkuldir. SHuningdek, ushbu jihatlari bilan so‘zni frazeologik birliklarga mutlaq teng deb ayta olmaymiz.

Xulosa. Nutqimizda faol sodir bo‘ladigan sinonimlik hodisasi nafaqat leksik birliklar doirasida, balki frazeologik birliklar orasida ham juda ommalashgan.

Frazemalarning ayni bir ma’noni anglatishi asosida guruhlanishi frazeologik sinonimiya deyladi. Frazeologik birliklar ba’zan so‘zlar bilan ham sinonim bo‘lib keladi. Leksik frazeologik sinonimiyada frazemada o‘z ma’no qirrasiga ko‘ra, uslubiy bahosiga ko‘ra o‘z sinonimi bo‘lgan leksemadan keskin farq qiladi. Nimanidir frazema bilan anglatish, odatda leksemaga qaraganda ta’sirchan bo‘ladi. Leksik frazeologik sinonimiyada leksema dominant hisoblanadi.

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THE IMPACT OF AI TECHNOLOGY ON LEARNING FOREIGN LANGUAGES

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Abstract. Artificial Intelligence (AI) technology has significantly transformed the landscape of language learning, offering both promising opportunities and potential challenges. This article delves into the nuanced interplay of positive and negative effects that AI brings to the process of acquiring foreign languages. Through a comprehensive analysis of recent developments and empirical studies, this paper aims to provide a balanced understanding of how AI influences language learning outcomes and pedagogical practices.

Key words: Artificial Intelligence (AI), language learning, foreign language, acquisition, educational technology, human-computer interaction, technology integration, algorithmic learning platforms, digital language learning tools;

AI TEXNOLOGIYALARINING CHET TILLARNI O‘RGANISHGA TA’SIRI

Annotatsiya. Sun’iy intellekt (Artificial Intelligence - AI) texnologiyasi til o‘rganish landshaftini sezilarli darajada o‘zgartirib, istiqbolli imkoniyatlar va potentsial muammolarni taklif qildi. Ushbu maqola AI xorijiy tillarni o‘zlashtirish jarayoniga olib keladigan ijobiy va salbiy ta’sirlarning nozik o‘zaro ta’sirini o‘rganadi. So‘nggi ishlanmalar va empirik tadqiqotlarni har tomonlama tahlil qilish orqali ushbu maqola AI ning tilni o‘rganish natijalari va pedagogik amaliyotlarga qanday ta’sir qilishini muvozanatli tushunishga qaratilgan.

Kalit so‘zlar: Sun’iy intellekt (AI), til o‘rganish, chet tili, o‘zlashtirish, ta’lim texnologiyasi, inson-kompyuter o‘zaro ta’siri, texnologiya integratsiyasi, algoritmik o‘rganish platformalari, raqamli ta’lim;

ВЛИЯНИЕ ТЕХНОЛОГИИ ИИ НА ИЗУЧЕНИЕ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация. Технология искусственного интеллекта (ИИ) существенно изменила ландшафт изучения языков, предлагая как многообещающие возможности, так и потенциальные проблемы. В этой статье рассматривается тонкое взаимодействие положительных и отрицательных эффектов, которые ИИ привносит в процесс изучения иностранных языков. Благодаря

всестороннему анализу последних событий и эмпирических исследований, эта статья призвана обеспечить сбалансированное понимание того, как ИИ влияет на результаты изучения языка и педагогическую практику.

Ключевые слова: искусственный интеллект (ИИ), изучение языка, иностранный язык, приобретение знаний, образовательные технологии, взаимодействие человека и компьютера, интеграция технологий, алгоритмические платформы обучения, цифровые технологии;

Introduction: The integration of AI technology into language learning environments has reshaped traditional approaches and opened up new avenues for learners worldwide. This section introduces the topic and outlines the objectives of examining the dual impact of AI on the acquisition of foreign languages.

Methods: This section outlines the methodology employed in conducting the research, including the review of existing literature, analysis of case studies, and synthesis of empirical data. It elucidates the criteria used for selecting relevant studies and the approach adopted for data synthesis.

Results: The Positive Effects of AI in Language Learning. AI-driven language learning tools and platforms offer several benefits that enhance the effectiveness and efficiency of language acquisition [1]. One key advantage is the ability to provide personalized learning experiences tailored to individual learner needs and preferences [6]. AI algorithms can analyze learner data and adapt instructional content and feedback in real-time, optimizing learning outcomes.

Additionally, AI facilitates the integration of immersive language practice through virtual reality (VR) and augmented reality (AR) environments [4]. Learners can engage in simulated real-world language contexts, such as virtual conversations or cultural simulations, enhancing their communicative competence and cultural understanding.

Another positive effect of AI in language learning is the provision of adaptive feedback mechanisms [2]. AI-powered systems can generate instant feedback on language usage, pronunciation, grammar, and vocabulary, allowing learners to identify and address areas for improvement in a timely manner.

Furthermore, AI enables real-time language assessment through automated grading and evaluation tools [5]. Language proficiency tests, quizzes, and exercises can be administered and scored automatically, saving time for both learners and instructors while providing immediate performance feedback.

By harnessing AI technology, language educators can create dynamic and interactive learning experiences that foster learner engagement and motivation. Gamification elements, such as rewards, badges, and leaderboards, can be integrated into language learning platforms to incentivize participation and progress.

Overall, AI holds immense potential to revolutionize language education by offering personalized, immersive, and adaptive learning experiences that cater to the diverse needs and preferences of learners [2]. Embracing AI-driven approaches can enhance language learning outcomes and empower learners to achieve their linguistic goals more effectively and efficiently.

The Negative Effects of AI in Language Learning: Despite its potential, the widespread adoption of AI in language education also raises concerns and challenges

[7]. One significant issue is algorithmic bias, where AI systems may inadvertently perpetuate or even exacerbate existing biases present in the data used to train them. This can lead to unequal treatment or opportunities for learners from different cultural or linguistic backgrounds.

Moreover, overreliance on technology can diminish the role of human interaction in language learning, which is crucial for developing communicative competence and cultural understanding. Language learning is inherently social, and excessive reliance on AI-driven tools may limit opportunities for authentic communication and collaboration with peers and native speakers.

Privacy risks also emerge with the use of AI in language learning platforms, as these systems often collect and analyze vast amounts of learner data. Learners may be unaware of how their data is being used or may not have control over its storage and dissemination, raising concerns about data security and privacy infringement.

Furthermore, the digital divide poses a significant challenge, as not all learners have equal access to AI-driven language learning technologies. Socioeconomic disparities in access to digital devices, internet connectivity, and technological literacy can exacerbate inequalities in language learning outcomes, widening the gap between privileged and marginalized learners.

Addressing these negative effects requires careful consideration of ethical, social, and pedagogical implications. Educators, policymakers, and technology developers must strive to mitigate algorithmic biases, foster meaningful human interaction, safeguard learner privacy, and promote equitable access to AI-driven language learning resources.

By acknowledging and addressing these challenges, stakeholders can work towards harnessing the transformative potential of AI in language education while ensuring that its benefits are realized in an inclusive and responsible manner.

Balancing Opportunities and Challenges: Navigating the complexities of AI integration in language learning requires a balanced approach that maximizes its benefits while mitigating potential risks. This section discusses strategies for educators, policymakers, and technology developers to address the ethical, social, and pedagogical implications of AI in language education, fostering inclusive and equitable learning environments.

Future Directions of AI in language learning:

Natural Language Processing (NLP) Advancements: Continued advancements in natural language processing technology will enable AI systems to better understand, interpret, and generate human language. Future AI-powered language learning platforms may incorporate more sophisticated NLP algorithms to facilitate natural and fluid communication with learners, offering conversational language practice and interactive dialogue simulations.

Personalized Adaptive Learning: The future of AI in language learning lies in increasingly personalized and adaptive learning experiences. AI algorithms will continue to analyze learner data and behavior to tailor instructional content, pacing, and feedback to individual needs and preferences. As AI becomes more adept at recognizing and responding to learners' strengths, weaknesses, and learning styles, it will optimize language learning outcomes for each learner.

Multimodal Learning Environments: AI technologies will enable the development of multimodal language learning environments that integrate various modalities, such as text, audio, video, and virtual reality. Future language learning platforms may leverage AI to create immersive and interactive experiences that simulate real-world language contexts, fostering authentic language acquisition and cultural understanding.

Augmented Reality (AR) and Virtual Reality (VR) Integration: AR and VR technologies have the potential to revolutionize language learning by providing immersive and experiential learning experiences. AI-powered AR and VR applications may enable learners to engage in virtual language immersion environments, interact with virtual language tutors and peers, and explore cultural landmarks and scenarios in real-time.

Cross-Language Transfer Learning: AI technologies can facilitate cross-language transfer learning by leveraging insights and patterns from learners' native languages to support the acquisition of target languages. Future AI-driven language learning platforms may employ transfer learning techniques to scaffold language learning processes, identify cognates and linguistic similarities, and accelerate language proficiency development across multiple languages.

Enhanced Assessment and Feedback Systems: AI-driven assessment and feedback systems will evolve to provide more comprehensive and personalized evaluations of learners' language skills. Future AI technologies may incorporate advanced speech recognition, sentiment analysis, and language comprehension algorithms to assess learners' speaking, listening, reading, and writing abilities accurately. AI-powered feedback systems will offer tailored recommendations and strategies for improvement based on individual learner performance data.

Ethical and Inclusive AI Design: As AI technologies continue to shape language learning environments, there will be an increased emphasis on ethical and inclusive AI design principles. Future AI-driven language learning platforms must prioritize fairness, transparency, privacy, and accessibility to ensure equitable access and participation for all learners, regardless of their cultural, linguistic, or socioeconomic backgrounds.

Discussion: In this section, the findings are critically examined and contextualized within the broader discourse on AI integration in education. The discussion explores the implications of the identified positive and negative effects for language learners, educators, and policymakers. It also highlights areas for future research and development in the field of AI-driven language education.

Conclusion: The conclusion summarizes the key findings of the study and underscores the need for a balanced approach to leveraging AI technology in language learning. It emphasizes the importance of addressing the ethical, social, and pedagogical implications of AI integration to optimize its benefits while mitigating potential risks. Finally, it offers recommendations for educators and stakeholders to harness the transformative potential of AI in enhancing foreign language education.

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ЖАНР ФАНТАСТИКИ И ФЭНТЕЗИ В СОВРЕМЕННОЙ ЛИТЕРАТУРЕ.

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Аннотация. Фантастика и фэнтези два жанра современной литературы, которые переносят читателя в удивительные и захватывающие миры. В фантастике, авторы исследуют научно-технические и социальные аспекты будущего, представляя нам новые технологии, планеты и расы. В то время как фэнтези, уводит нас в волшебные миры, где магия, эпические сражения и фантастические существа повсюду.

Современная литература предлагает широкий спектр произведений в этих жанрах, которые позволяют читателю увлечься и расширить свое воображение. В современной литературе фантастика и фэнтези стали платформой для обсуждения сложных социальных и философских вопросов. Они предлагают читателям возможность исследовать темы, такие как власть, вера, толерантность, справедливость и смысл жизни. Они также вызывают вопросы о нашем собственном мире и возможных будущих сценариях.

Современная литература предлагает широкий спектр произведений в этих жанрах, которые позволяют читателю увлечься и расширить свое воображение. Эта статья о различиях и особенностях жанров фантастики и фэнтези в современной литературе, понимание которых необходимо при написании научных работ в данных жанрах.

Ключевые слова: Магия и волшебство, научная фантастика, постапокалиптика, киберпанк, социальная фантастика, фантастический юмор, боевая фантастика, стимпанк, эпическое фэнтези, готическое фэнтези, героическое фэнтези.

ZAMONAVIY ADABIYOTDA FANTASTIKA VA FENTEZI JANRI.

Annotatsiya. Fantastika va fantaziya zamonaviy adabiyotning ikkita janri bo‘lib, o‘quvchini hayratlanarli va hayajonli olamlarga olib boradi. Ilmiy fantastikada mualliflar kelajakning ilmiy, texnik va ijtimoiy jihatlarini o‘rganib, bizga yangi texnologiyalar, sayyoralar va irqlarni taqdim etadilar. Fantaziya bizni sehrli, epik janglar va fantastik mavjudotlar hamma joyda bo‘lgan sehrli olamlarga olib boradi.

Zamonaviy adabiyot bu janrlarda o‘quvchini maftun etish, tasavvurini kengaytirish imkonini beruvchi keng asarlarni taklif etadi. Zamonaviy adabiyotda ilmiy fantastika va fantaziya murakkab ijtimoiy va falsafiy masalalarni muhokama

qilish uchun maydonga aylandi. Ular o‘quvchilarga kuch, e‘tiqod, bag‘rikenglik, adolat va hayotning ma’nosi kabi mavzularni o‘rganish imkoniyatini beradi. Shuningdek, ular bizning dunyomiz va kelajakdagi stsenariylar haqida savollar tug‘diradilar.

Zamonaviy adabiyot bu janrlarda o‘quvchini maftun etish, tasavvurini kengaytirish imkonini beruvchi keng asarlarni taklif etadi. Ushbu maqola zamonaviy adabiyotdagi ilmiy fantastika va fantaziya janrlarining farqlari va xususiyatlari haqida bo‘lib, ularni tushunish ushbu janrlarda ilmiy asarlar yozishda zarurdir.

Kalit so‘zlar: Sehr va, ilmiy fantastika, apokaliptikdan keyingi, kiberpank, ijtimoiy fantastika, fantastik hazil, jangovar fantastika, steampunk, epik fantaziya, gotik fantaziya, qahramonlik fantaziyasi.

GENRE OF FICTION AND FANTASY IN MODERN LITERATURE.

Abstract. Science fiction and fantasy are two genres of modern literature that take the reader to amazing and exciting worlds. In science fiction, authors explore the scientific, technological and social aspects of the future, presenting us with new technologies, planets and races. While fantasy, takes us into magical worlds where magic, epic battles and fantastic creatures are everywhere.

Modern literature offers a wide range of works in these genres that allow the reader to get carried away and expand their imagination. In modern literature, science fiction and fantasy have become a platform for discussing complex social and philosophical issues. They offer readers the opportunity to explore themes such as power, faith, tolerance, justice, and the meaning of life. They also raise questions about our own world and possible future scenarios.

Contemporary literature offers a wide range of works in these genres that allow readers to engage and expand their imagination. This paper is about the differences and characteristics of the science fiction and fantasy genres in modern literature, an understanding of which is necessary when writing research papers in these genres.

Keywords: Magic and magic, science fiction, post-apocalyptic, cyberpunk, social fiction, fantasy humor, action fiction, steampunk, epic fantasy, gothic fantasy, heroic fantasy.

В современной литературе существуют два жанра, которые многие не редко путают между собой, это жанры фантастика и фэнтези. Думаю, многие согласятся с тем, что современная литература не может обойтись без этих двух жанров. Оба этих жанра нашли отклик в сердцах многих и популярны во всем мире.

Фантастика – это жанр литературы, кино, искусства и развлечений, которое сфокусировано на создании ранее не виданных, вымышленных миров, событий и персонажей, которые отличаются от реальности. Он часто включает в себя элементы научной фантастики, фэнтези, ужасов и других жанров.

Фантастика может исследовать футуристические или альтернативные реальности, научные и технологические прорывы, взаимодействие с

инопланетными цивилизациями, путешествия во времени и пространстве, магию и мифологию, а также социальные и политические вопросы.

Этот жанр позволяет авторам и создателям выражать свою фантазию и исследовать различные идеи, концепции и драматические сюжеты, которые могут быть невозможными или непредставимыми в реальном мире. Фантастика также может служить средством комментария на современные проблемы и вызовы, а также исследования человеческой природы и потенциала. Фантастические произведения могут быть как легкими и развлекательными, так и глубоко философскими, и провокационными. Они вдохновляют читателей и зрителей на размышления, вызывают вопросы о будущем человечества и природе нашей реальности.

Фантастика имеет огромную популярность во всем мире и оказывает влияние на культуру, науку и технологии. Она предлагает нам уникальную возможность погрузиться в фантастические миры и исследовать границы возможностей и воображения.

Жанр фэнтези так же является крайне популярный жанром не только в художественной литературе, но и в фильмах и компьютерных играх, где описывается вымышленный мир, и в нем существует магия и волшебство, а также различные сказочные существа как эльфы, феи, демоны, драконы, гномы, орки и другие вымышленные персонажи. В фэнтези мирах, как правило, описывается борьба добра и зла, и часто присутствуют герои и героини, которые пытаются противостоять злодеям и защищать свой мир. Также в фэнтези мирах могут присутствовать различные расы и культуры, каждая со своими традициями и обычаями.

Жанр фэнтези часто связывают с средневековой Европой, поскольку многие произведения описывают миры, напоминающие средневековую Европу, с ее замками, рыцарями и королями. Однако в фэнтези мирах также могут присутствовать элементы современности, например, в виде технологий или социокультурных явлений. К примеру, люди раньше мечтали создать машину, которая сама бы ездила, или компьютер, или виртуальные очки, люди мечтали об этом, это было из разряда фантастики в то время, а сейчас всё это уже существует в реалии. Давайте рассмотрим по подробнее жанр фэнтези.

Жанр фэнтези имеет множество особенностей, которые делают его уникальным и интересным для читателей и зрителей. Некоторые из основных особенностей жанра включают:

Вымышленный мир: фэнтези миры часто описываются авторами как вымышленные, с магией, сказочными существами и местами, которых нет в реальном мире.

Битва добра и зла: многие произведения в жанре фэнтези описывают борьбу добра и зла, где герои и героини борются против злодеев, чтобы защитить свой мир.

Разнообразие рас и культур: фэнтези миры часто содержат множество разных рас и культур, каждая из которых имеет свои уникальные традиции, обычаи и языки.

Магия и волшебство: мир фэнтези часто насыщен магией и волшебством, которые могут использоваться как добрыми, так и злыми персонажами.

Элементы сказок: фэнтези миры часто содержат элементы из сказок и легенд, такие как принцессы, драконы, колдуны и другие сказочные существа.

Средневековая культура: многие произведения в жанре фэнтези описывают миры, напоминающие средневековую Европу, с ее замками, рыцарями и королями.

Так же следует отметить полную свободу автора, он может повернуть сюжет самым неожиданным образом, поскольку волшебный мир фэнтези предполагает, что в нем возможно все. Этот последний признак — один из наиболее важных, определяющих. Он четко отграничивает фэнтези и научную фантастику, потому что научная фантастика описывает вероятное, и автор стеснен определенными рамками. Он вынужден дать объяснение невероятному, обосновать научно или псевдонаучно (что чаще всего и происходит).

В целом, жанр фэнтези предлагает читателям и зрителям уникальный мир, где все возможно, и где только воображение является пределом.

На данном этапе развития литературы, она обогащена различными жанрами, что каждый человек может найти то, к чему лежит его сердце. Благодаря литературе человек обогащает свой собственный мир, расширяет свое мировоззрение.

Фантастическая литература – это жанр, который описывает вымышленные миры, существ и технологии, которые не существуют в реальном мире. Жанр фантастики включает в себя множество поджанров и направлений, каждое из которых имеет свои особенности и характеристики. Ниже я расскажу подробнее о некоторых из наиболее распространенных поджанрах фантастической литературы:

Научная фантастика: жанр, который описывает научные и технологические достижения, которые могут быть достигнуты в будущем. Этот жанр также может включать путешествия во времени и пространстве.

Фэнтези: жанр, который описывает магические существа, миры и события, которые не подчиняются законам физики. В этом жанре часто присутствуют эпические сражения и квесты.

Ужасы: жанр, который описывает страшные и мрачные события и существа. В этом жанре часто используются элементы сверхъестественного и мистического.

Постапокалиптика: жанр, который описывает мир после катастрофы, такой как ядерная война или эпидемия. В этом жанре часто присутствуют элементы выживания и борьбы за ресурсы.

Киберпанк: жанр, который описывает мир, где технологии достигли высокого уровня, но общество находится в упадке. В этом жанре часто присутствуют киберпространство и киберпанки.

Социальная фантастика: жанр, который описывает будущее общества, в котором существуют новые социальные, политические и экономические системы.

Фантастический юмор: жанр, который сочетает в себе элементы фантастики и комедии.

Альтернативная история: жанр, который описывает мир, в котором произошли исторические события, отличные от тех, которые произошли в реальном мире.

Боевая фантастика, космическая опера, паранормальный роман и стимпанк действительно являются дополнительными поджанрами фантастической литературы.

Боевая фантастика: жанр, который объединяет элементы боевика и научной фантастики. Главные герои этого жанра часто являются бойцами или солдатами, которые сражаются с врагами во имя спасения мира или галактики.

Космическая опера: жанр, который описывает приключения космических путешественников и их взаимоотношения. В этом жанре часто присутствуют элементы научной фантастики и фэнтези.

Паранормальный роман: жанр, который сочетает в себе романтику и паранормальные явления, такие как вампиры, оборотни, духи и т.д. В этом жанре часто используются элементы фэнтези и ужасов.

Стимпанк: жанр, который описывает альтернативную реальность, в которой технологии развивались в основном на паре, механике и аналоговых приборах. В этом жанре часто присутствуют элементы приключений и боевика.

Фэнтези – это один из наиболее распространенных жанров фантастической литературы, который описывает магические миры и существа, которые не подчиняются законам физики. Фэнтези также имеет множество поджанров, каждый из которых имеет свои особенности и характеристики. Некоторые из наиболее известных поджанров фэнтези включают:

Эпическое фэнтези: жанр, который описывает грандиозные приключения и эпические сражения в мире, населенном магическими существами и героями.

Героическое фэнтези: жанр, который описывает истории о героях, которые сражаются за справедливость и защиту своих близких в мире, населенном магическими существами.

Средневековое фэнтези: жанр, который описывает мир, напоминающий Средневековье, с магическими существами и событиями.

Готическое фэнтези: жанр, который описывает мрачный мир, наполненный ужасами и мистическими существами.

Фэнтези-роман: жанр, который сочетает в себе элементы романтики и фэнтези.

Темное фэнтези: жанр, который описывает мир, наполненный насилием и ужасами, с более зрелым стилем и темами, чем в других поджанрах фэнтези.

Фэнтези-комедия: жанр, который сочетает в себе элементы комедии и фэнтези.

Это только некоторые из наиболее распространенных поджанров фэнтези. Существуют также многие другие поджанры, такие как историческое фэнтези, фэнтези для детей и юношества, героическое фэнтези.

Историческое фэнтези: жанр, который описывает вымышленные события и персонажей в историческом контексте. В этом жанре часто используются

элементы реальных исторических событий, персонажей и культурных особенностей.

Фэнтези для детей и юношества: жанр, который описывает магические миры и приключения для молодых читателей. Этот жанр часто содержит элементы приключений, фантазии и морали.

Героическое фэнтези: жанр, который описывает героические приключения, в которых главные герои сражаются за справедливость и защиту своих близких. В этом жанре часто используются элементы магии и фантазии.

В заключении можем сказать, что жанр фантастики и фэнтези позволяют нам погрузиться в мир волшебства, мифов и фантазии, а также открыть для себя неограниченные возможности. В фантастике мы исследуем научные и технологические достижения, представляем будущее и рассматриваем вопросы о существовании внеземной жизни, путешествиях во времени и пространстве, искусственном интеллекте и многом другом. Фэнтези же открывает перед нами миры магии, фольклора и мифологии, где мы встречаемся с эпическими существами, героями и битвами между добром и злом. Оба жанра позволяют нам увидеть, что возможностей гораздо больше, чем мы можем представить, и вдохновляют нас мечтать и верить в чудеса. Они предлагают нам уникальные и захватывающие истории, которые не только развлекают, но и заставляют задуматься о нашей собственной реальности и о том, что находится за пределами нашего знакомого мира. А также сложно представить современную литературу без этих двух жанров, их так же можно назвать своего рода двигателем прогресса, ведь много лет назад то что считалось бы фантастикой, сейчас является реальностью!

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ZAMONAVIY INNOVATSION YONDASHUV ASOSIDA TALABALARNING CHET TILI KOMMUNIKATIV KOMPETENTLIGINI RIVOJLANTIRISH

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Annotatsiya. Maqolada chet tillarining ta’lim jarayonidagi ahamiyati, chet tilining kommunikativ kompetentsiyasi va chet tilining kommunikativ muvaffaqiyati o‘rtasidagi bog‘liqlik masalasini joriy etish muhimligi asoslab berilgan. Asosiy e’tibor muhandislik yo‘nalishi talabalariga ingliz tilini o‘rgatishdir. Muallif yangi avlod talabasining o‘z bilim sohasi bo‘yicha malakali bo‘lishining o‘zi yetarli emasligini, bugungi kunda o‘qitishning kommunikativ usullaridan foydalanish bilan bog‘liq bo‘lgan metodik yangiliklardan ta’lim-tarbiya jarayonida foydalanish zarurligini ta’kidlaydi.

Ka’lit so‘zlar: innovatsion yondashuv, kommunikativ kompetentsiya, optimallashtirish, motivlar, antropologiya va etnografiya, eksperimental ta’lim.

Аннотатция*:* В статье обосновывается важность постановки вопроса о связи между коммуникативной компетентностью иностранного языка и коммуникативной успешностью иностранного языка в процессе иноязычного образования. Основное внимание уделяется обучению английскому языку студентов технических специальностей. Автор подчеркивает, что студенту нового поколения недостаточно быть компетентным в своей области знаний, и сегодня необходимо использовать методические новшества, связанные с применением в образовательном процессе коммуникативных методов обучения.

Ключевое слова: инновационный подход, коммуникативная компетентность, оптимизация, мотивы, антропология и этнография, экспериментальное образование.

Annotation. The state substantiates the importance of raising the question of the relationship between the communicative competence of a foreign language and the communicative success of a foreign language in the process of foreign language education. The main attention is paid to teaching English to students of technical specialties. The author emphasizes that it is not enough for a student of the new generation to be competent in his field of knowledge, and today it is necessary to use methodological innovations related to the use and educational process of communicative methods.

Keyworsd: innovative approach, communicative competence, optimization, motives, anthropology and ethnography, experimental education.

Kirish. O‘zbekistonning jahon iqtisodiy va ta’lim makoniga integratsiyalashuvi, jamiyatning ijtimoiy ehtiyojlaridan kelib chiqqan tashqi iqtisodiy aloqalarning kengayishi xorijiy tillarini o‘qitish sohasidagi asosiy yo‘riqnomalarning o‘zgarishiga olib keldi. Nafaqat O‘zbekiston kompaniyalari, balki boshqa madaniy konfessiyalar vakillari bilan ham professional tarzda ishlashga yo‘naltirilgan talabalar, bo‘lajak muhandislar tomonidan xorijiy tillarni o‘zlashtirish hozirda katta ahamiyatga ega [1, 5847].

Ta’lim sohasiga innovatsion yondashuv oliy ta’lim tizimida amalga oshirilishi lozim bo‘lgan yangicha yondashuvlar sifatida ta’lim turlari o‘rtasida o‘zaro manfaatli aloqadorlikning innovatsion-integratsion yondashuvlardagi mexanizmlarini keltirib o‘tish mumkin. Har qanday innovatsiyada yangi ma’lumotlar va yangi tushunchalar muhim ahamiyatga ega. Turli munosabat va jarayonlarga kiritilayotgan yangilik mazmunan xususiy, sub’ektiv, mahalliy va shartli g‘oyalar tarzida namoyon bo‘ladi. Xususiy yangilik munosabat, ob’ekt yoki jarayonga tegishli elementlardan birini o‘zgartirish, yangilashni nazarda tutadi. Sub’ektiv yangilik ma’lum ob’ektning o‘zini yangilash zaruriyatni ifodalaydi.

Lug‘aviy jihatdan ham “innovatsiya” tushunchasi ingliz tilidan tarjima qilinganda (innovation) “yangilik kiritish” degan ma’noni anglatadi.

“Innovatsiya” larni ishlab chiqish va qo‘llanish to‘g‘risida ma’lumotlar birinchi marta XIX asrning 50-yillarida nashr etilgan, ilmiy iqtisodiy adabiyotlarda berilgan va bu atama fanga “an’ana” (yo‘nalish) atamasining antonimi tarzida kirdi. Mazkur tushuncha antropologiya va etnografiya doirasida shakllandi, biroq keyinchalik bir qator ijtimoiy fanlarning predmeti sohalariga tarqaldi.

Innovatsion ta’lim (ingl. “innovation” - yangilik kiritish, ixtiro) – ta’lim oluvchida yangi g‘oya, me’yor, qoidalarni yaratish, o‘zga shaxslar tomonidan yaratilgan ilg‘or g‘oyalar, me’yor, qoidalarni tabiiy qabul qilishga oid sifatlar, malakalarni shakllantirish imkoniyatini yaratadigan ta’lim. Innovatsion ta’lim jarayonida qo‘llaniladigan texnologiyalar innovatsion ta’lim texnologiyalari yoki ta’lim innovatsiyalari deb nomlanadi. Ta’lim innovatsiyalari – ta’lim sohasi yoki o‘quv jarayonida mavjud muammoni yangicha yondashuv asosida yechish maqsadida qo‘llanilib, avvalgidan ancha samarali natijani kafolatlay oladigan shakl, metod va texnologiyalardir.

Pedagogik innovatsiya deganda, o‘quv muassasasida hamkorlik g‘oyalari asosida psixologik muhitning o‘zgarishi tushuniladi; original pedagogik tizimlar, texnologiyalarni joriy qilish va tarqatish; ziddiyatlarni hal qilish (innovatsion dasturlarni o‘quv rejalari va dasturlar bilan birga qo‘shib olib borish, pedagoglarning shaxsiy va kasbiy rivojlanishning hamda malakasini oshirishning uzluksiz jarayoni, yangi o‘quv qo‘llanmalarning, boshqarish sxemalarining zarurligi); innovatsiyalarning tarqalishi maktabning maqomini o‘zgartiradi, bunda u eksperimental, innovatsiya faoliyatida muntazam ishtirok etuvchi bo‘lib qoladi; innovatsiyalar sharoitida pedagogik faoliyat barqaror ijodiy xususiyatga ega bo‘ladi,

innovatsiyalar doimiy amalda bo‘lgan izlovchi va eksperimental ta’lim tizimlari tartibida ishlashga o‘tadi [2, 44].

Ma’lumki, “Chet tili” fanini o‘zlashtirishdan maqsad chet tilining kommunikativ kompetensiyasini shakllantirish va takomillashtirishdan iborat. Chet tilining kommunikativ kompetentsiyasi va chet tilining kommunikativ muvaffaqiyati o‘rtasidagi bog‘liqlik masalasini ko‘rib chiqsak, aytishimiz mumkinki, bu tushunchalar bir-birini to‘ldiradi. Chet tilining kommunikativ kompetentsiyasi tabiatan universaldir, uni shakllantirish maktab va universitetda har qanday ta’lim sohasida chet tilini o‘rgatish maqsadi hisoblanadi. Biroq, chet tilidagi kommunikativ muvaffaqiyat, o‘z navbatida, professional xususiyatga ega. Universitetda mutaxassislarni chet tilini o‘qitish uchun shakllantirish bo‘yicha ishlarni tashkil etish maqsadga muvofiqdir Chet tilining kommunikativ muvaffaqiyati, birinchidan, kasbiy samarali yo‘nalishga ega (ma’lum bir kasbiy sohani lingvistik ta’minlash, bizning o‘rganishimizda - biznes), ikkinchidan, kasbiy funktsiyalarni samarali amalga oshirishga qaratilgan (maxsus vaziyatlarga botish va o‘rganish). Ma’lum bir kasb egasiga xos bo‘lgan nutq xatti-harakatlari va nutq harakatlari) talabalar tomonidan shakllantirilgan xulq-atvor ko‘nikmalari majmuasini, shu jumladan “Chet tili” fanini batafsil ko‘rib chiqish. Ushbu ko‘nikmalar kelajakdagi xodimning kasbiy faoliyatini optimallashtirishga qodir. Tushunchalarning ayrim tarkibiy qismlari “Chet tilining kommunikativ kompetensiyasi” va “chet tilining kommunikativ muvaffaqiyati” umumiy narsaga ega, bir-birini to‘ldiradi, lekin bir-birini almashtirib bo‘lmaydi. Chet tilining kommunikativ kompetensiyasi nuqtai nazaridan, bizning tadqiqotimizni keyingi tavsiflash jarayonida ushbu hodisalarning ahamiyatini ta’kidlagan holda, men kompensatsion va ijtimoiy kompetentsiyaning xususiyatlarini alohida ko‘rib chiqmoqchiman, ularning shakllanish darajasi bitiruvchilarni butkul ta’minlanadi. Kompensatsion ko‘nikmalar sinonimlardan foydalanish, so‘z tuzilishini tuzatish, yaqinlashtirish, tilni taxmin qilish, suhbatdoshdan yordam so‘rash, murakkab lingvistik hodisalardan qochish, keyingi so‘z va jumlalarni bashorat qilish, shuningdek, paralingvistik strategiyalardan foydalanishda. Ushbu ko‘nikmalar muhandislik bitiruvchilariga chet tilidagi muloqotning qiyin vaziyatlaridan chiqishga yordam beradi. Madaniyatlararo ishbilarmonlik aloqalarida sheriklar bilan do‘stona munosabatlarni o‘rnatish uchun ahamiyatini ortiqcha baholab bo‘lmaydigan kommunikativ kompetentsiyaning yana bir asosiy tarkibiy qismi bu ijtimoiy kompetentsiyadir [3, 78].

Zamonaviy metodika fani ta’lim jarayonida asosiy kompetensiyalar o‘quvchilar tomonidan quyidagi shart-sharoitlarda egallanishini ta’kidlash imkonini beradi:

a) ta’limning faollik xususiyati;

b) o‘quv jarayonini o‘quvchining mustaqilligi va o‘z faoliyati natijalari uchun javobgarligini rivojlantirishga yo‘naltirish;

v) maqsadga erishishda tajriba orttirish uchun sharoit yaratish.

Ko‘rib turganimizdek, o‘quvchilarning o‘quv kursi va natijalari uchun mustaqillik va mas’uliyat ulushi ortib bormoqda. Asosiy e’tibor talabaning ehtiyojlari, motivlari, qiziqishlari va qobiliyatlari bilan bog‘liq. Talabaning mustaqilligi, agar u o‘z maqsadlari va ehtiyojlariga muvofiq harakat qilsa, o‘zining

individualligini saqlasa, kommunikativ vazifani hal qilishda tashqi aralashuvsiz o‘z qarorlarini qabul qilish huquqini amalga oshirsa, yuqori darajada saqlanadi [5, 191].

Nofilologik yo‘nalish talabalarining chet tilidagi kommunikativ kompetensiyasini shakllantirish darajasini baholash uchun kognitiv mezonini tanlash talabalarning ingliz tilida madaniyatlararo muloqot qilish qobiliyatini baholash, ularning suhbatdoshlarini o‘zaro tushunish uchun ma’lumot almashish qobiliyati, kasbiy yo‘naltirilgan leksik birliklardan foydalanish qobiliyatini baholash maqsadga muvofiqligi bilan belgilanadi.

Yuqoridagi texnologiyalarning samarali integrallashuvi ta’lim sifatini oshirish, talabalarning ijodiy qobiliyatlarini rivojlantirish, ularning doimiy ravishda yangi bilimlarni egallashga bo‘lgan intilishlariga qaratilgan. Shu bilan birga yondashuv, o‘rganish usullari, ta’lim ishtirokchilarining o‘zaro munosabatlari, o‘quv sikllari mazmuni va talabalarning roli o‘zgaradi. Uzoq muddatli ish zamonaviy ta’lim jarayonining ma’nosidir, shu jumladan lingvistikada ham. Xorijiy tillarni o‘qitish jarayonida o‘quv axborotlarini uzatish vositasi sifatida faol kompyuterlashtirish zamonaviy axborot texnologiyalari imkoniyatlariga javob bermaydigan an’anaviy o‘quv jarayonini doimiy ravishda takomillashtirib boradi, degan fikr ilgari suriladi [4, 382].

Chet tillarni, xususan, ingliz tilini o‘rganishga tizimli yondashuv mualliflik elektron o‘quv materiallarida bayon etilgan bo‘lib, unda gpammatik, fonetik va leksik kichik tizimlar sifatida keltirilgan. Tizimli yondashuv yordamida tilning kuchli va yuqori sifatli o‘zlashtirilishini kafolatlaydigan giperaloqalar shakllantiriladi. Tizimli tamoyil tadqiqotimizda maxsus qo‘llanadigan loyihaviy, kommunikativ va masofaviy usullarda foydalaniladi.

Afsuski, universitet tomonidan ajratilgan chet tili darslari soni talabalarning chet tilini bilish darajasi (B1-B2) bo‘yicha federal maqsadlarga erishish uchun yetarli emas. O‘qishni tugatgandan so‘ng talabalarning tilni o‘rganish darajasi ko‘pincha orzu qilingan holda qoldiradi. Qo‘llanmalar ko‘pincha zaif ifodalangan kommunikativ yo‘nalishga ega bo‘lgan, vazifalarning yetarli darajada individuallashtirilmagan til mashqlari to‘plamidir. Biznes matnlar to‘plami yoshlar ongiga va ularning kelajakdagi kasbiy faoliyatiga zaif motivatsion jozibaga ega. Chet tilidagi darslar talabalar uchun yanada qiziqarli va qo‘shimcha uslubiy yordam bilan maqsadlarga erishish uchun samarali bo‘lishi mumkin [6, 50].

Talabalarning o‘zaro munosabatlarga kirishish, boshqarish va ta’sir etish texnologiyalarini ishlab chiqish va joriy etish bilan bog‘liq kommunikativ ko‘nikma va malakalarini shakllantirish va rivojlantirishni ta’minlaydi. Bu belgilab qo‘yilgan texnologik na’munalarga va intizomga rioya etish, muloqot va uning turli shakllari, texnologiyasi va texnikasi, samarali muloqotning verbal va noverbal vositalarini bilish va amalda qo‘llash, zamonaviy psixologik treninglar tashkil etish, muloqot sohasida o‘zini o‘zi baholay olish va o‘zini o‘zi takomillashtirish ko‘nikamalaridir.

Tadqiqot natijalariga ko‘ra, ish o‘ziga xos xususiyatlarni ochib berdi va “chet tilidagi kommunikativ muvaffaqiyat” tushunchasi ilg‘orligini talaba o‘z sohasini chet tiliga bog‘lagan holda o‘rganishi lozimligini tushundi. Hozirgi kontseptsiya bo‘lajak muhandislar ongida ularning xususiyatlarini hisobga olgan holda shakllanadi, kasbiy va umumiy madaniy ehtiyojlar va qiziqishlar shu orqali rivojlanib kelmoqda.

Belgilangan kommunikativ o‘qitish usuli va kompetentsiyaga asoslangan yondashuvning yetakchi roli uchun tayanch bo‘lmagan universitetlar talabalariga chet tilini o‘rgatishda bu sifatni egallashning asosini tashkil etadi [7, 31].

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KEY COMPONENTS OF TEACHING OIL AND GAS INDUSTRY

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Abstract. Teaching terms related to the oil and gas industry in English to students in this educational sphere requires a specialized approach that integrates technical vocabulary with practical language skills. The goal is to ensure that students not only understand industry-specific terms but also can apply them in real-world scenarios, including technical documentation, communication with international colleagues, and professional presentations.

Key words: technical terms, industry jargon, curriculum design, industry software, technical proficiency, teaching methodologies, learning strategies, instructional techniques, regulatory requirements, standards adherence, legal communication;

КЛЮЧЕВЫЕ КОМПОНЕНТЫ ПРЕПОДАВАНИЯ ТЕРМИНОВ НЕФТЕГАЗОВОЙ ОТРАСЛИ

Аннотация. Преподавание терминов, связанных с нефтегазовой отраслью, на английском языке студентам этой образовательной сферы требует специализированного подхода, который объединяет техническую лексику с практическими языковыми навыками. Цель состоит в том, чтобы студенты не только понимали отраслевые термины, но и могли применять их в реальных сценариях, включая техническую документацию, общение с международными коллегами и профессиональные презентации.

Ключевые слова: технические понятия, промышленный жаргон, разработка учебной программы, промышленное программное обеспечение, технические навыки, методики преподавания, изучая стратегии, методики обучения, нормативные требования, соблюдение стандартов, правовая коммуникация

NEFT VA GAZ SANOATI ATAMALARINI O‘QITISHNING ASOSIY KOMPONENTLARI

Annotatsiya. Aynan shu ta’lim sohasidagi talabalarga neft va gaz sanoatiga oid atamalarni ingliz tilida o‘rgatish texnik lug'atni amaliy til ko‘nikmalari bilan birlashtiradigan maxsus yondashuvni talab qiladi. Maqsad talabalarning nafaqat sohaga oid atamalarni tushunishlarini, balki ularni real vaziyatlarda, jumladan, texnik hujjatlarda, xalqaro hamkasblar bilan muloqotda va professional taqdimotlarda qo‘llashlarini ta’minlashdan iborat.

Kalit so‘zlar: texnik shartlar, sanoat jargoni, o‘quv dasturlarini loyihalash, sanoat dasturiy ta’minoti, texnik malaka, o‘qitish metodikasi, ta’lim strategiyalari, ta’lim texnikasi, normativ talablar, standartlarga rioya qilish, huquqiy aloqa

Introduction. Teaching oil and gas industry terms in English is a specialized endeavor that plays a pivotal role in preparing students and professionals for success in this dynamic sector. As the backbone of modern civilization and a driving force behind global economies, the oil and gas industry demands a nuanced understanding of its terminology, processes, and practices. Proficiency in industry-specific language not only facilitates effective communication but also enhances operational efficiency, safety, and regulatory compliance.

In this article, we delve into the key components essential for teaching oil and gas industry terms. Drawing upon insights from linguistics, education, petroleum engineering, and industry expertise, we explore the methodologies, strategies, and resources necessary to impart this specialized knowledge effectively. From curriculum design and vocabulary development to practical applications and industry engagement, each component contributes to the holistic development of language skills tailored to the unique needs of the oil and gas sector.

By examining these key components in depth, educators, trainers, and industry professionals can gain valuable insights into the pedagogical approaches, instructional techniques, and best practices that underpin successful language instruction in the oil and gas industry. Whether designing courses, developing training programs, or enhancing communication skills, understanding these components is essential for equipping learners with the linguistic proficiency needed to thrive in this critical field.

Throughout this article, we aim to illuminate the multifaceted nature of teaching oil and gas industry terms, providing guidance and inspiration for educators and practitioners alike. By embracing the principles outlined herein, stakeholders can empower the next generation of professionals to navigate the complexities of the oil and gas industry with confidence, competence, and clarity.

Literature review. The field of teaching oil and gas industry terms in English is quite specialized and interdisciplinary, often involving experts from linguistics, petroleum engineering, and education. While there isn’t a specific list of scientists solely dedicated to this niche area, several researchers and educators have made significant contributions through their work on English for Specific Purposes (ESP) and technical communication in the oil and gas sector. Here are a few notable figures and their contributions: John M. Swales, Tom Hutchinson and Alan Waters (their book “English for Specific Purposes: A Learning-centred Approach”), Tony Dudley-Evans and Maggie Jo St John (“Developments in English for Specific Purposes: A Multi-Disciplinary Approach”), Christine Feak and John Swales (“Academic Writing for Graduate Students”) and Srikant Sarangi. Besides them, various unnamed educators and trainers within petroleum engineering departments often develop customized programs and teaching materials to address the specific linguistic needs of students in this field. Their work involves creating glossaries, textbooks, and training modules tailored to the oil and gas industry’s terminology and

communication requirements. Organizations like the Society of Petroleum Engineers (SPE) and universities with strong petroleum engineering programs (e.g., Texas A&M University, University of Aberdeen) often have faculty members who contribute to the development of specialized English training programs for the oil and gas sector. While there may not be a single scientist exclusively dedicated to teaching oil and gas industry terms in English, the field benefits from the contributions of ESP experts, technical communication researchers, and educators in petroleum engineering. These professionals collectively advance the methodologies and materials used to teach industry-specific English, ensuring that students and professionals are well-equipped to communicate effectively within the oil and gas sector.

Research methodology. For our research, we conducted a comprehensive review of existing literature on teaching strategies specific to the oil and gas industry and looked for academic papers, industry reports, educational journals, and articles (Method "**Literature Review**").

We used databases like Google Scholar, JSTOR, and industry-specific publications (e.g., SPE journals) (method "**Research and Data Collection").**

Then we designed surveys or questionnaires to gather feedback from students and educators on which strategies they find most effective (Method "**Surveys and Questionnaires**")

Analysis and results. Teaching oil and gas industry terms is crucial for several reasons, particularly in preparing students and professionals to effectively engage with this complex and global sector. Here are the key points highlighting the importance of teaching these terms:

1. Professional Competence and Communication:

Enhanced Communication: – *Clarity and Precision* – Understanding and using industry-specific terminology ensures clear and precise communication among professionals, which is vital for operational efficiency and safety. – *Global Collaboration* – The oil and gas industry is international, involving cross-border projects and multinational teams. Familiarity with industry terms facilitates better communication and collaboration among diverse teams.

Professionalism: – *Industry Credibility*: Using the correct terminology demonstrates expertise and professionalism, helping individuals gain credibility in their roles. – *Career Advancement*: Mastery of industry-specific language is often a requirement for career advancement, as it shows a deep understanding of the field.

2. Operational Efficiency and Safety.

Operational Clarity: – *Standardization* **–** Consistent use of terminology helps standardize operations, making procedures and protocols easier to follow. *Efficiency* **–** Clear communication reduces misunderstandings and errors, leading to more efficient operations.

Safety**:** – *Risk Mitigation* **–** Precise use of terms related to safety protocols and emergency procedures is critical for mitigating risks and ensuring the safety of all personnel. – *Training and Compliance* – Proper terminology is essential for training programs and ensuring compliance with safety regulations and standards.

3. Technical Understanding and Application.

Technical Proficiency: – *Core Knowledge* – Grasping industry terms is fundamental to understanding the technical aspects of oil and gas operations, from exploration to production and refining. *Problem-Solving:* A thorough knowledge of terminology aids in diagnosing and solving technical problems, as professionals can accurately describe and address issues.

Documentation and Reporting: – *Accurate Documentation:* Using the correct terms ensures that technical reports, project proposals, and other documentation are accurate and comprehensible. – *Data Analysis*: Effective use of terminology is essential for analyzing data and interpreting results, which is critical for decision-making processes.

4. Educational and Training Programs.

Curriculum Development: *Relevant Curriculum*: Integrating industry terms into educational programs ensures that the curriculum is relevant and aligned with industry needs. *Skill Development*: Teaching these terms helps students develop the specific skills required for various roles within the industry.

Learning Engagement: *Real-World Context:* Using industry terms in teaching materials and exercises provides a real-world context, making learning more engaging and applicable. *Practical Application:* Students can better understand and apply what they learn in practical scenarios, enhancing their readiness for professional environments.

5. Regulatory and Compliance Understanding.

Regulatory Requirements: *Compliance:* Understanding the terminology used in regulatory frameworks ensures that professionals can comply with local, national, and international regulations. *Standards Adherence:* Familiarity with terms used in industry standards and guidelines is crucial for maintaining compliance and operational integrity.

Legal and Environmental Considerations: *Legal Communication:* Proper use of industry terms is important for legal documentation and communication, helping to avoid misunderstandings and disputes. *Environmental Impact:* Understanding terms related to environmental regulations and practices is essential for sustainable operations and minimizing the environmental footprint.

6. Innovation and Technology Integration.

Staying Updated: *Technological Advances:* The oil and gas industry is continually evolving with new technologies and methodologies. Understanding the associated terminology helps professionals stay updated and integrate new innovations into their work. *Research and Development:* Accurate use of terminology is critical for research and development activities, facilitating clear communication of ideas and findings.

Adapting to Changes: *Industry Trends:* Keeping up with industry terms allows professionals to adapt to changing trends and practices, ensuring they remain relevant and effective in their roles. *Continual Learning*: Encourages a culture of continual learning and professional development, as understanding new terms is part of staying informed about industry advancements.

Teaching oil and gas industry terms effectively requires a comprehensive approach that integrates technical vocabulary with practical language skills. This

approach should encompass various pedagogical strategies to ensure students gain a deep understanding of industry-specific terminology and can apply it in real-world contexts.

Key Components of Effective Teaching Strategies:

a) Vocabulary Development

b) Practical Applications

d) Multimedia Resources

e) Interactive Learning

f) Assessment Methods

g) Industry Engagement

Conclusion: The key components of teaching oil and gas industry terms involve a blend of curriculum design, vocabulary development, practical applications, and effective teaching strategies. By integrating these components, educators can provide students with the skills and knowledge needed to succeed in the oil and gas industry, ensuring they can communicate effectively and apply their learning in real-world contexts. Teaching oil and gas industry terms is essential for fostering professional competence, ensuring operational efficiency and safety, enhancing technical understanding, supporting educational programs, complying with regulations, and integrating new technologies. Mastery of these terms prepares individuals to effectively navigate the complexities of the oil and gas sector, contributing to their success and the industry's overall progress.

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BALANCING AUTHORITY AND INFLUENCE: THE DUAL FUNCTIONS OF LEADERSHIP IN HIGHER EDUCATION

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Abstract. The role of leadership in higher education institutions, particularly at the level of rectors and other senior administrators, involves a complex array of managerial functions. These functions can be divided into two primary groups: production management, which focuses on operational efficiency and task coordination, and socio-psychological management, which emphasizes staff motivation and interpersonal relationships. The effectiveness of these leaders is largely dependent on their ability to integrate material, legal, organizational, and human subsystems, while balancing formal authority with informal influence. This paper explores the key functions of higher education leaders, including their strategic, administrative, and communicative responsibilities, and how these roles contribute to organizational stability and growth. The importance of communication as a core tool for successful leadership is also emphasized, alongside the need for leaders to cultivate both professional expertise and interpersonal skills. Ultimately, the paper argues that effective leadership in higher education requires a balance of formal and informal authority, with leaders functioning as both professional managers and trusted influencers within their organizations.

Keywords: Higher education leadership, Rectors, Managerial functions, Production management, Socio-psychological functions, Strategic management, Communication in leadership, Organizational stability, Formal and informal authority

HOKIMIYAT VA TA’SIRNI MUVOZANATLASHTIRISH: OLIY TA’LIMDA YETAKCHILIKNING DUAL FUNKSIYALARI

Abstrakt. Oliy ta’lim muassasalarida, xususan, rektorlar va boshqa yuqori rahbarlar darajasidagi rahbarlik roli boshqaruv funktsiyalarining kompleks majmuasini o‘z ichiga oladi. Ushbu funktsiyalarni ikkita asosiy guruhga bo‘lish mumkin: operatsion samaradorlik va vazifalarni muvofiqlashtirishga qaratilgan ishlab chiqarishni boshqarish va xodimlarning motivatsiyasi va shaxslararo munosabatlarga urg‘u beradigan ijtimoiy-psixologik boshqaruv. Ushbu rahbarlarning samaradorligi ko‘p jihatdan ularning moddiy, huquqiy, tashkiliy va insoniy quyi tizimlarni

birlashtirish qobiliyatiga bog‘liq, shu bilan birga rasmiy hokimiyatni norasmiy ta'sir bilan muvozanatlashtiradi. Ushbu maqola oliy ta'lim rahbarlarining asosiy funktsiyalari, jumladan, ularning strategik, ma'muriy va kommunikativ mas'uliyatini va bu rollarning tashkilot barqarorligi va o'sishiga qanday hissa qo'shishini o'rganadi. Muvaffaqiyatli etakchilik uchun asosiy vosita sifatida muloqot muhimligi, shuningdek, rahbarlar professional tajriba va shaxslararo ko'nikmalarni rivojlantirish zarurligi ta'kidlanadi. Oxir oqibat, hujjat oliy ta'limda samarali etakchilik rasmiy va norasmiy vakolatlar muvozanatini talab qiladi, bunda rahbarlar o'z tashkilotlarida professional menejerlar va ishonchli ta'sir o'tkazuvchilar sifatida ishlaydi.

Kalit so‘zlar: Oliy ta’lim rahbariyati, Rektorlar, Boshqaruv funktsiyalari, Ishlab chiqarishni boshqarish, Ijtimoiy-psixologik funktsiyalar, Strategik menejment, Rahbarlikdagi aloqa, Tashkiliy barqarorlik, Rasmiy va norasmiy hokimiyat

БАЛАНСИРОВКА ВЛАСТИ И ВЛИЯНИЯ: ДВОЙНЫЕ ФУНКЦИИ ЛИДЕРСТВА В ВЫСШЕМ ОБРАЗОВАНИИ

Абстрактный. Роль руководства в высших учебных заведениях, особенно на уровне ректоров и других старших администраторов, включает в себя сложный набор управленческих функций. Эти функции можно разделить на две основные группы: управление производством, которое фокусируется на операционной эффективности и координации задач, и социально-психологическое управление, которое делает упор на мотивацию персонала и межличностные отношения. Эффективность этих лидеров во многом зависит от их способности интегрировать материальные, правовые, организационные и человеческие подсистемы, балансируя при этом формальную власть с неформальным влиянием. В данной статье исследуются ключевые функции руководителей высшего образования, включая их стратегические, административные и коммуникативные обязанности, а также то, как эти роли способствуют организационной стабильности и росту. Также подчеркивается важность коммуникации как основного инструмента успешного лидерства, а также необходимость развития лидерами как профессиональных знаний, так и навыков межличностного общения. В конечном счете, в документе утверждается, что эффективное лидерство в сфере высшего образования требует баланса формальной и неформальной власти, при этом лидеры действуют как в качестве профессиональных менеджеров, так и в качестве доверенных влиятельных лиц в своих организациях.

Ключевые слова: Лидерство высшего образования, Ректоры, Управленческие функции, Управление производством, Социально-психологические функции, Стратегический менеджмент, Коммуникация в лидерстве, Организационная стабильность, Формальная и неформальная власть.

Introduction. Leadership in higher education institutions plays a pivotal role in shaping the effectiveness and success of these organizations. Rectors and senior administrators are tasked with a broad range of responsibilities, encompassing both the operational management of resources and the more nuanced management of

human relationships. These leaders must navigate complex environments that include material resources, legal frameworks, organizational structures, and personnel dynamics. To achieve success, they must master a set of core functions that span from strategic planning and decision-making to interpersonal communication and staff motivation.

In this paper, we will explore the dual nature of leadership functions in higher education, focusing on the production management tasks that ensure organizational efficiency and the socio-psychological functions that promote a positive working environment. By examining various theoretical frameworks and practical examples, this paper aims to provide a comprehensive understanding of what makes effective leadership in higher education. It also underscores the importance of integrating formal authority with informal leadership qualities, such as communication and trust-building, to ensure the stability and continued development of the institution.

Main body. As a managing director, he is entrusted with authority and leads a large team. As a leader, he should guide his subordinates through his authority, high level of professionalism, and positive energy. In his role as a diplomat, he must establish connections with partners and authorities, successfully resolve internal and external conflicts, and build strategic alliances. As a mentor, a leader must demonstrate high moral standards, possess the ability to form a cohesive team, and steer its development in the right direction. In his capacity as an innovator, he must appreciate the importance of science in the modern world, be capable of evaluating new inventions, and quickly introduce relevant innovations into production. Equipped with deep knowledge, well-developed skills, a high level of culture, and a determined character, he must be rational and serve as a role model in every respect.

Furthermore, in the formal structure, the head operates as an official (a formal leader); in the informal structure, he might act as a confidant, a "gray cardinal," or even a "scapegoat." In this informal context, he becomes part of various groups and is subject to personal likes and dislikes, potentially taking on the role of an informal leader.

As highlighted by G.K. Ashin, A.V. Batarashev, N.N. Veresov, S.G. Gellerstein, and others [16, 20, 33, 42, 81, 169], the complexity of the head's role is amplified by the dual nature of their responsibilities, which involve both overseeing the technological process and managing interpersonal relationships. This requires the manager to adopt different behavioral approaches, as these responsibilities do not always align smoothly.

Additionally, the complexity and variety of management tasks call for a procedural approach, which addresses management activities through a range of functions. Yu.A. Tikhomirov [182] identifies key functions of management, including:

a) organizing the management system;
b) setting goals;
c) forecasting;
d) planning;
e) managing information;
f) decision-making;

g) organizing collective activities; and

h) monitoring and evaluating management effectiveness.

V.G. Afanasyev adds that a leader's functions include developing and implementing managerial decisions, organizing and regulating processes, monitoring and accounting, and gathering and processing information, which applies to the entire management cycle. Kitov, R.L. Krichevsky, E.S. Kuzmin, and others emphasize core management functions such as prioritizing goals and tasks for the team, coordinating the distribution of responsibilities, and supervising group activities, which include managing workflow, monitoring adherence to workplace norms, and motivating team members.

These functions collectively characterize management primarily as an act of leadership.In our view, G. Mintzberg presents the most systematic classification of leadership functions, identifying:

a) Interpersonal functions: representation, communication, and administration;

b) Informational functions: gathering and disseminating information to subordinates and external parties;

c) Decision-making functions: fostering innovation, addressing issues, allocating resources, and negotiating.

Thus, the head of an organization, as its representative and symbol, performs leadership activities.A.L. Zhuravlev, V.F. Rubakhin, and V.G. Shorin, when analyzing the roles of rectors and leaders in higher education, divided the enterprise into several subsystems:

1. Material (premises, equipment, information tools, transport, goods, cash);

2. Legal (the legal framework for activity);

3. Organizational (structure of divisions, positions, responsibilities, plans, contracts, etc.);

4. Human (enterprise personnel, their characteristics, behavior, and activities).

The decisive role is attributed to the leader's personality, with managerial activity considered through a system of specific functions. They categorize these functions into two main groups:

Production management functions: These assume that the leader possesses professional knowledge. Key tasks include coordinating subordinate activities to meet goals (such as generating profit), ensuring productivity growth, organizing smooth workflows, anticipating disruptions, monitoring and evaluating work, correcting issues, maintaining labor discipline, organizing work shifts, and aligning employee strengths with job requirements.

Socio-psychological functions: These focus on reducing dissatisfaction among employees, providing moral and material incentives, managing interpersonal relationships, protecting employees' rights, maintaining staff stability, overseeing staff turnover, fostering professional development, and educating subordinates. This group of functions not only requires professional knowledge but also strong interpersonal skills, persuasion, and public speaking.

Researchers like L.I. Umansky break down the leader's functions into four categories:

1. Integration: Uniting individuals around a common goal, establishing means and conditions for achieving it, planning, coordinating work, and monitoring progress.

2. Communication: Establishing horizontal communication within the team and vertical communication with higher organizational units.

3. Training: Providing ongoing education for team members.

4. Education: Developing both professional and personal growth.

Other researchers like I.P. Volkov and Yu.N. Yemelyanov highlight administrative, strategic, expert advisory, communicative, and regulatory functions, as well as representing the group in external contexts. A.G. Kovalev lists goal-setting, planning, coordination, stimulation, control, and education as core leadership functions.

L.S. Blyakhman and S.V. Stasyuk describe leadership as including: goal-setting (defining objectives and means), administrative (organizing departments and tasks, coordinating and controlling subordinates), expert (consulting employees), disciplinary (assessing performance, assigning rewards and punishments), representative (dealing with external entities), and educational (creating a positive work environment, fostering employee development, and participating in staff training).

A.M. Omarov, after reviewing many systems, proposes five primary roles for leaders: administrator, organizer, specialist, public figure, and educator.Thus, leadership functions can be categorized according to team tasks and professional areas. Organizational and administrative measures govern the management activities, while a leader's role includes providing professional guidance and overseeing specialized work. The leader must also manage interpersonal relationships and educate subordinates, with success depending on leadership abilities.

In practice, all functions are interconnected, as noted by A.V. Karpov, who combines production, technological, operational management, innovation, and marketing into "production and technological functions." The significance of these functions varies based on the leader’s hierarchical position. Higher-level leaders engage less in direct task execution and more in strategic planning. Karpov argues that integration (coordination) is the function that unifies all others, with strategic functions contributing to the overall planning process. As leaders move up in hierarchy, operational tasks decrease while strategic ones increase, making them more focused on managing other managers.

The representative function personifies the organization's interests, goals, and values. Leaders must embody the full range of functions in their role and reflect the organization’s characteristics. The image of the leader and their communication style is crucial, as public speaking and participation in meetings form a large part of leadership duties. Leaders must be aware of their responsibilities and be morally prepared to fulfill them. Karpov also highlights a **stabilization function**, which focuses on maintaining internal organizational stability. This involves personnel management, improving administrative practices, and updating management techniques. For leadership to be effective, the leader must be both a formal authority

and an informal leader, balancing hierarchical distance while maintaining influence over the team.

Conclusion. In conclusion, leadership and management are tightly interwoven in practice. The effectiveness of organizational functioning is enhanced when leadership functions are aligned and mutually supportive. Communication is the core tool of management, as the leader's role relies on interpersonal interactions. Successful managers are those who not only fulfill formal duties but also serve as informal leaders, commanding respect and authority within the team.

Effective leadership in higher education requires a nuanced approach that balances both formal authority and informal influence. Rectors and senior administrators are tasked with managing not only the operational and strategic functions of their institutions but also the interpersonal dynamics that foster a productive and motivated workforce. The dual nature of their responsibilities—encompassing both production management and socio-psychological functions—demands a leader who is capable of guiding their team with professional expertise while also addressing the emotional and relational needs of staff.

The success of these leaders is contingent upon their ability to integrate various subsystems, such as material, legal, organizational, and human resources, while maintaining stability within the institution. Communication emerges as a vital tool, facilitating both the execution of administrative tasks and the cultivation of a positive organizational climate. Ultimately, higher education leaders must serve as both formal managers and informal influencers, using their strategic, communicative, and leadership skills to ensure the institution's long-term growth and success. The key to this balance lies in understanding that leadership is not just about holding a position of power, but also about building trust, inspiring action, and fostering collaboration.

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THE ROLE OF KNOWLEDGE, FLEXIBILITY, AND EFFICIENCY IN MODERN MANAGEMENT:A REVIEW OF MANAGERIAL SKILLS AND PSYCHOLOGICAL BARRIERS

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Abstract. In today's rapidly changing environment, successful management demands more than just knowledge and logical decision-making. This paper explores the critical competencies required for effective leadership, such as flexibility, intuition, and creativity. It daws on G. Mintzberg's framework of managerial roles, highlighting the balance between intellectual capabilities and practical efficiency. The study examines common psychological barriers that hinder managerial effectiveness, emphasizing the need for personal authority, conflict resolution, and introspection. The findings suggest that while knowledge is essential, it must be complemented by action-oriented behavior to achieve tangible results in organizational management.

Keywords: Knowledge, flexibility, efficiency, modern management, managerial skills, psychological barriers, decision-making, adaptability, leadership, problem-solving, organizational behavior, innovation, productivity.

РОЛЬ ЗНАНИЙ, ГИБКОСТИ И ЭФФЕКТИВНОСТИ В СОВРЕМЕННОМ МЕНЕДЖМЕНТЕ: ОБЗОР УПРАВЛЕНЧЕСКИХ НАВЫКОВ И ПСИХОЛОГИЧЕСКИХ БАРЬЕРОВ.

Абстрактный. В сегодняшних быстро меняющихся условиях успешное управление требует большего, чем просто знания и логичное принятие решений. В этой статье исследуются важнейшие компетенции, необходимые для эффективного лидерства, такие как гибкость, интуиция и креативность. Он опирается на структуру управленческих ролей Г. Минцберга, подчеркивая баланс между интеллектуальными способностями и практической эффективностью. В исследовании рассматриваются распространенные психологические барьеры, которые препятствуют эффективности управления, подчеркиваются необходимость личного авторитета, разрешения конфликтов и самоанализа. Результаты показывают, что, хотя знания имеют важное значение,

они должны быть дополнены поведением, ориентированным на действия, для достижения ощутимых результатов в управлении организацией.

Ключевые слова: Знания, гибкость, эффективность, современный менеджмент, управленческие навыки, психологические барьеры, принятие решений, адаптивность, лидерство, решение проблем, организационное поведение, инновации, производительность.

ZAMONAVIY BOSHQARUVDA BILIM, MOSLASHUVCHANLIK VA SAMARALILIKNING O‘RNI: BOSHQARUV KO‘NIKMALARI VA PSIXOLOGIK TO‘SIQLAR SHARXI.

Abstrakt. Bugungi tez o‘zgaruvchan sharoitda muvaffaqiyatli boshqaruv nafaqat bilim va mantiqiy qarorlar qabul qilishni talab qiladi. Ushbu maqola moslashuvchanlik, sezgi va ijodkorlik kabi samarali etakchilik uchun zarur bo'lgan muhim vakolatlarni o'rganadi. U G. Mintzbergning boshqaruv rollari doirasiga tayanadi, intellektual imkoniyatlar va amaliy samaradorlik o'rtasidagi muvozanatni ta’kidlaydi. Tadqiqot boshqaruv samaradorligiga to'sqinlik qiladigan umumiy psixologik to'siqlarni o'rganadi, shaxsiy hokimiyat, nizolarni hal qilish va introspektsiya zarurligini ta'kidlaydi. Topilmalar shuni ko'rsatadiki, bilim muhim bo'lsa-da, tashkilotni boshqarishda aniq natijalarga erishish uchun u harakatga yo'naltirilgan xatti-harakatlar bilan to‘ldirilishi kerak.

Kalit so‘zlar: Bilim, moslashuvchanlik, samaradorlik, zamonaviy boshqaruv, boshqaruv ko‘nikmalari, psixologik to‘siqlar, qaror qabul qilish, moslashuvchanlik, etakchilik, muammolarni hal qilish, tashkiliy xatti-harakatlar, innovatsiyalar, mahsuldorlik.

Introduction. In contemporary management, having intellectual skills alone is not enough for success. Leaders need to blend knowledge with practical abilities, like decision-making, adaptability, and creativity, to effectively handle the complexities of organizational leadership. G. Mintzberg’s theory on managerial roles offers a valuable perspective on the varied skills managers must possess, including conflict resolution, resource management, and self-reflection. However, many managers face psychological barriers that hinder their effectiveness. This paper will explore the essential skills for modern managers, the psychological obstacles they encounter, and how intellectual capacity interacts with practical effectiveness in leadership.

Experience shows that while some managers excel at leading and overcoming challenges independently, others foster distrust among their teams and fail in similar situations. A leader’s inability to persuade, motivate subordinates, or inspire them to carry out decisions indicates a lack of the necessary qualities for effective management. This raises the question: what traits should a leader have?

One of the earliest sets of leadership qualities was articulated by the Byzantine writer Onosandro Maurice in the 6th century. He emphasized that a leader should be pious and fair, intelligent and decisive, calm and composed, simple and modest in behavior, and avoid selfishness, as greed alienates followers. A good leader must

protect the rights of their team, think deeply about future actions, and act quickly when opportunities arise, maintaining a steadfast mindset in both success and failure.

The personality of a leader is crucial in the realm of management in higher education system, as the timeliness and effectiveness of their decisions greatly rely on it. While decisions are often developed by a team of experts, key choices are typically initiated and finalized by the manager. Some managerial traits are inherent, but many are shaped through education and life and professional experiences.

Management is a set of functions whose implementation results in an influence that aligns people's activities toward a common purpose. Goals are formed during the management process, along with various sorts of planning, regulation, coordination, situational analysis, problem identification, and so on. At the same time, multiple communications, information, equipment, and technologies are utilized. Resources are being sought and implemented. It is hard to manage such a diverse workload without specialized understanding. That is why the manager is a professionally qualified specialist with a diverse set of professional skills.

Management's professionalization is related to its rising complexity, which is defined not so much by its size as by the complexity of its structure and technology, greater dynamics, higher social duty, and increased competition.

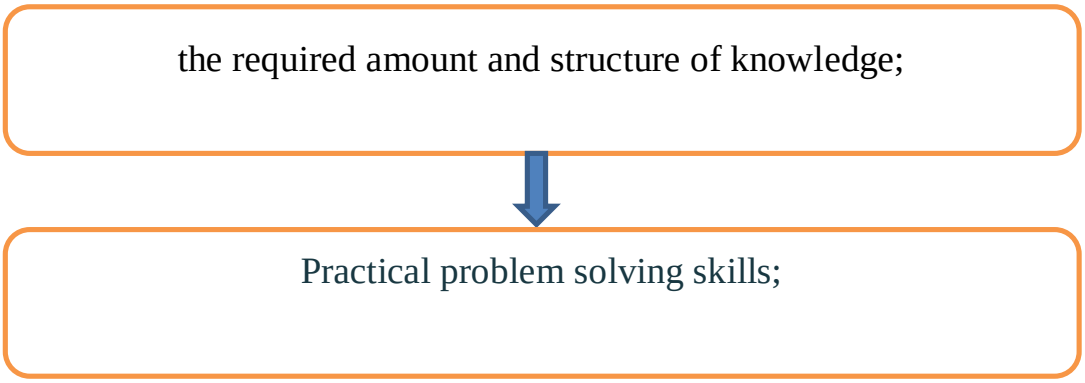
The following elements contribute to management professionalization:

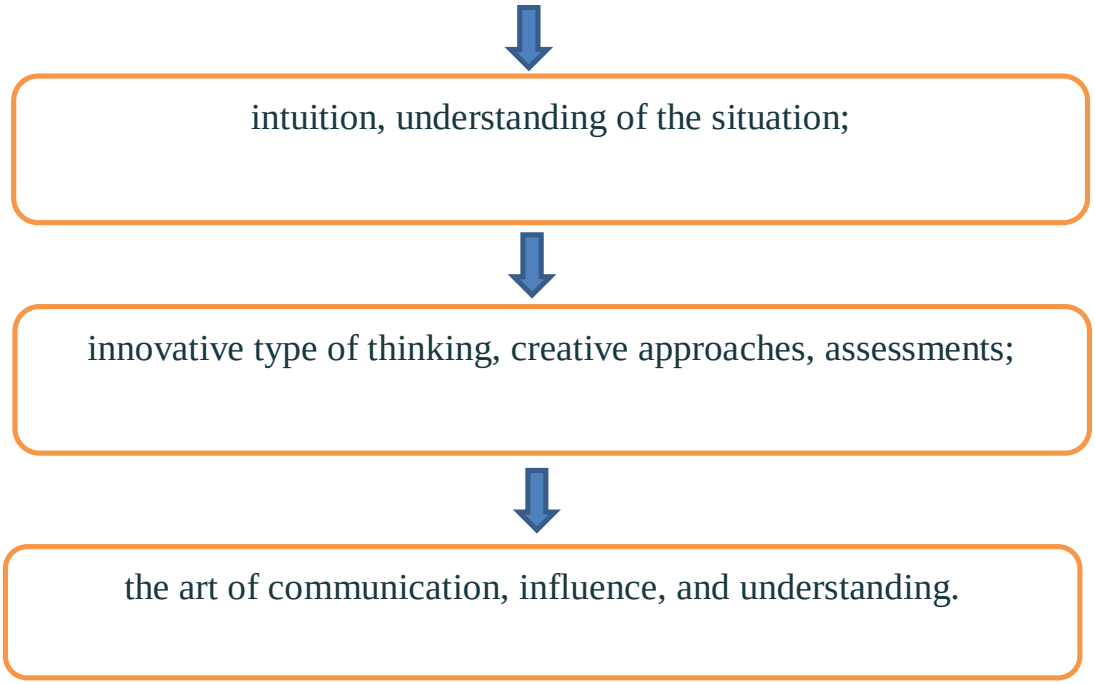
1)professional training for the management himself;
2) Professionalism of managerial staff;
3) Organizational and socioeconomic factors that allow for the emergence and practical use of professionalism;
4)encouraging the manager and management staff to reach their full creative potential;
5) spirituality and endurance.
6)patriotism.

The need for professional management is also conditioned by the diverse roles of the manager as a functional employee: an idea generator; a guide to the concept of management; a defender and organizer of the implementation of innovations; a designer of organizational structures; the main person in conflict resolution; an expert and consultant.

It is quite obvious that the more complex the management, the greater the need for its professional implementation.

Thus, professional leaders should have following skills:





A manager's role should be productive, focusing on creativity and the equitable distribution of public resources to foster social attitudes and justice. If not, it may contribute to growing social inequality and conflict. Therefore, a manager must:

- Possess a broad understanding of enterprise management.
- Be knowledgeable about the production technology relevant to their organization's activities.
- Have strong entrepreneurial skills, with the ability to not only identify but also control market situations, take initiative, and effectively allocate company resources to the most profitable areas.
- Make informed decisions in collaboration with lower-level managers and staff, ensuring everyone's role in executing these decisions is clear.
- Have practical experience and insights into analyzing the economic landscape of the primary markets or segments they operate in or plan to enter.
- Be capable of evaluating the strategies and actions of competing firms.
- Anticipate future trends in development.

In today's environment, knowledge and logic alone are insufficient for effective management; flexibility, intuition, and creativity are essential. This requires the capacity to foresee changes, adapt to them, and evolve personally.

For instance, G. Mintzberg identified key skills and abilities that a leader should possess:

- The ability to be equal: This involves establishing and maintaining relationships with individuals on the same level.
- The art of leadership: This skill encompasses guiding subordinates and navigating the challenges that come with authority and responsibility.
- Conflict resolution: A leader should be adept at mediating disputes and alleviating issues arising from psychological stress.

- Information processing: This entails creating an effective communication system within an organization to gather and evaluate reliable information.

- Making unconventional management decisions: Leaders must be able to identify problems and develop solutions even when alternatives and objectives are unclear.

- Resource allocation: This skill involves selecting the best option under constraints of time and other limited resources.

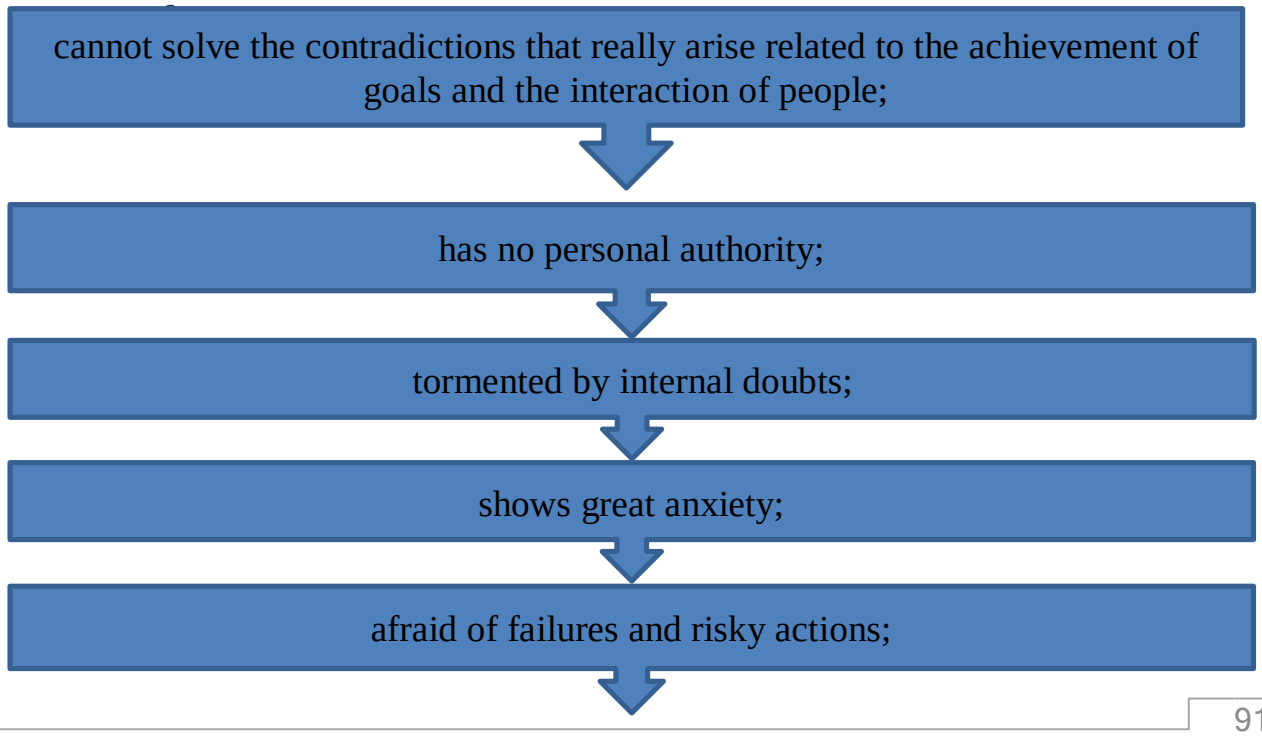
- Entrepreneurial ability: A leader should be capable of taking calculated risks and fostering innovation within the organization.

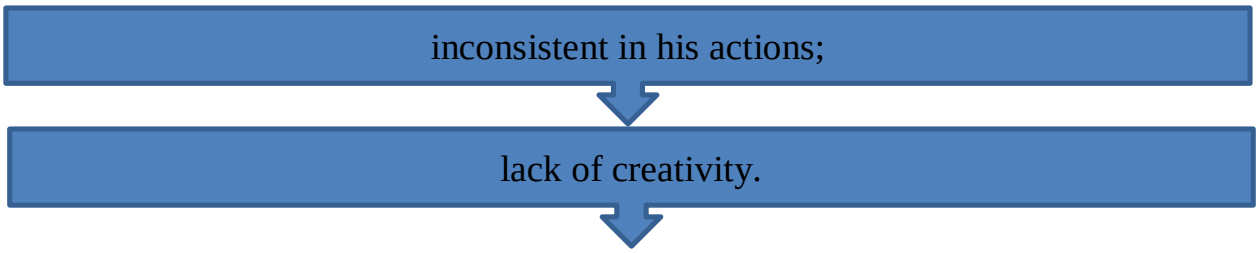
- Introspection: This involves understanding one's position and influence within the organization.

Mintzberg's analysis of these roles suggests that the role methodology is valuable only if it enhances the practical work of specific managers, rather than being merely theoretical.

However, it's not uncommon for higher positions to be held by individuals who, despite their high intelligence and creativity, may lack effectiveness. While many are knowledgeable and well-informed, there isn't always a direct correlation between these traits and a manager's performance. Even exceptionally talented individuals can sometimes underperform, failing to recognize that their abilities alone won't guarantee success; purposeful effort is necessary to translate talent into effectiveness. Conversely, organizations often have highly effective employees who may not possess standout talents. Some may appear busy, mimicking the energetic efforts of others, while those who work steadily and methodically—like the tortoise in the classic fable—may ultimately reach their goals first.Intelligence, imagination and awareness are certainly essential qualities, but only in combination with efficiency will they translate into results. Taken by themselves, they only set the bar for possible achievements.

It is necessary to point out those qualities of the manager that are psychological contraindications to this type of activity:





never-ending tasks and endless interaction with other people. He needs behavioral characteristics such as extraordinary patience, endurance and the ability to think “on his feet” - to make spontaneous compromises, negotiate at the peak of the moment and reorient thinking from subject to subject at the demand of the moment.

Conclusion.

The analysis presented in this paper underscores the importance of balancing intellectual knowledge with practical efficiency in management. While cognitive skills such as market analysis, competitor evaluation, and decision-making are essential, they are not sufficient on their own. Flexibility, creativity, and the ability to handle uncertainty are just as critical in modern leadership. Furthermore, psychological barriers such as inconsistency, lack of personal authority, and fear of failure can significantly undermine managerial effectiveness. Ultimately, successful management requires a combination of knowledge, behavioral adaptability, and continuous personal development.

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EFFECTIVE ASSESSMENT STRATEGIES FOR LANGUAGE LEARNERS

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Abstract. This article discusses effective assessment methods for language learners. Today we use different methods and tools to learn a language. Some of them have been cited. In language learning, it is necessary to use experienced and convenient and effective methods and methods.

Keywords: assessment, language learners, formative assessment, summative assessment, feedback, proficiency, portfolios, dynamic assessment;

TILI O‘RGANUVCHILAR UCHUN SAMARALI BAHOLASH STRATEGIYASI

Annotatsiya. Maqolada til o‘rganuvchilar uchun samarali baholash yo'llari haqida so‘z boradi. Bugungi kunda til o‘rganish uchun xilma xill usul va vositalardan foydalanamiz. Ulardan ba’zilari keltirib o‘tilgan. Til o‘rganishda tajribadan o‘tgan, qulay va natija beradigan usul va metodlardan foydalanish lozim.

Kalit so‘zlar: baholash, til o‘rganuvchilar, formativ baholash, summativ baholash, fikr-mulohaza, malaka, portfellar, dinamik baholash;

ЭФФЕКТИВНЫЕ СТРАТЕГИИ ОЦЕНКИ ДЛЯ ИЗУЧАЮЩИХ ЯЗЫК

Абстрактный. В этой статье обсуждаются эффективные методы оценивания для изучающих язык. Сегодня мы используем разные методы и инструменты для изучения языка. Некоторые из них были процитированы. При изучении языка необходимо использовать опытные, удобные и эффективные методы и методы.

Ключевые слова: оценка, языковые ученики, формативная оценка, суммативная оценка, обратная связь, компетентность, портфолио, динамическая оценка;

Introduction. Assessing language learners’ proficiency is an essential aspect of any language learning program. Accurate and comprehensive assessments not only provide insight into a learner’s language abilities but also guide teachers in shaping future instruction. Effective assessments should go beyond testing grammar and

vocabulary knowledge and consider the broader scope of language use, including listening, speaking, reading, and writing. This paper explores various assessment methods and tools for measuring language proficiency, compares formative and summative assessments, and provides practical tips for offering constructive feedback to learners.

I. Assessment Methods and Tools for Language Learners.

Effective language assessment methods should assess all four language skills-speaking, listening, reading, and writing—while also considering learners' ability to communicate in real-life situations. The following assessment methods provide valuable insights into language learners' progress.

1. Diagnostic Assessments. Diagnostic assessments are typically conducted at the beginning of a learning period, such as the start of a course or unit, and are designed to evaluate learners' existing language proficiency. These assessments help identify strengths, weaknesses, and gaps in knowledge, enabling teachers to tailor instruction to meet learners' needs. Examples of diagnostic assessments include:

- Pre-tests: These are used to gauge students' prior knowledge of the language concepts that will be taught. For example, a pre-test in a grammar class might assess students' understanding of verb tenses before beginning lessons on past tense forms.

- Informal Observations: Teachers can observe students during group work or individual activities, taking note of areas in which they struggle or excel. This provides immediate feedback to inform lesson planning.

2. Formative Assessments. Formative assessments are conducted throughout the learning process and provide ongoing feedback to both learners and instructors. The goal of formative assessment is not to judge students but to guide instruction and enhance learning. These assessments help learners improve their language skills over time.

- Portfolios: Portfolios are collections of a learner's work over time, often including drafts of essays, recorded oral presentations, and reflective journals. Portfolios provide a comprehensive view of the learner's progress, highlighting both improvements and areas for further development. This approach encourages learners to track their own growth and fosters reflective learning.

- Peer and Self-Assessment: Peer assessment allows students to evaluate each other's work, which not only helps them develop critical thinking skills but also offers them a chance to practice the target language in real-world contexts. Self-assessment encourages learners to reflect on their language use, identify areas for improvement, and set personal learning goals.

- Observational Assessments: Teachers often use informal observational assessments to gauge learners' progress during class activities, such as group discussions, pair work, or informal presentations. By listening to students' interactions, teachers can assess fluency, vocabulary use, grammar accuracy, and other aspects of language proficiency.

3. Summative Assessments. Summative assessments are generally conducted at the end of a learning unit or course and are designed to evaluate learners' overall performance. These assessments are often high-stakes and may contribute to final grades. While summative assessments are important for determining a learner's

proficiency at a particular point in time, they should be carefully designed to measure communicative competence in addition to grammar and vocabulary knowledge.

- Standardized Tests: Standardized language proficiency tests, such as the TOEFL, IELTS, or the CEFR exams, are used to assess learners' language skills across multiple areas, including reading, writing, listening, and speaking. These tests are designed to be objective and provide a global standard for evaluating language proficiency. While they are widely used, standardized tests often focus on academic language skills and may not fully capture learners' ability to use language in real-world communication.

- Final Exams or Projects: A final exam, typically consisting of written tasks and multiple-choice questions, is a common form of summative assessment. Alternatively, learners may be asked to submit a final project or deliver a presentation, in which they apply what they have learned in a practical context. This allows learners to demonstrate their ability to use language in functional situations.

4. Dynamic Assessment. Dynamic assessment (DA) is a formative approach that blends assessment and teaching. Unlike traditional assessments, which measure learners' current abilities, dynamic assessment focuses on how well learners can perform tasks with support. The goal is to assess a learner's potential for further development and identify areas where additional help might be needed. Dynamic assessment typically involves providing learners with tasks that are slightly beyond their current ability level, with the teacher offering guidance and feedback during the task. This approach is especially effective in language learning because it focuses on learners' capacity to improve with appropriate scaffolding.

II. Formative vs. Summative Assessments.

The key difference between formative and summative assessments lies in their purpose, timing, and impact on learning. While both are essential for a comprehensive assessment strategy, they serve different roles in the learning process.

Formative Assessment. Formative assessments are ongoing evaluations that aim to monitor students' progress and guide instructional decisions. These assessments are typically conducted during the learning process and focus on the development of language skills rather than the final outcome.

- Purpose: The primary purpose of formative assessment is to inform teaching and support learners' development. It allows teachers to identify gaps in students' knowledge and adjust their teaching methods accordingly.

- Timing: Formative assessments are administered throughout the course or unit, often after each lesson or learning activity. This allows for immediate feedback and encourages continuous improvement.

- Impact: Because formative assessments are generally low-stakes and do not contribute to final grades, they reduce learner anxiety and encourage a growth mindset. Learners can make mistakes without fear of negative consequences and use the feedback to improve.

Summative Assessment. Summative assessments, on the other hand, are typically conducted at the end of a learning period, such as at the end of a course or unit. They are designed to measure the cumulative knowledge and skills a learner has acquired.

- Purpose: The primary purpose of summative assessment is to evaluate the overall achievement of learning objectives. These assessments provide a summary of what the learner has mastered and what still needs attention.

- Timing: Summative assessments are usually conducted at the conclusion of a unit or course, often in the form of exams or final projects.

- Impact: Summative assessments tend to have a higher impact on grades or advancement, which can lead to greater pressure on students. However, they provide an objective measurement of proficiency and can help teachers evaluate the effectiveness of their teaching.

III. Providing Constructive Feedback. Feedback is an essential component of the assessment process, particularly for language learners. Well-constructed feedback helps students understand their strengths and areas for improvement, guiding them toward higher levels of proficiency. Effective feedback is clear, actionable, and positive, encouraging learners to keep progressing.

1. Be Specific and Targeted. Effective feedback should be specific and focus on the areas that need improvement. For example, instead of saying “You need to improve your speaking,” provide specific feedback such as, You had difficulty pronouncing “th” sounds. Try practicing these sounds with minimal pairs, such as “think” and “thank”.

2. Balance Positive and Constructive Feedback. While it is important to point out areas of improvement, it is equally important to highlight the learner's strengths. A balance of positive and constructive feedback motivates learners by recognizing their achievements while encouraging them to work on weaknesses. Example: “Your vocabulary usage in the essay was strong, but there are a few grammar errors in your verb tenses. Let’s review the past perfect tense to ensure consistency in your writing.”

3. Encourage Self-Reflection. Feedback should also encourage students to reflect on their own learning. Prompting learners with questions such as, "What do you think worked well in your essay? What would you like to improve?" encourages metacognition and self-directed learning. This reflection helps learners become more aware of their language use and guides future efforts.

4. Offer Supportive Suggestions for Improvement. Rather than simply pointing out errors, feedback should offer clear suggestions for how students can improve. Instead of saying, “Your pronunciation needs work,” offer a suggestion such as, “You can improve your pronunciation by listening to native speakers and mimicking their intonation patterns. You might also try recording your own speech and comparing it to audio resources.”

5. Make Feedback Timely

Timely feedback is critical for effective learning. When feedback is provided shortly after an assessment or activity, learners are more likely to retain the information and apply it to future tasks. Feedback should be given as soon as possible after the task is completed, particularly for formative assessments.

Conclusion. Effective assessment strategies for language learners require a comprehensive approach that includes both formative and summative assessments. While formative assessments provide ongoing feedback that supports learners’ development, summative assessments offer a final evaluation of proficiency. A

combination of diagnostic tests, portfolios, peer assessments, and dynamic assessments allows teachers to accurately measure learners' language abilities and provide targeted, constructive feedback. By offering clear, actionable, and timely feedback, teachers can help learners improve their language skills and foster a growth mindset. Ultimately, the goal of assessment is not just to measure proficiency, but to enhance the language learning process and empower learners to become confident, effective communicators.

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ENGAGING CLASSROOM ACTIVITIES FOR LANGUAGE LEARNING

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Abstract. The article talks about various interactive methods and methods used in classrooms. It is necessary to interest and involve students in language learning. In this, it is necessary to invite students to cooperate, to pass the lessons with the help of games. Information about the possibility of improving students’ knowledge through the use of new technologies is provided**.**

Keywords: language learning, classroom activities, interactive methods, student engagement, technology integration, gamification, collaborative learning, educational games**.**

TIL O‘RGANISH UCHUN SINFLARDA FAOLIYATNI RIVOJLANTIRISH

Annotatsiya. Maqolada sinflarda foydalaniladigan turli interaktiv usul va metodlar haqida so‘z boradi. Til o‘rganishga talabalarni qiziqtirish va jalb qilish kerak bo‘ladi. Bunda talabalarni hamkorlikka chorlash, darslarni o‘yinlar yordamida o‘tish lozim. Yangi texnologiyalardan foydalanish orqali talabalar bilimini oshirish mumkinligi haqida ma’lumotlar keltirilgan.

Kalit so‘zlar: til o‘rganish, sinf faoliyatlari, interaktiv usullar, talabalar ishtiroki, texnologiyani integratsiya qilish, o‘yinlashtirish, hamkorlikka o‘rganish, ta’lim o‘yinlari;

РАЗРАБОТКА КЛАССНЫХ ЗАНЯТИЙ ПО ИЗУЧЕНИЮ ЯЗЫКА

Абстрактный. В статье говорится о различных интерактивных методах и методах, используемых на занятиях. Необходимо заинтересовать и вовлечь студентов в изучение языка. При этом необходимо приглашать учащихся к сотрудничеству, проходить уроки с помощью игр. Приведена информация о возможности улучшения знаний студентов за счет использования новых технологий.

Ключевые слова: языковое обучение, классные мероприятия,

интерактивные методы, участие студентов, интеграция технологий, геймификация, совместное обучение, образовательные игры;

Introduction. Language acquisition is a complex process that requires more than just memorizing vocabulary and grammar rules. To effectively learn a language, students must engage with the language actively, using it in real-life situations and developing their communicative skills. However, traditional language teaching methods often struggle to keep students motivated and involved in the learning process. As such, there has been a shift towards more engaging, interactive, and enjoyable classroom activities that can make learning a language more immersive and stimulating.

This article explores innovative and interactive classroom activities that can significantly enhance language acquisition. It focuses on the integration of games, technology, and group work as key methods to make language learning both effective and enjoyable. By focusing on these elements, educators can create a classroom environment where students are not only motivated but also gain practical language skills that are applicable beyond the classroom.

Literature Review. The importance of engagement in language learning has been well-documented in educational research. According to Thornbury (2006), one of the primary goals in language learning is to create an environment in which students feel motivated to use the language actively, and this motivation often comes from engaging, dynamic activities. Studies show that when students are engaged in meaningful, interactive tasks, they are more likely to retain new vocabulary, practice their speaking and writing skills, and gain greater confidence in using the language. The integration of technology into language classrooms has also become increasingly prominent. Research by Warschauer (2004) emphasizes that technology can provide students with immediate feedback and exposure to authentic language materials, which enhances their language acquisition. Tools such as language-learning apps, interactive whiteboards, and online platforms can facilitate an interactive and personalized learning experience, making it easier for students to practice at their own pace while still receiving guidance.

Similarly, the use of games in the classroom, a concept known as “gamification”, has been explored in several studies. Games provide an enjoyable, low-pressure environment for students to practice language skills. For example, when students play language-related games, they practice speaking, listening, and problem-solving in a fun and relaxed setting. According to Gee (2003), video games, in particular, can offer rich, context-based language exposure that supports vocabulary acquisition and narrative comprehension. Collaborative learning, another key area of interest, emphasizes peer-to-peer interaction and group problem-solving. Studies by Johnson & Johnson (1999) have demonstrated that when students work together to complete tasks, they not only reinforce their own language skills but also learn from their peers. This type of learning allows students to practice negotiation, clarification, and communication strategies that are critical for effective language use.

Research Methodology. This research employs a qualitative approach to investigate the impact of interactive classroom activities on language learning. The

study was conducted in three different language classrooms - English, Russian, and Uzbek - at a secondary school level. The participants included 120 students, aged 12-16, and six language instructors who taught each class using a variety of traditional and interactive methods. To gather data, the researcher used a combination of classroom observations and semi-structured interviews. Observations were conducted over a period of three months, focusing on the types of activities used in class, student participation levels, and engagement during lessons. The researcher also conducted interviews with both teachers and students, asking about their perceptions of the activities and their effectiveness in improving language skills. Data were analyzed to identify recurring themes and patterns related to the types of activities used, student involvement, and language progress. The analysis focused on three main areas: the use of games, the integration of technology, and the implementation of group work.

Analysis and Results. The findings from the study suggest that the use of interactive activities significantly improved student engagement and language acquisition. The results can be divided into three main categories: “games”, “technology integration”, and “group work”.

1. Games: One of the most effective methods for engaging students was the use of language games. Games such as “word bingo”, “crossword puzzles”, “role-playing activities”, and “interactive quizzes” provided students with opportunities to practice new vocabulary, pronunciation, and grammar in an enjoyable and relaxed environment. The use of competitive games, such as team-based challenges, motivated students to actively participate, with many reporting that they were more willing to speak in front of their peers because of the low-stakes, fun nature of the activities. Teachers also noted that games helped reinforce key concepts and vocabulary, making learning more memorable.

2. Technology Integration: Technology played a pivotal role in supporting language learning. Tools such as language-learning apps (e.g., Duolingo, Babbel) and online platforms (e.g., Quizlet, Kahoot) were used regularly in the classroom. These tools allowed students to practice language skills outside of class and receive immediate feedback, which helped reinforce their learning. Students who used apps for vocabulary building demonstrated significant improvement in retention and recall. Additionally, interactive whiteboards and multimedia resources (such as videos and audio clips) allowed teachers to present authentic language materials, such as interviews, songs, and news broadcasts, providing students with real-world context for their learning.

3. Group Work: Collaborative activities, such as group discussions, debates, and cooperative projects, also had a positive impact on student engagement and language skills. When students worked together in groups, they had opportunities to practice communication and negotiation skills, which are essential for effective language use. Students reported feeling more confident when speaking in a group setting, and teachers observed a higher level of participation and initiative during group-based tasks. Group work also helped students learn to clarify misunderstandings and build their language skills through peer interaction.

Conclusion. The study highlights the importance of incorporating interactive

classroom activities to enhance language learning. Games, technology integration, and group work were found to be highly effective in engaging students, motivating them to participate actively, and improving their language proficiency. These methods not only make the learning process more enjoyable but also provide students with the opportunity to practice real-life language use in a supportive and dynamic environment.

Based on the findings, several recommendations can be made for language educators:

1. Incorporate More Games: Teachers should regularly include language games in their lessons to make the learning process fun and engaging. Games can be used to practice vocabulary, grammar, listening comprehension, and speaking skills.

2. Utilize Technology: Integrating technology, such as language-learning apps, interactive quizzes, and multimedia resources, can significantly enhance the learning experience. Teachers should explore different technological tools and use them to provide personalized learning opportunities for students.

3. Encourage Group Work: Collaborative learning activities should be encouraged in the classroom. Group work helps students develop essential communication skills and provides a platform for peer learning.

In conclusion, interactive classroom activities have the potential to transform language learning into an enjoyable and rewarding experience. Educators should continue to explore innovative ways to incorporate games, technology, and group work to make language acquisition more engaging and effective.

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